



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

12X318

School Name:

SCHOOL OF MATHEMATICS, SCIENCE, AND TECHNOLOGY THROUGH THE ARTS

Principal:

ZULMA VALLADARES, PRINCIPAL, I.A.

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (CEP)

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: School of Mathematics, Science, and Technology Through the Arts School Number (DBN): 12X318
School Level: Intermediate School Grades Served: 06, 07, 08, SE
School Address: 1919 Prospect Avenue, Bronx, NY 10457
Phone Number: 718-294-8504 Fax: 718-901-0778
School Contact Person: Melissa DelliPaoli Email Address: MDellip2@schools.nyc.gov
Principal: Zulma Valladares, Principal, I.A.
UFT Chapter Leader: Jason Brown
Parents' Association President: Nancy Maxwell
School Leadership Team Chairperson: Josefina Rodriguez
Student Representative(s): _____

District Information

District: 12 Superintendent: Rafaela Espinal Pacheco
Superintendent's Office Address: 1434 Longfellow Avenue, Bronx, NY 10459
Superintendent's Email Address: REspina@schools.nyc.gov
Phone Number: 718-328-2310 x4092 Fax: 718-542-7736

Cluster and Network Information

Cluster Number: 06 Cluster Leader: Jose Ruiz
Network Number: 608 Network Leader: Rudy Rupnarain

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 School Comprehensive Educational Plan (SCEP) 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) |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| Zulma Valladares | *Principal or Designee | |
| Jason Brown | *UFT Chapter Leader or Designee | |
| Nancy Maxwell | *PA/PTA President or Designated Co-President | |
| Allison Menifield | DC 37 Representative, if applicable | |
| | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | CBO Representative, if applicable | |
| Lisette Rodriguez | Member/ UFT | |
| Gladys Ortiz | Member/ DC 37 | |
| Melissa DelliPaoli | Member/ CSA | |
| Beverly Emers | Member/ Parent | |
| Elena Garcia | Member/ Parent | |
| Pamela Doodnauth | Member/ Parent | |
| Ana Rodriguez | Member/ Parent | |
| Renee Cooper Mcknight | Member/ Parent | |
| | | |
| | | |
| | | |

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

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

The School 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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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 |

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement.

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 SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** 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 4:** 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 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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: SCEP 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 DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

About Our School:

I.S. 318, School of Mathematics, Science and Technology through the Arts provides every child with a safe, nurturing, and educationally-equitable learning environment, one that is complete with a rigorous, challenging curriculum that sets all students on the road to college and career readiness. Basic math, science, and technology skills are essential for a broad array of career opportunities in the twenty-first century. It is our obligation to ensure that our students are prepared with the skills for our ever-advancing society. We ensure that all students are prepared for high school by providing them with a curriculum that is aligned to the Common Core Learning Standards. At I.S. 318, we strategically use technology to supplement our reading, writing, and mathematics curriculum to ensure that we meet the academic needs of all students. Computers and/or laptops are available for all students during the instructional day and we provide students with academic programs for home use. Furthermore, laptops and programs such as Access Code, Achieve 3000, and iXL are available in all English Language Learners and Students with Disabilities classrooms, which target the educational needs of the diverse learning groups. Our academic focus is complemented by our efforts to develop character, confidence and pride, instrumental in developing responsible, concerned citizens. I.S. 318 holds true to the belief of promoting a strong home and school connection. Parents monitor student progress through our mobile app, parent newsletters, and monthly progress reports. Additionally, students and parents have access to real-time grades and assignments through our online grading system, Skedula. I.S. 318 has an active Parent Association who volunteers for all extra-curricular school events including school celebrations, basketball games, field days, and Parent Teacher Conferences.

I.S. 318, School of Mathematics, Science and Technology through the Arts is a middle school with approximately 328 students from grades six through eight. The school population is comprised of 68% Hispanic, 29% Black, and 3% White. The student body includes 18% English Language Learners and 25% Students with Disabilities. Boys account for 57% of the students enrolled and girls account for 43%.

I.S. 318, School of Mathematics, Science and Technology through the Arts is partnered with the Middle School Quality Initiative. As a part of this partnership, I.S. 318 has successfully implemented Word Generation in order to integrate an interdisciplinary approach across all grade levels. Students utilize the academic vocabulary in essay writing and in class debates each week. Last year, as part of MSQI our first group of students participated in an outside debate competition and won. The students complete the Degrees of Power Assessment (DRP) to provide student interventions, and measure student growth.

School scheduling allows for teachers to meet regularly in teams for professional learning that includes opportunities for development, discussion, and common planning. Teachers engage in weekly faculty, departmental, and grade level meetings. As we look to the 2014-2015 school-year, our goal is to differentiate our professional learning communities even further by utilizing teacher interest, need, through data, as determined by the Professional Learning Committee and staff feedback. This practice will allow school leaders and teachers to develop unit and lesson plans that further engage students in learning utilizing student led questioning and discussion strategies.

Strengths and Accomplishments:

Based on the 2013-2014 School Quality Guide, 91.9% of our 8th grade students taking regents courses earned enough high school credit. Additionally, 88% of our former 8th grade students are on track for high school graduation. Lastly, our students continue to make progress in English and Mathematics when compared to peer schools.

Challenges:

A major challenge in our school is the limited number of teachers allocated to the school due to register loss and budget constraints. Also, our student attendance last year was 89%. We are currently addressing this with the assistance of our attendance teacher and our parent engagement time. Teacher attendance was lower than is acceptable, which directly impacts instruction.

Demonstrated Growth During the 2013-2014 school-year:

The DTSDE Tenets in which our school made the most growth were **(SOP 3.2)** implementation of rigorous and coherent curricula that is aligned to the CCLS and **(SOP 4.5)** teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning. Last year our school strongly focused on designing and implementing CCLS-based curriculum. Extensive amount of common planning time was made available so teachers could work together to create, modify, and revise their curriculum. Teacher utilized school data to align the curriculum to meet the needs of students including our Students with Disabilities and English Language Learners. Significant resources were used to train our teachers and support their growth and development throughout the year.

Key Focus Areas for the 2014-2015 school-year:

1. To continue to develop and align units of study that are aligned to CCLS in all content areas, that implement high level thinking and rigorous instruction in every classroom, further utilize existing data to address all learners' needs by providing appropriate differentiated instruction in order to maximize student outcomes. **(SOP 3.3)**
2. To continue to support teachers in analyzing data to ensure a safe, nurturing, and supportive learning environment, thereby increasing academic success for all students. **(SOP 5.5)**
3. To continue to engage teachers in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students can experience high levels of engagement, thinking and achievement. **(SOP 4.2)**
4. To continue to engage teachers in frequent and timely feedback that will support their professional growth in order to drive student achievement. **(SOP 2.5)**
5. To continue to teach parents ways to support student learning by establishing a strong and focused home-school connection. **(SOP 6.3, 6.4, 6.5)**

12X318 School Information Sheet Key

| School Configuration (2014-15) | | | | |
|-----------------------------------------------------------------|----------|-------------------------------------------------|-------|-----------------------------------------------|
| Grade Configuration | 06,07,08 | Total Enrollment | 325 | SIG Recipient |
| | | | | N/A |
| Types and Number of English Language Learner Classes (2014-15) | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language |
| | | | | N/A |
| Types and Number of Special Education Classes (2014-15) | | | | |
| # Special Classes | N/A | # SETSS | N/A | # Integrated Collaborative Teaching |
| | | | | N/A |
| Types and Number of Special Classes (2014-15) | | | | |
| # Visual Arts | 8 | # Music | 12 | # Drama |
| # Foreign Language | 8 | # Dance | N/A | # CTE |
| | | | | N/A |
| School Composition (2013-14) | | | | |
| % Title I Population | 92.5% | % Attendance Rate | 88.5% | |
| % Free Lunch | 92.2% | % Reduced Lunch | 3.6% | |
| % Limited English Proficient | 18.3% | % Students with Disabilities | 25.5% | |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | 0.3% | % Black or African American | 30.2% | |
| % Hispanic or Latino | 66.5% | % Asian or Native Hawaiian/Pacific Islander | 0.3% | |
| % White | 2.4% | % Multi-Racial | 0.3% | |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | 13.54 | # of Assistant Principals (2014-15) | 1 | |
| # of Deans (2014-15) | N/A | # of Counselors/Social Workers (2014-15) | 1 | |
| Personnel (2013-14) | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | N/A | % Teaching Out of Certification (2013-14) | 5.2% | |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.2% | Average Teacher Absences (2013-14) | 8.51 | |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | |
| ELA Performance at levels 3 & 4 | 6.9% | Mathematics Performance at levels 3 & 4 | 11.5% | |
| Science Performance at levels 3 & 4 (4th Grade) | N/A | Science Performance at levels 3 & 4 (8th Grade) | 32.7% | |
| Student Performance for High Schools (2012-13) | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | 84.1% | |
| Credit Accumulation High Schools Only (2013-14) | | | | |
| % of 1st year students who earned 10+ credits | N/A | % of 2nd year students who earned 10+ credits | N/A | |
| % of 3rd year students who earned 10+ credits | N/A | 4 Year Graduation Rate | N/A | |
| 6 Year Graduation Rate | N/A | | | |
| Overall NYSED Accountability Status (2014-15) | | | | |
| Reward | | Recognition | | |
| In Good Standing | | Local Assistance Plan | | |
| Focus District | X | Focus School Identified by a Focus District | X | |
| Priority School | | | | |
| Accountability Status – Elementary and Middle Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | YES | |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | N/A | |
| White | N/A | Multi-Racial | N/A | |
| Students with Disabilities | NO | Limited English Proficient | YES | |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | YES | |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | N/A | |
| White | N/A | Multi-Racial | N/A | |
| Students with Disabilities | YES | Limited English Proficient | NO | |
| Economically Disadvantaged | NO | | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | NO | |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | N/A | |
| White | N/A | Multi-Racial | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | N/A | |
| Economically Disadvantaged | NO | | | |
| Accountability Status – High Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A | |
| White | N/A | Multi-Racial | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | N/A | |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A | |
| White | N/A | Multi-Racial | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | N/A | |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A | |
| White | N/A | Multi-Racial | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | N/A | |
| Economically Disadvantaged | N/A | | | |

