



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

12X318

School Name:

I.S. X318 MATH, SCIENCE & TECHNOLOGY THROUGH ARTS

Principal:

SEBASTIAN BRAITHWAITE

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: School of Mathematics, Science, and Technology Through the Arts School Number (DBN): 12X318
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: U. Lawrence Njoku Email Address: UNjoku@schools.nyc.gov
Principal: Sebastian Braithwaite
UFT Chapter Leader: Michael Loock
Parents' Association President: Nancy Maxwell
SLT Chairperson: TBD
Title I Parent Representative (or Parent Advisory Council Chairperson): Maria Guillen
Student Representative(s): _____

District Information

District: 12 Superintendent: Rafela Espinal Pacheco
Superintendent's Office Address: 1970 West Farms Road, Bronx, N.Y. 10460
Superintendent's Email Address: respina@schools.nyc.gov
Phone Number: 718-328-2310 Fax: 718-542-7736

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza Bronx NY 10458
Director's Email Address: Jruiz2@schools.nyc.gov
Phone Number: _____ Fax: _____

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 that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Sebastian Braithwaite	*Principal or Designee	
Michael Loock	*UFT Chapter Leader or Designee	
Nancy Maxwell	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Maria Guillen	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Member/UFT	
Neddaine Green Gibson	Member/UFT	
Alma Pabololot	Member/UFT	
Uchekweku Lawrence Njoku	Member/ CSA	
Ardita Sokoli	Member/ Parent	
Nancy Maxwell	Member/ Parent	
Nelson Meija	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/ Parent	
	Member/ Parent	
Maria Guillen	Member/ Parent	
	Member/ Parent	
	Member/ UFT	
Rubena Meade	Member/UFT	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** 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 most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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.

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 parent newsletters and 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 which 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 320 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 partnered with the Children's Aid Society to develop a social-emotional Advisory curriculum offered to all students twice weekly. The program is delivered by I.S. 318 staff supported by Children's Aid trained facilitators. Embedded in the academic program of the school, the Advisory program seeks to develop social and emotional skills, build peer relationships, develop strong academic habits, and offer students and families a faculty advocate.

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
				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			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	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>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p><u>Priority Focus School Quality Review Findings:</u></p> <p>Reflection:</p> <p>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:</p> <p>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:</p>		

The 2013-2014 PFQR stated the following: 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. Review of current curriculum maps revealed that although teachers scaffold for struggling students, enrichment activities were not as prevalent. Although there is 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.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teacher teams will implement CCLS aligned rigorous performance tasks with supports for all learners 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 in the 2016 ELA and Math state exams.

Time linePart 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Instructional Programs/Strategies/Activities:</p> <ul style="list-style-type: none"> • Development and Implementation of Common Core Learning Standards (CCLS) aligned curricula during common planning times, professional learning time by teacher teams, and per session activity by staff. • Teachers will administer the Performance Series baselines in Mathematics 	<p>Teachers All students and teachers ELLs Lowest Third and ELLs</p>	<p>September 2015 - June 2016</p>	<p>Point Person(s): Administration, PL Committee, Teacher Leaders</p> <p>Implementers: Teachers</p>

<p>and English Language Arts (ELA) and analyze that data to drive planning and instruction</p> <ul style="list-style-type: none"> • Increase ELA class time for all grades • Purchase independent reading libraries for all classrooms • Develop ELA and Mathematics Intervention Program for students who performed at lowest third on ELA and Math exams. • Implement writing skills program in all subject areas. • Create winter Saturday Academy program focusing on ELA, Math, with targeted supports for English as a New Language (ENL) students. 			
<p>Professional Development:</p> <ul style="list-style-type: none"> • Internal and external coaches provide training sessions on researched-based programs, curriculum planning and mapping, and the use of data to drive dynamic planning • Coaches and professional learning to support Integrated Co-Teaching Classrooms partnerships and general educators delivering instruction to students with disabilities. 	Entire school staff	September 2015 - June 2016	<p>Point Person(s):</p> <p>Administration, PL Committee, Coaches,</p> <p>Implementers:</p> <p>Teachers</p>
<p>Systems and Structures:</p> <ul style="list-style-type: none"> • Instructional focus drives planning and 	Teachers	September 2015 - June 2016	<p>Point Person(s):</p>