12X318 School Information Sheet Key

| School Configuration (2014-15) | | | | |
|-----------------------------------------------------------------|----------|-------------------------------------------------|-------|-----------------------------------------------|
| Grade Configuration | 06,07,08 | Total Enrollment | 325 | SIG Recipient |
| | | | | N/A |
| Types and Number of English Language Learner Classes (2014-15) | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language |
| | | | | N/A |
| Types and Number of Special Education Classes (2014-15) | | | | |
| # Special Classes | N/A | # SETSS | N/A | # Integrated Collaborative Teaching |
| | | | | N/A |
| Types and Number of Special Classes (2014-15) | | | | |
| # Visual Arts | 8 | # Music | 12 | # Drama |
| # Foreign Language | 8 | # Dance | N/A | # CTE |
| | | | | N/A |
| School Composition (2013-14) | | | | |
| % Title I Population | 92.5% | % Attendance Rate | 88.5% | |
| % Free Lunch | 92.2% | % Reduced Lunch | 3.6% | |
| % Limited English Proficient | 18.3% | % Students with Disabilities | 25.5% | |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | 0.3% | % Black or African American | 30.2% | |
| % Hispanic or Latino | 66.5% | % Asian or Native Hawaiian/Pacific Islander | 0.3% | |
| % White | 2.4% | % Multi-Racial | 0.3% | |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | 13.54 | # of Assistant Principals (2014-15) | 1 | |
| # of Deans (2014-15) | N/A | # of Counselors/Social Workers (2014-15) | 1 | |
| Personnel (2013-14) | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | N/A | % Teaching Out of Certification (2013-14) | 5.2% | |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.2% | Average Teacher Absences (2013-14) | 8.51 | |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | |
| ELA Performance at levels 3 & 4 | 6.9% | Mathematics Performance at levels 3 & 4 | 11.5% | |
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| Student Performance for High Schools (2012-13) | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | 84.1% | |
| Credit Accumulation High Schools Only (2013-14) | | | | |
| % of 1st year students who earned 10+ credits | N/A | % of 2nd year students who earned 10+ credits | N/A | |
| % of 3rd year students who earned 10+ credits | N/A | 4 Year Graduation Rate | N/A | |
| 6 Year Graduation Rate | N/A | | | |
| Overall NYSED Accountability Status (2014-15) | | | | |
| Reward | | Recognition | | |
| In Good Standing | | Local Assistance Plan | | |
| Focus District | X | Focus School Identified by a Focus District | | X |
| Priority School | | | | |
| Accountability Status – Elementary and Middle Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | YES | |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | N/A | |
| White | N/A | Multi-Racial | N/A | |
| Students with Disabilities | NO | Limited English Proficient | YES | |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | YES | |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | N/A | |
| White | N/A | Multi-Racial | N/A | |
| Students with Disabilities | YES | Limited English Proficient | NO | |
| Economically Disadvantaged | NO | | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | NO | |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | N/A | |
| White | N/A | Multi-Racial | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | N/A | |
| Economically Disadvantaged | NO | | | |
| Accountability Status – High Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A | |
| White | N/A | Multi-Racial | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | N/A | |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A | |
| White | N/A | Multi-Racial | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | N/A | |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A | |
| White | N/A | Multi-Racial | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | N/A | |
| Economically Disadvantaged | N/A | | | |

12X318 School Information Sheet Key

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|-----------------------------------------------------------------|----------|-------------------------------------------------|-------|-----------------------------------------------|
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| Types and Number of Special Education Classes (2014-15) | | | | |
| # Special Classes | N/A | # SETSS | N/A | # Integrated Collaborative Teaching |
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| % American Indian or Alaska Native | 0.3% | % Black or African American | 30.2% | |
| % Hispanic or Latino | 66.5% | % Asian or Native Hawaiian/Pacific Islander | 0.3% | |
| % White | 2.4% | % Multi-Racial | 0.3% | |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | 13.54 | # of Assistant Principals (2014-15) | 1 | |
| # of Deans (2014-15) | N/A | # of Counselors/Social Workers (2014-15) | 1 | |
| Personnel (2013-14) | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | N/A | % Teaching Out of Certification (2013-14) | 5.2% | |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.2% | Average Teacher Absences (2013-14) | 8.51 | |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | |
| ELA Performance at levels 3 & 4 | 6.9% | Mathematics Performance at levels 3 & 4 | 11.5% | |
| Science Performance at levels 3 & 4 (4th Grade) | N/A | Science Performance at levels 3 & 4 (8th Grade) | 32.7% | |
| Student Performance for High Schools (2012-13) | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | 84.1% | |
| Credit Accumulation High Schools Only (2013-14) | | | | |
| % of 1st year students who earned 10+ credits | N/A | % of 2nd year students who earned 10+ credits | N/A | |
| % of 3rd year students who earned 10+ credits | N/A | 4 Year Graduation Rate | N/A | |
| 6 Year Graduation Rate | N/A | | | |
| Overall NYSED Accountability Status (2014-15) | | | | |
| Reward | | Recognition | | |
| In Good Standing | | Local Assistance Plan | | |
| Focus District | X | Focus School Identified by a Focus District | | X |
| Priority School | | | | |
| Accountability Status – Elementary and Middle Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | YES | |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | N/A | |
| White | N/A | Multi-Racial | N/A | |
| Students with Disabilities | NO | Limited English Proficient | YES | |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | YES | |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | N/A | |
| White | N/A | Multi-Racial | N/A | |
| Students with Disabilities | YES | Limited English Proficient | NO | |
| Economically Disadvantaged | NO | | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | NO | |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | N/A | |
| White | N/A | Multi-Racial | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | N/A | |
| Economically Disadvantaged | NO | | | |
| Accountability Status – High Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A | |
| White | N/A | Multi-Racial | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | N/A | |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A | |
| White | N/A | Multi-Racial | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | N/A | |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A | |
| White | N/A | Multi-Racial | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | N/A | |
| Economically Disadvantaged | N/A | | | |

12X318 School Information Sheet Key

| School Configuration (2014-15) | | | |
|-----------------------------------------------------------------|----------|-------------------------------------------------|-------|
| Grade Configuration | 06,07,08 | Total Enrollment | 325 |
| | | SIG Recipient | N/A |
| Types and Number of English Language Learner Classes (2014-15) | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A |
| | | # Self-Contained English as a Second Language | N/A |
| Types and Number of Special Education Classes (2014-15) | | | |
| # Special Classes | N/A | # SETSS | N/A |
| | | # Integrated Collaborative Teaching | N/A |
| Types and Number of Special Classes (2014-15) | | | |
| # Visual Arts | 8 | # Music | 12 |
| # Foreign Language | 8 | # Dance | N/A |
| | | # CTE | N/A |
| School Composition (2013-14) | | | |
| % Title I Population | 92.5% | % Attendance Rate | 88.5% |
| % Free Lunch | 92.2% | % Reduced Lunch | 3.6% |
| % Limited English Proficient | 18.3% | % Students with Disabilities | 25.5% |
| Racial/Ethnic Origin (2013-14) | | | |
| % American Indian or Alaska Native | 0.3% | % Black or African American | 30.2% |
| % Hispanic or Latino | 66.5% | % Asian or Native Hawaiian/Pacific Islander | 0.3% |
| % White | 2.4% | % Multi-Racial | 0.3% |
| Personnel (2014-15) | | | |
| Years Principal Assigned to School (2014-15) | 13.54 | # of Assistant Principals (2014-15) | 1 |
| # of Deans (2014-15) | N/A | # of Counselors/Social Workers (2014-15) | 1 |
| Personnel (2013-14) | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | N/A | % Teaching Out of Certification (2013-14) | 5.2% |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.2% | Average Teacher Absences (2013-14) | 8.51 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | |
| ELA Performance at levels 3 & 4 | 6.9% | Mathematics Performance at levels 3 & 4 | 11.5% |
| Science Performance at levels 3 & 4 (4th Grade) | N/A | Science Performance at levels 3 & 4 (8th Grade) | 32.7% |
| Student Performance for High Schools (2012-13) | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | 84.1% |
| Credit Accumulation High Schools Only (2013-14) | | | |
| % of 1st year students who earned 10+ credits | N/A | % of 2nd year students who earned 10+ credits | N/A |
| % of 3rd year students who earned 10+ credits | N/A | 4 Year Graduation Rate | N/A |
| 6 Year Graduation Rate | N/A | | |
| Overall NYSED Accountability Status (2014-15) | | | |
| Reward | | Recognition | |
| In Good Standing | | Local Assistance Plan | |
| Focus District | X | Focus School Identified by a Focus District | X |
| Priority School | | | |
| Accountability Status – Elementary and Middle Schools | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | |
| American Indian or Alaska Native | N/A | Black or African American | YES |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | NO | Limited English Proficient | YES |
| Economically Disadvantaged | YES | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | |
| American Indian or Alaska Native | N/A | Black or African American | YES |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | YES | Limited English Proficient | NO |
| Economically Disadvantaged | NO | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | |
| American Indian or Alaska Native | N/A | Black or African American | NO |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | NO | | |
| Accountability Status – High Schools | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | N/A | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | N/A | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | N/A | | |

12X318 School Information Sheet Key

| School Configuration (2014-15) | | | | |
|-----------------------------------------------------------------|----------|-------------------------------------------------|-------|-----------------------------------------------|
| Grade Configuration | 06,07,08 | Total Enrollment | 325 | SIG Recipient |
| | | | | N/A |
| Types and Number of English Language Learner Classes (2014-15) | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language |
| | | | | N/A |
| Types and Number of Special Education Classes (2014-15) | | | | |
| # Special Classes | N/A | # SETSS | N/A | # Integrated Collaborative Teaching |
| | | | | N/A |
| Types and Number of Special Classes (2014-15) | | | | |
| # Visual Arts | 8 | # Music | 12 | # Drama |
| # Foreign Language | 8 | # Dance | N/A | # CTE |
| | | | | N/A |
| School Composition (2013-14) | | | | |
| % Title I Population | 92.5% | % Attendance Rate | 88.5% | |
| % Free Lunch | 92.2% | % Reduced Lunch | 3.6% | |
| % Limited English Proficient | 18.3% | % Students with Disabilities | 25.5% | |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | 0.3% | % Black or African American | 30.2% | |
| % Hispanic or Latino | 66.5% | % Asian or Native Hawaiian/Pacific Islander | 0.3% | |
| % White | 2.4% | % Multi-Racial | 0.3% | |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | 13.54 | # of Assistant Principals (2014-15) | 1 | |
| # of Deans (2014-15) | N/A | # of Counselors/Social Workers (2014-15) | 1 | |
| Personnel (2013-14) | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | N/A | % Teaching Out of Certification (2013-14) | 5.2% | |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.2% | Average Teacher Absences (2013-14) | 8.51 | |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | |
| ELA Performance at levels 3 & 4 | 6.9% | Mathematics Performance at levels 3 & 4 | 11.5% | |
| Science Performance at levels 3 & 4 (4th Grade) | N/A | Science Performance at levels 3 & 4 (8th Grade) | 32.7% | |
| Student Performance for High Schools (2012-13) | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | 84.1% | |
| Credit Accumulation High Schools Only (2013-14) | | | | |
| % of 1st year students who earned 10+ credits | N/A | % of 2nd year students who earned 10+ credits | N/A | |
| % of 3rd year students who earned 10+ credits | N/A | 4 Year Graduation Rate | N/A | |
| 6 Year Graduation Rate | N/A | | | |
| Overall NYSED Accountability Status (2014-15) | | | | |
| Reward | | Recognition | | |
| In Good Standing | | Local Assistance Plan | | |
| Focus District | X | Focus School Identified by a Focus District | | X |
| Priority School | | | | |
| Accountability Status – Elementary and Middle Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | YES | |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | N/A | |
| White | N/A | Multi-Racial | N/A | |
| Students with Disabilities | NO | Limited English Proficient | YES | |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | YES | |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | N/A | |
| White | N/A | Multi-Racial | N/A | |
| Students with Disabilities | YES | Limited English Proficient | NO | |
| Economically Disadvantaged | NO | | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | NO | |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | N/A | |
| White | N/A | Multi-Racial | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | N/A | |
| Economically Disadvantaged | NO | | | |
| Accountability Status – High Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A | |
| White | N/A | Multi-Racial | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | N/A | |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A | |
| White | N/A | Multi-Racial | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | N/A | |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A | |
| White | N/A | Multi-Racial | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | N/A | |
| Economically Disadvantaged | N/A | | | |

12X318 School Information Sheet Key

| School Configuration (2014-15) | | | | |
|-----------------------------------------------------------------|----------|-------------------------------------------------|-----|-----------------------------------------------|
| Grade Configuration | 06,07,08 | Total Enrollment | 325 | SIG Recipient |
| Types and Number of English Language Learner Classes (2014-15) | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language |
| Types and Number of Special Education Classes (2014-15) | | | | |
| # Special Classes | N/A | # SETSS | N/A | # Integrated Collaborative Teaching |
| Types and Number of Special Classes (2014-15) | | | | |
| # Visual Arts | 8 | # Music | 12 | # Drama |
| # Foreign Language | 8 | # Dance | N/A | # CTE |
| School Composition (2013-14) | | | | |
| % Title I Population | 92.5% | % Attendance Rate | | 88.5% |
| % Free Lunch | 92.2% | % Reduced Lunch | | 3.6% |
| % Limited English Proficient | 18.3% | % Students with Disabilities | | 25.5% |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | 0.3% | % Black or African American | | 30.2% |
| % Hispanic or Latino | 66.5% | % Asian or Native Hawaiian/Pacific Islander | | 0.3% |
| % White | 2.4% | % Multi-Racial | | 0.3% |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | 13.54 | # of Assistant Principals (2014-15) | | 1 |
| # of Deans (2014-15) | N/A | # of Counselors/Social Workers (2014-15) | | 1 |
| Personnel (2013-14) | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | N/A | % Teaching Out of Certification (2013-14) | | 5.2% |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.2% | Average Teacher Absences (2013-14) | | 8.51 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | |
| ELA Performance at levels 3 & 4 | 6.9% | Mathematics Performance at levels 3 & 4 | | 11.5% |
| Science Performance at levels 3 & 4 (4th Grade) | N/A | Science Performance at levels 3 & 4 (8th Grade) | | 32.7% |
| Student Performance for High Schools (2012-13) | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | | 84.1% |
| Credit Accumulation High Schools Only (2013-14) | | | | |
| % of 1st year students who earned 10+ credits | N/A | % of 2nd year students who earned 10+ credits | | N/A |
| % of 3rd year students who earned 10+ credits | N/A | 4 Year Graduation Rate | | N/A |
| 6 Year Graduation Rate | N/A | | | |
| Overall NYSED Accountability Status (2014-15) | | | | |
| Reward | | Recognition | | |
| In Good Standing | | Local Assistance Plan | | |
| Focus District | X | Focus School Identified by a Focus District | | X |
| Priority School | | | | |
| Accountability Status – Elementary and Middle Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | YES |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | NO | Limited English Proficient | | YES |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | YES |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | YES | Limited English Proficient | | NO |
| Economically Disadvantaged | NO | | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | NO |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | NO | | | |
| Accountability Status – High Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |

12X318 School Information Sheet Key

| School Configuration (2014-15) | | | | | |
|-----------------------------------------------------------------|----------|-------------------------------------------------|-----|-----------------------------------------------|-----|
| Grade Configuration | 06,07,08 | Total Enrollment | 325 | SIG Recipient | N/A |
| Types and Number of English Language Learner Classes (2014-15) | | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language | N/A |
| Types and Number of Special Education Classes (2014-15) | | | | | |
| # Special Classes | N/A | # SETSS | N/A | # Integrated Collaborative Teaching | N/A |
| Types and Number of Special Classes (2014-15) | | | | | |
| # Visual Arts | 8 | # Music | 12 | # Drama | N/A |
| # Foreign Language | 8 | # Dance | N/A | # CTE | N/A |
| School Composition (2013-14) | | | | | |
| % Title I Population | 92.5% | % Attendance Rate | | 88.5% | |
| % Free Lunch | 92.2% | % Reduced Lunch | | 3.6% | |
| % Limited English Proficient | 18.3% | % Students with Disabilities | | 25.5% | |
| Racial/Ethnic Origin (2013-14) | | | | | |
| % American Indian or Alaska Native | 0.3% | % Black or African American | | 30.2% | |
| % Hispanic or Latino | 66.5% | % Asian or Native Hawaiian/Pacific Islander | | 0.3% | |
| % White | 2.4% | % Multi-Racial | | 0.3% | |
| Personnel (2014-15) | | | | | |
| Years Principal Assigned to School (2014-15) | 13.54 | # of Assistant Principals (2014-15) | | 1 | |
| # of Deans (2014-15) | N/A | # of Counselors/Social Workers (2014-15) | | 1 | |
| Personnel (2013-14) | | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | N/A | % Teaching Out of Certification (2013-14) | | 5.2% | |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.2% | Average Teacher Absences (2013-14) | | 8.51 | |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | | |
| ELA Performance at levels 3 & 4 | 6.9% | Mathematics Performance at levels 3 & 4 | | 11.5% | |
| Science Performance at levels 3 & 4 (4th Grade) | N/A | Science Performance at levels 3 & 4 (8th Grade) | | 32.7% | |
| Student Performance for High Schools (2012-13) | | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | | 84.1% | |
| Credit Accumulation High Schools Only (2013-14) | | | | | |
| % of 1st year students who earned 10+ credits | N/A | % of 2nd year students who earned 10+ credits | | N/A | |
| % of 3rd year students who earned 10+ credits | N/A | 4 Year Graduation Rate | | N/A | |
| 6 Year Graduation Rate | N/A | | | | |
| Overall NYSED Accountability Status (2014-15) | | | | | |
| Reward | | Recognition | | | |
| In Good Standing | | Local Assistance Plan | | | |
| Focus District | X | Focus School Identified by a Focus District | | X | |
| Priority School | | | | | |

Accountability Status – Elementary and Middle Schools

| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | |
|-------------------------------------------------------------|-----|-------------------------------------------------|-----|
| American Indian or Alaska Native | N/A | Black or African American | YES |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | NO | Limited English Proficient | YES |
| Economically Disadvantaged | YES | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | |
| American Indian or Alaska Native | N/A | Black or African American | YES |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | YES | Limited English Proficient | NO |
| Economically Disadvantaged | NO | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | |
| American Indian or Alaska Native | N/A | Black or African American | NO |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | NO | | |

Accountability Status – High Schools

| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | |
|-----------------------------------------------------------------|-----|-------------------------------------------------|-----|
| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | N/A | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | N/A | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | N/A | | |

12X318 School Information Sheet

| School Configuration (2014-15) | | | | | |
|--------------------------------|----------|------------------|-----|---------------|-----|
| Grade Configuration | 06,07,08 | Total Enrollment | 325 | SIG Recipient | N/A |

| Types and Number of English Language Learner Classes (2014-15) | | | | |
|-----------------------------------------------------------------|-------|-------------------------------------------------|-----|-----------------------------------------------|
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language |
| Types and Number of Special Education Classes (2014-15) | | | | |
| # Special Classes | N/A | # SETSS | N/A | # Integrated Collaborative Teaching |
| Types and Number of Special Classes (2014-15) | | | | |
| # Visual Arts | 8 | # Music | 12 | # Drama |
| # Foreign Language | 8 | # Dance | N/A | # CTE |
| School Composition (2013-14) | | | | |
| % Title I Population | 92.5% | % Attendance Rate | | 88.5% |
| % Free Lunch | 92.2% | % Reduced Lunch | | 3.6% |
| % Limited English Proficient | 18.3% | % Students with Disabilities | | 25.5% |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | 0.3% | % Black or African American | | 30.2% |
| % Hispanic or Latino | 66.5% | % Asian or Native Hawaiian/Pacific Islander | | 0.3% |
| % White | 2.4% | % Multi-Racial | | 0.3% |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | 13.54 | # of Assistant Principals (2014-15) | | 1 |
| # of Deans (2014-15) | N/A | # of Counselors/Social Workers (2014-15) | | 1 |
| Personnel (2013-14) | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | N/A | % Teaching Out of Certification (2013-14) | | 5.2% |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.2% | Average Teacher Absences (2013-14) | | 8.51 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | |
| ELA Performance at levels 3 & 4 | 6.9% | Mathematics Performance at levels 3 & 4 | | 11.5% |
| Science Performance at levels 3 & 4 (4th Grade) | N/A | Science Performance at levels 3 & 4 (8th Grade) | | 32.7% |
| Student Performance for High Schools (2012-13) | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | | 84.1% |
| Credit Accumulation High Schools Only (2013-14) | | | | |
| % of 1st year students who earned 10+ credits | N/A | % of 2nd year students who earned 10+ credits | | N/A |
| % of 3rd year students who earned 10+ credits | N/A | 4 Year Graduation Rate | | N/A |
| 6 Year Graduation Rate | N/A | | | |
| Overall NYSED Accountability Status (2014-15) | | | | |
| Reward | | Recognition | | |
| In Good Standing | | Local Assistance Plan | | |
| Focus District | X | Focus School Identified by a Focus District | | X |
| Priority School | | | | |
| Accountability Status – Elementary and Middle Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | YES |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | NO | Limited English Proficient | | YES |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | YES |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | YES | Limited English Proficient | | NO |
| Economically Disadvantaged | NO | | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | NO |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | NO | | | |
| Accountability Status – High Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |

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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

| | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| <p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. | | |
| Tenet 3 Statement of Practice (SOP) Addressed | | HEDI Rating |
| 3.2 | The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12. | E |
| 3.3 | Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content. | D |
| 3.4 | The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities. | E |
| 3.5 | The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes. | E |
| <p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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. | | |
| <p>Priority Focus School Quality Review Findings:</p> <p>Reflection: Based on the 2013-2014 Priority and Focus School Quality Review, there is inconsistency with implementation of rigorous and coherent curricula, alignment of CCLS to unit and lesson plans across all grades, content areas, and for groups of students, including students with disabilities and English language learners. This results in limited opportunities for all students to extend their thinking, engage in problem solving, analysis, and/or inquiry within or across all subject areas. (SOP 3.3)</p> <p>Strengths: Teacher collaboration during common planning across grades and content areas. Teachers incorporate technology-based intervention programs as a form of differentiation for struggling students. Monthly assessments and grading practices are analyzed by all teachers and administrators. (SOP 3.3, 3.4, 3.5)</p> <p>Needs: The 2013-2014 PFQR stated the following: <i>The school should continue to ensure that academic tasks reinforce rigorous habits and higher order skills and that they are embedded coherently across grades and subjects, consistently engaging students to promote college and career readiness for all students.</i> Review of current curriculum maps revealed that although teachers scaffold for struggling students, enrichment activities were not as prevalent. Although there is</p> | | |

plethora of data sources available to teachers to identify students' strengths and areas of improvement, the alignment between the curriculum and the assessment has minimally improved student achievement. **(SOP 3.3)**

Informed by Capacity Framework Element – Rigorous Instruction, our most current PFQR, and the school's current data, there is a need to continue to develop and align units of study that are aligned to CCLS in all content areas, that implement high level thinking and rigorous instruction in every classroom, further utilize existing data to address all learners' needs by providing appropriate differentiated instruction in order to maximize student outcomes. This needs assessment informed the development of the annual goal listed below. **(SOP 3.3)**

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-15 school-year, teacher teams will continue to implement CCLS aligned rigorous curricula in ELA and Math to engage students in higher order thinking and discussions that will result in a 3% increase in students meeting proficiency levels on the ELA and Math state exams.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <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>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <p>Instructional Programs/Strategies/Activities:</p> <ul style="list-style-type: none"> • Development and Implementation of CCLS aligned curricula during common planning times by teacher teams • Professional Learning Plan includes differentiated PD and data inquiry team • Teachers will administer the Performance Series baselines in Mathematics and ELA • Monthly Assessment Data Analysis used to drive instruction • Implementation of researched-based programs for students: Achieve 3000, iXL math, Word Generation, and LightSail • Implementation of RtI programs: Access Code • Develop ELA and Mathematics Intervention Program for students who performed at Levels 1 and 2 on ELA and Math assessments • Saturday Academy program focusing on ELA, Math, and ESL | <p>Teachers</p> <p>All students and teachers</p> <p>ELLs</p> <p>Lowest Third and ELLs</p> | <p>September 2014 - June 2015</p> | <p>Point Person(s): Administration, PL Committee, Literacy and Math Coaches</p> <p>Implementers: Teachers</p> |
| <p>Professional Development:</p> <ul style="list-style-type: none"> • Professional Learning Plan addresses the needs of students, teachers, and parents • Internal and external coaches provide training sessions on researched-based programs and the use of data collected | <p>Entire school staff</p> | <p>September 2014 - June 2015</p> | <p>Point Person(s): Administration, PL Committee, Coaches</p> <p>Implementers:</p> |

| | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | Teachers |
| Systems and Structures: <ul style="list-style-type: none"> Instructional focus drives planning and implementation of instructional strategies School schedule includes Common Planning for teacher teams Atlas Rubicon is utilized for curricula development | Teachers | September 2014 - June 2015 | Point Person(s): Teachers and Administration Implementers: Teachers |
| Parental Involvement and Engagement: <ul style="list-style-type: none"> Meet the Teacher Night, Parent teacher conferences Parental engagement time Parent workshops Respect for All week, Anti-bullying curriculum, PBIS (TRUST) | Parents and Students | September 2014 - June 2015 | Point Person(s) Parent Coordinator, Teachers, Administration Implementer(s): Parents, PTA, Parent Coordinator, Deans, , Guidance Counselors, Student Council, Teachers, and Administration |

Part 4 – Resources Needed

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

Human resources:

- Continued collaboration with external coaches
- Hiring of two coaches
- Hiring of after-school teachers

Instructional resources:

- Commitment of budget to purchase technology based programs
- Purchase of materials to support after-school and Saturday Academy programs

Schedule adjustments:

- Programming to facilitate common planning periods for every grade and content area

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 I 1003(a) | | Title IIA | X | Title III | X | P/F Set-aside | | Grants |
|---|-----------------|---|----------------------|--|------------------------|--|------------------|---|------------------|---|----------------------|--|---------------|

List below any additional funding sources that will be utilized to support achievement of the goal.

Title I Priority and Focus School Improvement Funds

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.

By February 2015, there will be a 1% increase in students scoring proficient as measured by:

- ELA ADA
- Math ADA

Part 6b. Complete in February 2015.

- Did the school meet the mid-point benchmark(s) in the timeframe specified?

X

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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

| Tenet 5 Statement of Practice (SOP) Addressed | | HEDI Rating |
|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| 5.2 | The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health. | E |
| 5.3 | The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students. | E |
| 5.4 | All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes. | E |
| 5.5 | The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful. | D |

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

Priority Focus School Quality Review Findings:

Reflection:
 I.S. 318 implements a schoolwide Code of Discipline to communicate a clear understanding of expectations and appropriate behaviors for our school community. Our Code of Discipline is provided to the students, the parents, and also is available on our school website. Our students are expected to be able to articulate the expectations of the school. We use Skedula, a data capture system, to gather student data i.e. assignments, assessments, and behavior anecdotes. Nevertheless, we need to continue to support staff in the use of said data to address student social and emotional developmental needs so that all students can be academically and socially successful. **(SOP 5.2, 5.3, 5.4, 5.5)**

Strengths:
 The 2013-2014 PFQR stated the following: *The principal and staff have created a calm, peaceful and friendly environment where all students are known well and the faculty supports the academic and personal growth of all learners.* Our Code of Discipline is provided to all students, parents, and is also made available on our school website. **(SOP 5.2, 5.3)**

Needs:
 Although expectations are communicated through schoolwide PBIS, not all of the students and staff adhere to them

| | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| | | | Implementers: School Implementation Team, School Counselors and Deans |
| Systems and Structures: <ul style="list-style-type: none"> Schoolwide PBIS system OORS Data System Skedula Anecdotal Logs Tracking will be completed through Circular 11 forms, school leader meetings with the deans and analysis of OORS data reports | Entire Staff | September 2014 – June 2015 | Point Person(s): PBIS Coordinator Implementer(s): Deans, Teachers, Counselors, Administrators |
| Parent Involvement/Engagement: <ul style="list-style-type: none"> Parent meetings during parent engagement time Parent workshops about Anti-bullying and Cyberbullying Invite parents to PBIS events (TRUST) | Parents, Students, Parent Coordinator | September 2014- June 2015 | Point Person(s): School leaders, Parent Coordinator Implementers: Guidance Department, Respect for All Liaison. |

Part 4 – Resources Needed

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

Human Resources:

- PBIS Coordinator to lead PBIS Committee
- Deans to track anecdotal data
- Counselors to provide anti-bullying and cyberbullying curriculum

Instructional Resources:

- Schoolwide Code of Discipline
- PBIS bi-weekly meetings
- PBIS Incentive Rewards- (celebrations, trips, dances, talent shows, etc.) outside of classroom
- Antibullying and Cyberbullying Curriculum Materials
- Updated School Wide Positive Behavior Intervention Support (SWPBIS) Professional Development
- Teach Like a Champion 2.0*
- Rtl strategies

Schedule Adjustments:

- Deans, School Counselors, SAPIS, Respect for All Liaison, Parent Coordinator, and School Administration Scheduled Meetings
- As needed to support school events such as: Grade Assemblies, celebrations, educational trips, talent shows etc.

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 I 1003(a) | | Title IIA | | Title III | | P/F Set-aside | | Grants |
|---|-----------------|---|----------------------|--|------------------------|--|------------------|--|------------------|--|----------------------|--|---------------|

List below any additional funding sources that will be utilized to support achievement of the goal.

Title I Priority and Focus School Improvement Funds

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.

By February 2015, all data reports will be generated and analyzed by administration, deans, counselors, and Respect for All Liaison to identify patterns and trends of behavioral infractions that resulted in suspensions and led to Tier II interventions.

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

| | | | | |
|------------------------------------------------------------------------------|----------|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

| Tenet 4 Statement of Practice (SOP) Addressed | | HEDI Rating |
|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| 4.2 | Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry. | D |
| 4.3 | Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals. | E |
| 4.4 | Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry. | E |
| 4.5 | Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process. | E |

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

Priority Focus School Quality Review Findings:

Reflection:
Based on the 2013-2014 Priority and Focus School Quality Review, there is inconsistency with implementation of agreed-upon strategies for promoting higher-order thinking in a number of classrooms and student outcomes. This results in limited opportunities for all students to extend their thinking and promote high levels of student engagement and inquiry. **(SOP 4.2)**

Strengths:
The school’s instructional focus is for students to engage in high quality discussions, exemplified by responding to and extending others’ thinking through the use of higher order thinking questions in order to develop the communication and collaboration skills that support college and career readiness. Teacher teams analyze a variety of data sources, including ADAs, unit assessments, and data generated by research based programs in an effort to provide access to the curricula for all students. Teachers develop and use task-specific rubrics in all content areas. The Professional Learning Plan allows teachers to focus on specific areas of improvement that are relevant to their current teaching practice needs. **(SOP 4.4, 4.5)**

Needs:
The 2013-2014 PFQR states the following: *The school should continue to sharpen teacher capacity to regularly incorporate highly effective questioning and discussion techniques in lessons to ensure high levels of active participation and student thinking.* A recent walkthrough with a focus on current instructional strategies revealed that teachers

across the school do not consistently ask higher-order thinking questions, and/or the instructional materials do not contain high levels of text and/or content complexity. **(SOP 4.2)**

Informed by Capacity Framework Element – Collaborative Teachers, our most current PFQR, and the school’s current data, there is a need to continue to engage teachers in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students can experience high levels of engagement, thinking and achievement. This needs assessment informed the development of the annual goal listed below. **(SOP 4.2)**

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-15 school-year, school leaders will provide professional learning opportunities to all teachers targeting instructional strategies and lesson planning aligned to Danielson’s Framework for Teaching Components 3b (Questioning and Discussions Techniques), 3c (Engaging Students in Learning), and 1e (Designing Coherent Instruction) to support the development of rigorous lessons and unit plans that incorporate critical thinking and discussion opportunities that will result in 20% of teachers improving one HEDI rating in Danielson components 1e, 3b, and 3c.