<p>implementation of instructional strategies aligned with school goals</p> <ul style="list-style-type: none"> • Professional Learning time strategically deployed to support rigorous instruction • Supplemental teacher team meeting time during per session activities 			<p>Teachers Leaders and and Leadership Team</p> <p>Implementers:</p> <p>Teachers</p>
<p>Parental Involvement and Engagement :</p> <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, Positive Behavioral Intervention (PBIS) 	<p>Parents and Students</p>	<p>September 2015 - June 2016</p>	<p>Point Person(s) Parent Coordinator,</p> <p>Implementer(s):</p> <p>Parents, PTA, Parent Coordinator, Guidance Counselors, Student Council, Teachers, and Administration</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Human resources:</p> <ul style="list-style-type: none"> • Continued collaboration with external coaches • Per Session support for teacher leaders and additional common planning time • Hiring of after-school teachers <p>Instructional resources:</p> <ul style="list-style-type: none"> • Commitment of budget to classroom libraries • Purchase of materials to support after-school and Saturday Academy programs <p>Schedule adjustments:</p> <ul style="list-style-type: none"> • Hiring substitute teachers to allow collaborative planning time for teacher teams
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February, Department level teams will have developed, deployed, and reviewed new unit maps for each subject area. By February, ICT teams and general educators will have identified, implemented, and documented classroom structures to support all learners. Unit maps will include differentiated supports for all learners.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<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 element of the Framework for Great Schools 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 trends and sources. 		
<p><u>Priority Focus School Quality Review Findings:</u></p> <p>Reflection:</p> <p>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)</p> <p>Strengths:</p> <p>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)</p> <p>Needs:</p>		

Although expectations are communicated through school-wide PBIS, not all of the students and staff adhere to them with fidelity. We need to develop school day embedded structures and supports to help students build positive relationships with one another, to help adults build positive relationships with students, and to foster a the development of a supportive and positive community with clear expectations and high standards of personal conduct.

Informed by Capacity Framework Element – Supportive Environment, our most current PFQR, and the school’s current data, there is a need to continue develop consistent school wide programs to support our stakeholders' capacities to create a safe, nurturing, and supportive learning environment, thereby increasing academic success for all students . This needs assessment informed the development of the annual goal listed below. **(SOP 5.5)**

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, I.S. 318 will have developed a social-emotional advisory program to support the development of student driven positive behaviors in classrooms, resulting in the growth of at least one HEDI rating by the end of the school year for 80 percent of the teachers in component 2d (managing student behavior) of the Danielson Framework measured by Advance ratings.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Instructional Programs/Strategies/Activities:</p> <ul style="list-style-type: none"> • School Wide Advisory Program • Partnership with Children's Aid Society and other providers of professional development and program support. • Grade level trips to support team building, relationships, academic 	<p>Students</p>	<p>September 2015- June 2016 October 2015</p>	<p>Point Person(s): Administration Advisory Team</p> <p>Implementers: Teachers</p>

habits, and social emotional intelligence			
Professional Development: <ul style="list-style-type: none"> • Training for staff in programs for social emotional intelligence, communication, and de-escalation, • Staff-Partnership Advisory committee develops program and trains staff 	Entire Staff, and Students	September 2015- June 2016	Point Person(s): Administration, Advisory Team Implementers: Advisory Team, Outside Agencies as needed
Systems and Structures: <ul style="list-style-type: none"> • Advisory Structure 	Entire Staff	September 2015 – June 2016	Point Person(s): Assistant Principal Implementer(s): Teachers
Parent Involvement/Engagement: <ul style="list-style-type: none"> • Advisers serve as key points of contact and advocates for parents and students 	Parents, Students, Parent Coordinator	September 2015- June 2016	Point Person(s): School leaders, Parent Coordinator Implementers: Staff