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> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| Instructional Programs/Strategies/Activities <ul style="list-style-type: none"> • Continue implementation of new curriculum (Codex and CMP3) • Refine units of study based on needs of students • Continue implementation of Achieve 3000, Word Generation, Access Code, LightSail, iXL, and AIS services • Use existing data to drive instruction • Student self and peer- assess using rubrics to help support creating an environment in which trust is valued | Teachers and students | September 2014- June 2015 | Point Person(s): Administration Implementer(s): Literacy Coach, Math Coach, AIS staff, Teachers, and Students) |
| Professional Development <ul style="list-style-type: none"> • Professional Learning Plan Goal: To improve teacher effectiveness in Domain 3 • Select teachers attend outside Professional Learning and turnkey information • Professional Learning led by Network | Teachers | September 2014- June 2015 | Point Person(s): Administration and PL Committee Implementer(s): Select Teachers |
| Systems and Structures <ul style="list-style-type: none"> • Continue implementation of common planning periods to collaboratively develop lesson plans and distribute responsibilities (all grades). When teachers are given the | Teachers | September 2014- June 2015 | Point Person(s): Grade Coordinators and Coaches |

| | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <p>opportunity to work together in teams to collaborate and share resources, ideas and best practices in helps to promote an environment in which trust is valued.</p> <ul style="list-style-type: none"> Continue implementation of Targeted Professional Learning | | | Implementer(s) Teachers |
| <p>Parent Involvement and Engagement</p> <ul style="list-style-type: none"> LightSail Skedula Pupil Path (Parent Portal) Teacher-led parent workshops during Wednesday Parent Engagement time is used to promote collaboration with parents and helps to continue to support an environment in which collaboration and trust is valued. | Parents, Students, and Teachers | September 2014- June 2015 | <p>Point Person(s): Literacy Coach, Math Coach, and Parent Coordinator</p> <p>Implementer(s): Teachers and parents</p> |

Part 4 – Resources Needed

| |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| <p>Human Resources:</p> <ul style="list-style-type: none"> Teachers to lead workshops Professional Learning provided by Network and Consultants <p>Instructional Resources:</p> <ul style="list-style-type: none"> Codex, CMP3 Remediation and enrichment materials to support new curricula Danielson Framework for Teaching <p>Schedule Adjustments:</p> <ul style="list-style-type: none"> Inclusion of Achieve 3000 during technology instruction Daily Common Planning Time embedded in school programming |

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 I 1003(a) | | Title IIA | | Title III | | P/F Set-aside | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal. | | | | | | | | | | | | |
| Title I Priority and Focus School Improvement Funds | | | | | | | | | | | | |

Part 6 – Progress Monitoring

| | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-----|--|----|
| <p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> 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. | | | | |
| By March 2015, 10% of teachers will improve one HEDI rating in Components 1e, 3b, and 3c. | | | | |
| 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? | X | 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? | | | | |

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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

| | Tenet 2 Statement of Practice (SOP) Addressed | HEDI Rating |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 2.2 | Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP). | E |
| 2.3 | Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals. | E |
| 2.4 | Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved. | E |
| 2.5 | The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement. | D |

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

Priority Focus School Quality Review Findings:

Reflection:
Based on the 2013-2014 Priority and Focus School Quality Review, teacher feedback is not fully aligned to the Danielson Framework for Teaching. This results in limited opportunities for teachers to improve their practice and enhance student engagement through high quality work. **(SOP 2.5)**

Strengths:
Administrators have an observation and feedback schedule for the school-year. Administrators work collaboratively to calibrate and norm on classroom observations. Additionally, the administration along with the Professional Learning Committee will continue to provide on-going professional learning that is based on observation data tracked in Advance. **(SOP 2.3)**

Needs:
The 2013-2014 PFQR states the following: *School administrators need to refine feedback to teachers so that next steps fully align to the Danielson Framework and are specific, supported, and monitored so that improvements in teacher practice lead to enhanced student engagement and work products.* A recent walkthrough with our Talent Coach from the Office of Teacher Effectiveness revealed that learning activities were predominantly passive in the classrooms

visited. **(SOP 2.5)**

Informed by Capacity Framework Element – Effective School Leadership, our most current PFQR, and the school’s current data, there is a need to continue to engage teachers in frequent and timely feedback that will support their professional growth in order to drive student achievement. This needs assessment informed the development of the annual goal listed below. **(SOP 2.5)**

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-2015 school-year, school leaders will implement a system that will allow frequent classroom observations paired with timely, meaningful feedback based on Initial Planning Conferences, collected data, and student achievement to assign, counsel, and provide on-going targeted professional learning opportunities to teachers which will result in a 5% increase in their overall rating.

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> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| Instructional Programs/Strategies/Activities <ul style="list-style-type: none"> • Utilize Charlotte Danielson’s 2013 Framework for Teaching to develop a shared understanding of what effective instruction looks like, and a common language with which to discuss it in order to achieve continuous growth in teacher practice (TRUST) • Administrators must help teachers identify areas for potential growth, provide strategies associated with those areas, and adjust their performance in response to feedback (TRUST) • Feedback will be specific, grounded in evidence and the Framework for Teaching (TRUST) • Connect teacher practice to student achievement • Teachers will engage in peer observations (TRUST) • Administrators will norm and ensure that they are calibrated | Teachers and Administrators | September 2014- June 2015 | Point Person(s): Administration Implementer(s): Administration and Teachers) |
| Professional Development <ul style="list-style-type: none"> • Utilize peer observation as a professional development tool (TRUST) • Select teachers attend outside Professional Learning and | Teachers | September 2014- June 2015 | Point Person(s): Administration and PL Committee |

| | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|---------------------------|------------------------------------------------------------------------------------------------------------------------|
| turnkey information <ul style="list-style-type: none"> Enable teachers to lead their learning by providing choice of Professional Learning opportunities (TRUST) | | | Implementer(s): Administration, Coaches, and Select Teachers |
| Systems and Structures <ul style="list-style-type: none"> Create and adhere to observation and feedback schedule Analyze data on teacher practice for trends and patterns Instructional focus used to drive planning and implementation of professional learning | Teachers and Administrators | September 2014- June 2015 | Point Person(s): Administrators Implementer(s) Administrators and Teachers |
| Parent Involvement and Engagement <ul style="list-style-type: none"> Engage parents in their child's education (TRUST) | Teachers, Parents, Students | September 2014- June 2015 | Point Person(s): Administration and Parent Coordinator Implementer(s): Teachers and parents |

Part 4 – Resources Needed

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

Human resources:

- Continued collaboration with Talent Coach
- Administrators will conduct classroom visits to assess progress of instructional strategies

Instructional resources:

- Commitment of budget to purchase texts such as: *Implementing the Framework for Teaching in Enhancing Professional Practice*, *Teach Like a Champion 2.0*, and *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement* for our teacher lending library

Schedule adjustments:

- Professional Learning sessions during Mondays and Tuesdays
- Professional periods to conduct inter-visitations

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 I 1003(a) | | Title IIA | | Title III | | P/F Set-aside | | Grants |
|--|-----------------|---|----------------------|--|------------------------|--|------------------|--|------------------|--|----------------------|--|---------------|

List below any additional funding sources that will be utilized to support achievement of the goal.

Title I Priority and Focus School Improvement Funds

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.

By March 2015, teachers will engage in a minimum of 2 observation and feedback cycles and one targeted Professional Learning cycle.

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

| | | | | | |
|----|----------------------------------------------------------------------------|---|-----|--|----|
| 1. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
|----|----------------------------------------------------------------------------|---|-----|--|----|

2. 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 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

| Tenet 6 Statement of Practice (SOP) Addressed | | HEDI Rating |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| 6.2 | The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success. | E |
| 6.3 | The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning. | E |
| 6.4 | The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success. | E |
| 6.5 | The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success. | E |

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

Reflection:
 School leaders maintain an open door policy for families to maintain a feeling of availability to always address their needs. I.S. 318 uses a variety of resources to communicate with parents on a daily, weekly, and monthly basis utilizing both Technology and backpacking information home to students. In order to promote our home-school connection, parents have access to students’ grades and assignments via our online grade book (Skedula). Students also receive monthly progress reports. Parent newsletters are uploaded and student homework is posted on our school website. Families are informed of student attendance including absences and latenesses through Schoolmessenger. We are always seeking to bring dynamic new partnerships and learning opportunities to our school community. **(SOP 6.2, 6.3, 6.5)**

Strengths:
 In working with families and the ever-changing world of technology the school has made available a mobile app for families and students to download on their phones to access all the programs, newsletters, and grades available to them. This now assists our families who may not be able to log into a computer from home and may not be able to come into school to log in as often as they would like. We have partnered with Children’s Aide Society to provide an after-school program for approximately 90 students in grades 6-8. Children’s Aide Society offers GED and ESL classes for our parents. **(SOP 6.3, 6.5)**

Needs Improvement:

I.S. 318’s Parent Coordinator, along with school staff members, will provide Parent Workshops on how to effectively utilize the functions of our various school systems to access up to date information and educational programs that support student learning. Furthermore, the attendance team will conduct outreach to families of chronically absent students. **(SOP 6.3, 6.4,)**

Informed by Capacity Framework Element – Strong Family and Community Ties and the school’s current data, there is a need to continue to teach parents ways to support student learning by establishing a strong and focused home-school connection. This needs assessment informed the development of the annual goal listed below. **(SOP 6.3, 6.4, 6.5)**

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-2015 school year, the school will increase opportunities for parent engagement within the school through parental workshops and other activities during the afternoon, evening, and Saturday sessions by 10% as measured by sign-in sheets.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <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>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <p>Instructional Programs/Strategies/Activities:</p> <ul style="list-style-type: none"> • Administration, parent coordinator, and various staff members will lead parent workshops on the benefits and uses of our school systems to access up to date student information • Provide workshops to parents about CCLS and educational programs and strategies to support student learning • Generate reports to monitor the use of the Schoolmessenger system to inform parents of student absences and latenesses • Students will receive instruction on the safe use of various school systems • Students will monitor their own progress • Skedula will provides home-school connection • Ensure that the school website is updated daily | <p>Teachers, parents, students</p> | <p>September 2014 – May 2015</p> | <p>Point Person(s): Administration, the Parent Coordinator</p> <p>Implementers: Parent Coordinator, Staff</p> |
| <p>Professional Development</p> <ul style="list-style-type: none"> • Staff will be trained on the variety of school systems | <p>Teachers, Parents,</p> | <p>September 2014</p> | <p>Point Person(s): Administration,</p> |

| | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> Staff will teach students to use programs designed for self-monitoring | Students | | Parent Coordinator, Tech Coordinator, and the School Counselor Implementer(s): Teachers, Guidance Department |
| Systems and Structures <ul style="list-style-type: none"> Schoommessenger, Skedula, ARIS, I.S. 318 Website and mobile app Provide training on various systems for key staff | Select Staff | September 2014 | Point Person(s): Technology Coordinator Implementer(s): Attendance Teachers, Counselors, Teachers, Administration, Parents, and Students |
| Parent Involvement and Engagement: <ul style="list-style-type: none"> Parent Workshops Parental Engagement Time Staff members will lead parent workshops regarding the middle school and high school transition process | Teachers and Parents | September 2014-2015 | Point Person(s): Administration, Parent Coordinator, and School counselor Implementers: Parent Coordinator and Guidance Department |

Part 4 – Resources Needed

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

| |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Human Resources: <ul style="list-style-type: none"> Parent Coordinator, Guidance Counselor, and Technology Coordinator to facilitate parent training Teachers and Technology Coordinator to facilitate student training Instructional Resources: <ul style="list-style-type: none"> Materials needed for Parent Workshops High School Directory Schedule adjustments: <ul style="list-style-type: none"> Monthly attendance meetings Scheduling of family evening/weekend training sessions |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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 I 1003(a) | | Title IIA | X | Title III | X | P/F Set-aside | | Grants |

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.

By February 2015, school leaders will survey and determine dates for professional development and parental workshops for the last part of the school year.

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

| | | | | | |
|----|----------------------------------------------------------------------------------------------------------------|---|-----|--|----|
| 1. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
| 2. | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |
| | | | | | |

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) | State Exam Data, Degrees of Reading Power (DRP), report card, teacher observations | Access Code, Achieve 3000, Word Generation, Independent Reading, Lightsail, | Small group, one to one | During the school day, after- school, Saturday School. |
| Mathematics | State Exam Data, Degrees of Reading Power (DRP), report card, teacher observations | IXL, Regents Preparation Program | Small group, one to one. | During the school day, after- school, Saturday School. |
| Science | NYC Performance Tasks, Degrees of Reading Power (DRP), report card, teacher observations | Regents Preparation Program, Reciprocal Reading | Small group, one to one | During the school day, after-school |
| Social Studies | NYC Performance Tasks, Degrees of Reading Power (DRP), report card, teacher observations | Word Generation, Reciprocal Reading | Small group, one to one | During the school day. |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | SIT referral recommendation in collaboration with teachers, CSE referral, parent request, Principal and Assistant Principal referral, agency referral | At- risk counseling, RTI, PBIS, anecdotal logs (academic and/or behavioral), PIP plans, academic counseling, | Small group, one to one | Lunch time, school day, after school, Saturday Academy |

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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. |
| <ul style="list-style-type: none"> • Interview Team formed by Principal, Assistant Principal, UFT Representative, Mathematics Coach, Literacy Coach, and teachers from the content area we are recruiting • Attend teacher fairs to recruit teachers and other pedagogues • New Teachers are assigned a coach during their first two years. A log of assistance is completed and submitted to the assistant principal each month. • New Teachers and mentors log in their hours on the (Teacher Mentoring System) to meet their requirement. • Teachers attend outside Professional Development • Use of ARIS Learn to promote online teacher professional development (Webinars and tutorials resources) • A program schedule that builds common planning time, departmental conferences, and grade conferences |

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). |
| <ul style="list-style-type: none"> • Instructional Rounds hosted by the Network • MSQI Training • Network led Professional Learning • Teacher Center Representative Training • Professional learning provided by Central • Professional learning provided by consultants i.e. Achieve 3000, |

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.

The Measures of Students Learning (MOSL) Committee along with administration attended the summer training that focused on selecting performance assessments. Following the training, the committee provided the professional development and all related materials to the staff regarding MOSL.

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 (SCEP) 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 | 310,455 | X | 11,12,15,16,19,20, 22,23,26,27 |
| Title I School Improvement 1003(a) | Federal | N/A | N/A | N/A |
| Title I Priority and Focus School Improvement Funds | Federal | 74,395 | X | 11,12,15,16,19,20, 22,23 |
| Title II, Part A | Federal | N/A | N/A | N/A |
| Title III, Part A | Federal | 11,200 | X | 11,12,26,27 |
| Title III, Immigrant | Federal | N/A | N/A | N/A |

| | | | | |
|----------------|-------|-----------|---|-----------------------------|
| Tax Levy (FSF) | Local | 1,826,014 | X | 11,12,15,16,19,20, 26,27 |
|----------------|-------|-----------|---|-----------------------------|

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 9: 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 SCEP 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.

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

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. I.S. 318, School of Mathematics, Science and Technology through the Arts, 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. I.S. 318 School of Mathematics, Science and Technology through the Arts 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;

I.S. 318 School of Mathematics, Science and Technology through the Arts' 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 I.S. 318 School of Mathematics, Science and Technology through the Arts 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 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;

I.S. 318 School of Mathematics, Science and Technology through the Arts 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

I.S. 318 School of Mathematics, Science and Technology through the Arts
School-Parent Compact (SPC)

I.S. 318, School of Mathematics, Science and Technology through the Arts ,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.

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

| | | | | | |
|------------------------------------------------------|------------|----------------------|-----------|-----------------------------------------------|---------------|
| Total number of students in school (Excluding Pre-K) | 335 | Total number of ELLs | 62 | ELLs as share of total student population (%) | 18.51% |
|------------------------------------------------------|------------|----------------------|-----------|-----------------------------------------------|---------------|

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

| | ELLs by Subgroups | | | | | | | | | Total |
|----------------------|-------------------|------|-----|------------------|------|-----|------------------------------------|------|-----|-------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| TBE | 12 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 13 |
| Dual Language | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ESL | 27 | 0 | 5 | 24 | 0 | 11 | 11 | 0 | 5 | 62 |

| 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 |
| Total | 39 | 1 | 5 | 24 | 0 | 11 | 12 | 0 | 5 | 75 |
| Number of ELLs who have an alternate placement paraprofessional: <u>0</u> | | | | | | | | | | |

C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|------------------------------------------------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|----------|----------|----------|----------|-----------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | | | | | | | 13 | 23 | 26 | | | | | 62 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 23 | 26 | 0 | 0 | 0 | 0 | 62 |

*EP=English proficient student

| Dual Language (ELLs/EPs*) K-8 | | | | | | | | | | | | | | | | | | | | |
|------------------------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | | | | | | | |
| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
| | 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 | | | | | | | 25 | 16 | 11 | | | | | 52 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | 1 | 1 | | | | | 2 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | 1 | 1 | | | | | | 2 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 26 | 18 | 12 | 0 | 0 | 0 | 0 | 56 |

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|-----------------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|----------|----------|----------|----------|-----------|
| Beginner(B) | | | | | | | 3 | 6 | 6 | | | | | 15 |
| Intermediate(I) | | | | | | | 5 | 8 | 6 | | | | | 19 |
| Advanced (A) | | | | | | | 14 | 7 | 7 | | | | | 28 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 22 | 21 | 19 | 0 | 0 | 0 | 0 | 62 |

NYSESLAT Modality Analysis

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| LISTENING/ | 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 | 18 | 1 | | | 19 |
| 7 | 16 | 2 | | | 18 |
| 8 | 13 | | | | 13 |
| NYSAA Bilingual (SWD) | | | | 2 | 2 |

NYS Math

| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | | | | | | | | | 0 |
| 4 | | | | | | | | | 0 |
| 5 | | | | | | | | | 0 |
| 6 | 17 | 1 | 4 | | | | | | 22 |
| 7 | 13 | 2 | | | | | | | 15 |
| 8 | 9 | 5 | 2 | | | | | | 16 |
| NYSAA Bilingual (SWD) | | | | | | | | 2 | 2 |

NYS Science

| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|---|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |

| 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 | 2 | 2 | | |
| Geometry | | | | |
| Algebra 2/Trigonometry | | | | |
| Math _____ | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | 2 | 2 | | |
| Physics | | | | |
| Global History and Geography | | | | |
| US History and Government | | | | |
| Foreign Language | | | | |
| Other _____ | | | | |
| Other _____ | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

| Native Language Tests | | | | | | | | |
|----------------------------|-----------------------------------------------------------|------------------------|------------------------|------------------------|---------------------------------------------------------------------------|------------------------|------------------------|------------------------|
| | # of ELLs scoring at each quartile (based on percentiles) | | | | # of EPs (dual lang only) scoring at each quartile (based on percentiles) | | | |
| | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile |
| ELE (Spanish Reading Test) | 3 | 4 | 2 | 3 | | | | |
| Chinese Reading Test | | | | | | | | |

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

1. Assessment Tools

The school conducts DRA's to assess the early literacy skills of ELLs. Independent reading and reading instruction is based upon the

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

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

2. Data Patterns

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

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

3. Patterns Across Modalities

It has been evident that the school must conduct more assessments based upon the NYSESLAT skills, as they score better on the NYSELA than in the NYSESLAT. This may be due to the factor that the NYSESLAT appears more rigorous. However, the RNMR modality analysis report is not available for the Spring 2013 NYSESLAT exam.

4. For each program, answer the following:

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

4.

a. We have students who continue to be ELLs because they are not reaching proficiency on the NYSESLAT. We have long term ELLs who have been advanced for over two years and have not been able to meet proficiency. ELLs in both the TBE and ESL program fair about the same on either the Native Language Exam or the English exam. Listening skills is an area of weakness across all grade levels.

b. Application of ELL Periodic Assessments

Based upon the ELL Periodic Assessments, the teachers and school leadership team have decided to provided the students whith direct instruction on skills that are in deficit which include listening and writing skills. Teachers provided scaffolding and differentiated instruction to meet the needs of each English language learner. Students will comtinully be assessed unti 85% success rate is obtained with each skill.

c. Periodic Assessment Analysis

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Paste response to question here:

Not applicable

6. How do you make sure that a child's second language development is considered in instructional decisions?

Based upon teacher observation, conferencing and assessment results the ESL team meets on a weekly basis to discuss progress and best strategies in order to aquire English proficiency.