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Human Resources: <ul style="list-style-type: none"> • Staff serving on Advisory Committee • Staff implementing Advisory for students Instructional Resources: <ul style="list-style-type: none"> • Curriculum map, activities, and assessments developed by committee Schedule Adjustments: <ul style="list-style-type: none"> • Advisory program (2X Weekly) across all classes and all grades • Professional Learning time dedicated to supporting program

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Part 4b. 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 SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, student and staff responses to an internal survey aligned with the NYC School Survey will indicate that at least 70 % community members feel that Advisory programming is contributing to a supportive environment for all students.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
Part 1b. Needs/Areas for Improvement:		
<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 this element of the Framework for Great Schools 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 trends and 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 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 walk through 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.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school leaders will provide professional learning opportunities to all teachers targeting instructional strategies, technology integration, and lesson planning aligned to Danielson’s Framework for Teaching Components 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, and 3c as measured by Advance.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote teacher-parent collaborations to improve student achievement. 	<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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Instructional Programs/Strategies/Activities</p> <ul style="list-style-type: none"> • Continue planning and implementation of new curriculum. • Refine units of study based on needs of students • Use existing data to drive instruction 	<p>Teachers and students</p>	<p>September 2015- June 2016</p>	<p>Point Person(s): Administration, Teacher Leaders</p> <p>Implementer(s): Teachers</p>
<p>Professional Development</p> <ul style="list-style-type: none"> • Professional Learning Plan Goal: To improve teacher effectiveness in 1e and 3c 	<p>Teachers</p>	<p>September 2015- June 2016</p>	<p>Point Person(s): Administration and PL Committee</p>

<ul style="list-style-type: none"> • External consultant and coaching support for planning and engagement strategies • On- and of-site professional learning to increase student engagement and improve planning 			<p>Implementer(s):</p> <p>Teachers</p>
<p>Systems and Structures</p> <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 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. • Continue implementation of Targeted Professional Learning • Use substitute teachers during the school day and per session activities after school to create common work times for teacher teams 	<p>Teachers</p>	<p>September 2015- June 2016</p>	<p>Point Person(s):</p> <p>Instructional Leadership Team</p> <p>Implementer(s)</p> <p>Teachers</p>
<p>Parent Involvement and Engagement</p> <ul style="list-style-type: none"> • 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 	<p>Parents, Students, and Teachers</p>	<p>September 2015- June 2016</p>	<p>Point Person(s):</p> <p>Parent Coordinator</p> <p>Implementer(s):</p> <p>Teachers</p>

collaboration and trust is valued.			
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources:

- Teachers to lead workshops
- Professional Learning provided by coaches and consultants

Instructional Resources:

- Codex, CMP3
- Remediation and enrichment materials to support new curricula
- Danielson Framework for Teaching

Schedule Adjustments:

- Multiple structures for common planning time embedded in school programming and supported after school

Part 4b. 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 SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, 10% of teachers will improve one HEDI rating in Components 1e, and 3c.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<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 element of the Framework for Great Schools 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 trends and sources. 		
<p><u>Priority Focus School Quality Review Findings:</u></p> <p>Reflection:</p> <p>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)</p> <p>Strengths:</p> <p>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)</p> <p>Needs:</p>		

The 2013-2014 PFQR states the following: School administrators need to refine feedback to teachers so that next steps fully align to the Danielson Rubric. A recent walk through 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.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2016, school leaders will implement a system that allows for frequent classroom observations paired with timely, meaningful feedback based the Danielson Rubric to support a professional culture of reflection, continued improvement, and collaboration that will result in the growth of overall teacher ratings across all rated Framework Components in Advance by eight percent relative to the 2014-2015 rated Framework Components in Advance.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote parent leadership and engagement as a key lever for school improvement. 	<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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Instructional Programs/Strategies/Activities</p> <ul style="list-style-type: none"> • Utilize 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 • Administrators must help teachers identify areas for potential growth, provide strategies associated with 	<p>Teachers and Administrators</p>	<p>September 2015- June 2016</p>	<p>Point Person(s): Administration</p> <p>Implementer(s): Administration and Teachers</p>