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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

8. Evaluation of Success of Programs

I.S. 318's bilingual and ESL programs will continuously be evaluated throughout the 2013-2014 academic year using the eight principles of the Continuum for Academic Rigor and Excellence (CARE) instrument. Using this instrument, I.S. 318's first objective is to devise a Language Allocation Policy (LAP) that can be implemented immediately. The LAP will allow the bilingual staff to uniformly ensure the academic success of their students in both Spanish and English. It will also allow room for modifications based on the changing needs of the bilingual population served. The reading level (Achieve 3000) and writing level (City based writing) of 60% of our ELLs as per diagnostic assessment and our ADA, Assessment Data Analysis improved more than 4 points

Part IV: ELL Identification Process

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

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](#).)
 1. Initial Identification
When new students are enrolled, the Home Language Identification Survey is administered by a pedagogue to the parent. If English is not the Home Language. The student is administered the LAB – R and an informal interview is conducted in English and in the primary language (we currently have pedagogues fluent in Spanish and French, with other languages we use the phone in translation service). This identification process is completed within ten days of initial enrollment. Carmen Dean, a licensed teacher who is fluent in Spanish and has been trained in the administration of the LAB-R is responsible for conducting the initial screening and Spanish LAB. All new entrants whose HLIS responses indicate a home language of Spanish and scores at or below LAB-R cut scores are then administered the Spanish LAB. Parents are given the opportunity to view the orientation video before completing the Program Selection forms. Often parents complete these forms immediately with a Spanish speaking pedagogue to assist or by the use of the phone translation service. Otherwise, they are returned within the week. This is followed up by the Parent Coordinator, Frank Valverde. Home Language Surveys are kept in the main office and are reviewed yearly by the ESL team
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.
 2. School Structure Once a student is identified as an ELL, Mrs. Scopino an ESL teacher invites the parents to view the ELL parent orientation video which informs the parent of the three models of Bilingual education; Dual- language, Freestanding ESL and Transitional Bilingual education. After viewing the orientation video, within ten school days of admittance, the parent is required to make a selection of which model he/she would like for the student to be enrolled in. Currently, the school offers two bilingual programs. Transitional bilingual education where in this model ELLs are placed into a bilingual program for no more than 3 years and then are placed into the mainstream classes. The students receive instruction in the content areas in both Spanish and English as well as receive one period of native language arts daily. Once a TBE student scores advanced on the NYSESLAT, he/she is placed in the mainstream ELA class for four periods. The school also offers Freestanding ESL with the Pullout model where the ELLs are taken out of the mainstream classroom for part of the day to receive mandated language support from the ESL teacher. With this model native language support may be provided, however, all content is delivered in English. Currently, the school does not offer a Dual Language program, however if a parent would like for the student to be placed in a Dual Language program, the parent coordinator, Mr. Valverde assists the parent with finding placement. After the process of selection is complete, the parent is given a Parent Survey.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154

[see tool kit].)

3. Parent Survey and Program Selection

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
After the program selection form is received, students are placed in accordance to the parent request. Placement letters are sent home to the parent and a copy is maintained in the main office in a secure closet. The parent coordinator, Mr. Valverde also calls the home to inform the parent of placement. The ELPC is also updated by, Melissa DelliPaoli the assistant principal within twenty days.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Each Spring, Freestanding and TBE ELLS are tested by grade level. The RLAT report from ATS informs the school of the results of each students NYSESLAT results over the past three years as well as the LAB-R results. The RLER report from ATS is used to inform the school as to which students are eligible to take the NYSESLAT exam. Each component is assessed on different days. A schedule is given out where the entire school remains self contained throughout the reading, writing and listening portion of the test. The speaking portion is adminsterd is in a quiet location individually where the school follows the NYSED newly required protocol. Make-up schedules are given after first administration of each each section. The goal is 100% of the students are assessed. Special education students are tested in accordance to the IEP as per class size. The following pedagoges are trained to administer the NYSESLAT: Ms. Carmen Dean, Mrs. Annemarie Scopino, Mr. Aidan Santiago, Mr. Samuel Rosado and Ms. Patience Onyegwara administer the assessment.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

1. Organizational Models

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

2. Mandated Instructional Minutes

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

As per CR Part 154 our ESL students are receiving the mandated instructional minutes. All students in the TBE Program receive mandated minutes of ESL instruction; in addition they receive 5 periods per week of Native Language Arts. Students in the TBE class travel together as a group but receive differentiated instruction based on their levels in all their classes. Math and Social Science instruction is given in the student's native language as well as English. Whereas Social Studies and all elective courses are taught in English. However, native language support is provided when needed. Students in the Free Standing ESL program are pulled out for instruction. They receive ESL by grade level. Advanced students receive 180 minutes of ESL instruction and Beginner and Intermediate students receive 360 minutes of ESL instruction. All instruction is in English, however Native language support is provided when needed.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

3. Content Areas

All teachers are aware of the ELLs in their classes. They are provided with NYSESLAT, ELE, NYSELA and ADA data for every ELL. In addition, professional development is provided on strategies and practices that help ELLs succeed. Using our available data (Acuity, NYSESLAT, state exams, Word Generation, Ed Performance, and other diagnostic exams) instruction in all courses is differentiated. Teachers use available technology, print resources, trade books, graphic organizers, and word walls to enrich language development. To measure progress, data is analyzed triweekly via our Assessment Data Analysis sheet to determine the progress and needs of ELLs.

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

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

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

6. Differentiation of Instruction

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

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

b. Newcomers receive an additional five periods of ESL during advisory time each week. Newcomers also receive additional materials to assist them with excelling in English at home including, flash cards, word list, books, and computer programs. NCLB requires testing after one year, therefore all ELLs are encouraged to attend afterschool and Saturday programs to further promote progress.

c. ELLs who have been receiving services for more than four years are given strategies and instruction on how to improve in deficient areas. The ELL inquiry team analyzes the data of each student to better determine the needs and goals of these students to make a measurable action plan. The students are then pulled out of class to receive small group direct instruction.

d. Long-Term ELLs are grouped by data and instruction is in a small group setting to address each specific weakness as per the NYSESLAT and Assessment Data Analysis. Saturday Academy and the Extended day program is available to the students. Instruction for ELLs with special needs is planned between the special education teacher and ESL teacher. By reading the IEP, the ELL teacher will understand the academic delays of a Special Education ELL. The student is exposed to a highly print rich environment and is taught according to their preferential learning style which is based from the Ed Performance assessment.

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

Through daily common planning time teachers develop curriculum where the students language and IEP goals are discussed. An

action plan is developed for each individual child needs. The framework, Universal Design for Learning is utilized to plan accessible instructional tasks for the students. When creating an IEP, the ESL teachers provides input in creating measurable goals, accomodations, modifications to foster the success of the students. While adhering to IEP class size accomodations, the ELL-SWDs receive ESL in the least restrictive environment with heterogeneous grouped general education peers..

Courses Taught in Languages Other than English ⓘ

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

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

| Class/Content Area | Language(s) of Instruction | Class/Content Area | Language(s) of Instruction |
|-----------------------|----------------------------|--------------------|----------------------------|
| Native Language Arts: | 5 | | |
| Social Studies: | 4 | | |
| Math: | 8 | | |
| Science: | 4 | | |
| | | | |
| | | | |
| | | | |
| | | | |

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

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

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

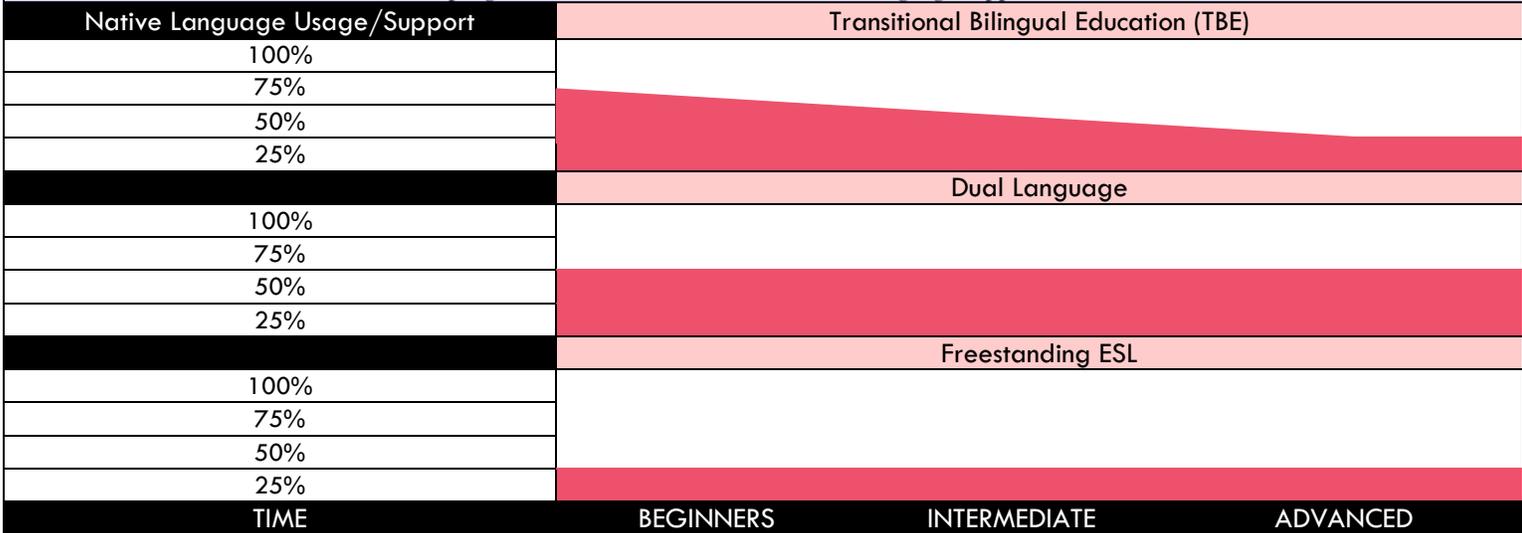
| | Beginning | Intermediate | Advanced |
|-------------------------------------------------------------------|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

9. Targeted Intervention Programs

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

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

10. Continuing Transitional Support

ELLs who reach proficiency in the NYSESLAT are monitored for two years. Testing modifications are in effect for two years after reaching proficiency in the NYSESLAT. The ELL Inquiry Team monitors the progress of the students who have reached proficiency. If deemed necessary, the student will receive intervention during the school day as well as in the Saturday program and extended day program. All teachers are aware of former ELLs in their classrooms. Assessments are given every three weeks where data is analyzed to determine both the strengths and weakness of each student. Each skill presented in class is analyzed on the assessment. Based upon the results, teachers conference individually with the student to create an action plan to reteach a topic or skill that was of difficulty. Furthermore, the teachers are cognizant of the language needs of ELLs and provide structured differentiated instruction to foster continued language success.

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

11. Improvements/New Programs

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

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

12. Programs/Services Discontinued

Currently, all services will be continued.

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

13. ELL Equal Access

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

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

14. Instructional Materials

Using our available data (Acuity, NYSESLAT, NYS CCLS Exams, Gates McGinitie, Assessment Data Analysis and Periodic Assessments) instruction in all courses is differentiated. Teachers use available technology, print resources, trade books, graphic organizers, and word walls to enrich language development. To measure progress, data is analyzed triweekly via our Assessment Data Analysis sheet to determine the progress and needs of ELLs. All ELLs receive technology class at a minimum of periods per week. The program Rosetta Stone and Access Code is currently being used with the newcomers to support basic reading and word recognition skills. To better promote fluency, writing, listening and comprehension skills, Intermediate and Advanced ELLs, the ELA and ESL teachers utilize a program called Word Generation, Teen Biz 3000 as well as CCLS aligned Code X. Content area teachers have both content and language objectives for each lesson. EScience is a technology based science program where the students are presented with CCLS aligned lesson while received instruction through different modalities. Student data is generated weekly.

Writing is incorporated across all content areas on a daily basis. Weekly articles from the curriculum Word Generation are presented and each content area teachers incorporated the academic term into his/her lesson on a weekly basis with the goal of the students being able to utilize academic vocabulary when speaking and writing. For NLA the articles are in Spanish. Also in NLA, the students are assigned native language reading passages on grade level as well as on native language lexile level through the program Teen Biz 3000.

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

15. Native Language Support

The students in the TBE class receive NLA five periods per week. In addition, the ESL teacher and NLA teacher share a similar curriculum map to reinforce concepts in both Spanish and English. Weekly articles from the curriculum Word Generation are provided in Spanish where a set of five academic words are presented in every content area each week. Also, the students are assigned native language reading passages on grade level as well as on native language lexile level through the program Teen Biz 3000.

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

16. Required Support

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

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

17. Support for Newly Enrolled ELLs

The Parent Coordinator, Frank Valverde meets with the parents of newly enrolled ELLs to inform the parents of programs and services available within the community for both the student and parent. Furthermore, the school offers an extended day and Saturday program to focus on transition of the English language.

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

1. Professional Development Available

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

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

3. Support for Transistion of ELLs

Staff is made aware of The Common Core Standards for High School and what is expected of the ELLs. The goal is for our ELLs to beome successsful bilingual members of the community. The guidance counselor meets with the ELLs to discuss schools that are geared toward new arrivals to assist both the parents and students to make informed choices. Furthermore, presenters representing high schools are invited to come in to IS 318 to discuss the school he/she is representing. The students are encouraged to ask as many questions as possible as well as set up high school visits.

4. Minimum 7.5 Hours of ELL Training

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

D. Parental Involvement

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

1. Parental Involvement

The school has an active Parent Teachers Association. The Parents of ELLs are offered Saturday English Language Instruction as well as Computer classes. All outreach to parents is in both English and Spanish. Furthermore, the school utilizes Phonemaster in both Spanish and English to inform parents of upcoming and current events at the school. Translation services are utilized for languages other than English and Spanish.

3. Parental Needs

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

4. Parental Involvement Activities

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

2. School Partnership

IS 318 has a partnership with Fordham University. Parents have the opportunity to receive a computer after completing a computer class training with their children at Fordham University. In addition, programs through BETAC are available to the parents and are notified of the events via email and/or letter. Metrocards are distributed to parents for transportation. At every parent workshop there is a Spanish speaking pedagogue available to assist. Translation services are also available for languages other than English and Spanish.

3. Parental Needs

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

4. Parental Involvement Activities

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

E. Additional Information

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

Paste response to question here:

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

Part VI: LAP Assurances

School Name: School of Math,Sci and Tech Th

School DBN: 12X318

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|--------------------|----------------------|-----------|-----------------|
| Maria Lopez | Principal | | 11/15/13 |
| Melissa DelliPaoli | Assistant Principal | | 11/15/13 |
| Frank Valverde | Parent Coordinator | | 11/15/13 |
| Annemarie Scopino | ESL Teacher | | 11/15/13 |
| Maria Gil | Parent | | 11/15/13 |
| Carmen Dean | Teacher/Subject Area | | 11/15/13 |
| Patience Onyegwara | Teacher/Subject Area | | 11/15/13 |
| Annemarie Scopino | Coach | | 11/15/13 |
| | Coach | | 11/15/13 |
| Down Hodge | Guidance Counselor | | 11/15/13 |
| | Network Leader | | |
| | Other _____ | | |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 06 Network: 608

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

Part A: Needs Assessment Findings

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

Based on school demographics data, we have taken appropriate measures to disseminate pertinent parent and student information in the languages necessary. In addition, every documentation, phonemaster, meeting, professional development for parents, is translated to the needed language based on our demographics. Finally, we utilize TTY, translation and interpretation agent to provide services to those parents in need.

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

The majority of our students are of Hispanic background (66.07%) thus we provide translation of school communication in both English and Spanish.

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

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

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

Basic school demographic data has been extended to the school community through Professional Development Sessions.

Part B: Strategies and Activities

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

Translated information will be distributed through:

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

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

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

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

Oral and written translation services will be provided by the translation/Interpretation Unit, and qualified, bilingual staff members, which include the school's parent coordinator, school secretary, the principal, and other members of the school community.
All parental information will be distributed to parents in a timely manner, in accordance with Chancellor's Regulation A-663, which indicates that parents must be notified of any school event ten days prior to each event planned by the school.



Title III 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: IS 318 | DBN: 12x318 |
| 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 checked="" type="checkbox"/> Saturday academy |
| Total # of ELLs to be served: 49 |
| 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: 3
of certified ESL/Bilingual teachers: 2
of content area teachers: 1

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: Title III funding will be utilized by IS 318 to supplement the regular school day through an After-school program and Saturday Academy. The overall goal of both programs is to focus on language acquisition as well as increase student academic growth across the content areas.

The Afterschool program will be offered every Tuesday and Thursday for all ELLs in grades six through eight from 3:15 until 5:15 from January 27, 2015 through March 31, 2015 and will be 16 sessions. The instructional focus is to increase literacy skills in order to prepare the students for college and career readiness. Instruction will the newcomer/beginner group will include lessons that will increasing speaking skills through explicit instruction, sound and letter recognition and building basic writing skills. The intermediate group focus will include instruction to build higher order reading comprehension skills though reciprocal reading, generating, answering and forming higher level Depth of Knowledge questions. Two certified ESL teachers, Patience Onyegwara and Annemarie Scopino will coplan with the certified mathematics teacher. Ardita Sokoli will co teach with Annemarie Scopino on Tuesday's and with Patience Onyegwara on Thursday's.

The Saturday Academy will be from 9-12 from January 10, 2015 to March 28, 2015 and will be 10 sessions . The program will be offered to Ells in grade 6 thru 8 where the students will be grouped according to NYSESLAT levels. The main focus of the Saturday Academy is to provide additional support to prepare each student for the four components of the NYSESLAT. The students will be taught by two certified ESL teachers, Patience Onyegwara and Annemarie Scopino whom will co-plan and coteach with Adrita Sokoli, a certified mathematics teacher to service 20-30 students. Mrs. Onyegwara will teach the beginner group from 9-12 and Mrs. Sokoli will provide content area support from 9-10:30. Mrs. Scopino will teach the intermediate and advanced group and will receive content area support from Mrs. Sokoli from 10:30-12.

Both the Saturday Academy as well as the after-school program will provide Math and English as a Second Language instruction. The content area instruction will be in English with Native language support as needed.

Bi-weekly conferencing will also be a componet of each program to determine the effectiveness of the program as well as to assess academic growth and needs. Access Code, Achieve 3000, EScience Brain Pop ESL and IXI will be the technology component that will be incorporated into instruction. The teacher rate will be at cost to Title III funding as well as the NYSESLAT test prep books. The technology components will be partially at cost from Title III funding.

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:

Topic 1: Analyzing NYSESLAT data

Rationale: Utilize data to identify trends, strengths and weaknesses

Date: September 23, 2014

Time: 10:00 am

Name of Provider: Bermice Moro

Audience: Mrs. Scopino, Ms. Onyegwara and Mrs. Lopez, which was then turnkeyed to the staff on October 20, 2014

Topic 2: Utilizing Access Code to Build Fluency

Rationale: To introduce and guide teachers through the program componets that assists with building reading fluency.

Date: October 7,2014

Time: 8:00-8:45

Name of Provider: Mrs. Scopino

Audience: Ms. Meade, Mrs. Lopez, Ms.Onyegwara, Ms.Campbell, Ms.German, Mr.Tucker and Dr. Shelton

Topic 3: Differentiating Word Generation for Ells

Rationale: Increase academic vocabulary for Ells.

Date: December 9, 2014

Time: 8:00-8:25

Name of Provider: Josefina Rodriguez

Audience: ELA and content area teachers

Topic 4: NYCDOE RTI for ELLs Framework

Part C: Professional Development

Rationale: To systematically implement response to intervention strategies

Date: January 6th, 2015

Time: 12:50-1:30

Name of Provider: Annemarie Scopino and Patience Onyegwara

Audience: ELA Teachers

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: Through the parent coordinator, Frank Valverde notification will be sent in both Spanish and English in regards to parental engagement activities.

Topic 1: The NYSESLAT

Rationale: Assist parents with understanding the components of the NYSESLAT

Date: December 10, 2014

Time: 8:00-8:50

Name of Provider: Annemarie Scopino and Patience Onyegwara

Audience: Parents of ELLs

Topic 2: Lexile Levels

Rationale: To explain lexile levels and to guide parent with selecting the "just right" book for their child.

Date: January 7, 2015

Time: 8:00-8:50

Name of Provider: Annemarie Scopino and Patience Onyegwara

Audience: Parents of ELLs and former ELLs

Part D: Parental Engagement Activities

Topic 3:

Rationale:

Date: February 4, 2015

Time: 8:00-8:50

Name of Provider: Annemarie Scopino and Patience Onyegwara

Audience: Parents of Ells

IS 318 will provide materials and training to help parents to understand the components of the NYSESLAT as well the strength/weakness of each child for each component of the NYSESLAT, assist parents with helping their children to improve academic achievement, such as literacy training, and using technology, as appropriate, to foster parental engagement. Parents will be informed of and take part in the planning of these activities through their participation in the Parent Teacher Association, School Leadership Team and through posters, take-home flyers, the IS 318 website and the Phone Master.

Part E: Budget

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

Allocation Amount: \$ _____

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem | _____ | _____ |
| Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. | _____ | _____ |
| Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. | _____ | _____ |

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ _____

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|-------------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------|
| Educational Software (Object Code 199) | _____ | _____ |
| Travel | _____ | _____ |
| Other | _____ | _____ |
| TOTAL | _____ | _____ |