<p>those areas, and adjust their performance in response to feedback)</p> <ul style="list-style-type: none"> • Feedback will be specific, grounded in evidence and the Framework for Teaching • Connect teacher practice to student achievement • Teachers will engage in peer observations) <ul style="list-style-type: none"> • Administrators will norm and ensure that they are calibrated. Teachers will receive regular observations followed up with professional conversations that result in actionable and measurable next steps. <p>School Leaders will develop professional learning opportunities to support those actionable next steps between each observation cycle in order to support school wide and differentiated teacher growth. Observations and feedback cycles will be paced in a manner that supports a model of adult development throughout the course of the year.</p>			
<p>Professional Development</p> <ul style="list-style-type: none"> • Utilize peer observation as a professional development tool • Select teachers attend outside Professional Learning and turnkey information 	<p>Teachers</p>	<p>September 2015- June 2016</p>	<p>Point Person(s):</p> <p>Administration and PL Committee</p> <p>Implementer(s):</p> <p>Administration, Coaches, and Select Teachers</p>

<ul style="list-style-type: none"> • Enable teacher teams to lead their learning by providing opportunities for staff to design and guide Professional Learning opportunities 			
<p>Systems and Structures</p> <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 2015- June 2016	<p>Point Person(s):</p> <p>Administrators</p> <p>Implementer(s)</p> <p>Administrators and Teachers</p>
<p>Parent Involvement and Engagement</p> <ul style="list-style-type: none"> • Workshop to share Danielson Framework components with parents and offer strategies to support students at home in alignment 	Teachers, Parents, Students	September 2015- June 2016	<p>Point Person(s):</p> <p>Administration and Parent Coordinator</p> <p>Implementer(s):</p> <p>Teachers and parents</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Human resources:</p> <ul style="list-style-type: none"> • Continued collaboration with Talent Coach • Administrators will conduct classroom visits to assess progress of instructional strategies <p>Instructional resources:</p> <ul style="list-style-type: none"> • 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 <p>Schedule adjustments:</p>

- Professional Learning sessions during Mondays and Tuesdays

- Professional periods to conduct inter-visitations

Part 4b. 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 SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, teachers will engage in a minimum of 2 observation and feedback cycles and one targeted Professional Learning cycle.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	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>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>Reflection:</p> <p>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 lateness through School Messenger. We are always seeking to bring dynamic new partnerships and learning opportunities to our school community.</p>		
<p>Strengths:</p> <p>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 Aid Society to provide an after-school program for approximately 90 students in grades 6-8. Children’s Aide Society offers General Equivalency Degree and English as a Second Language classes for our parents.</p>		
<p>Needs Improvement:</p>		

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.

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.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 , I.S. 318 will increase opportunities for parent engagement 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 activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<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? (include school, educational consultants and/or CBO staff)</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 	<p>Teachers, parents, students</p>	<p>September 2015 – May 2016</p>	<p>Point Person(s): Administration, the Parent Coordinator</p> <p>Implementers: Parent Coordinator, Staff</p>

<p>strategies to support student learning</p> <ul style="list-style-type: none"> • Generate reports to monitor the use of the School Messenger system to inform parents of student absences and lateness • 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>Professional Development</p> <ul style="list-style-type: none"> • Staff will be trained on the variety of school systems • Staff will teach students to use programs designed for self-monitoring 	Teachers, Parents, Students	September 2015	Teachers, Parents, Students
<p>Systems and Structures</p> <ul style="list-style-type: none"> • School Messenger, Skedula, I.S. 318 Website • Provide training on various systems for key staff 	Select Staff	September 2015 – May 2016	<p>Point Person(s):</p> <p>Technology Coordinator</p> <p>Implementer(s):</p> <p>Attendance Teachers, Counselors, Teachers, Administration, Parents, and Students</p>
<p>Parent Involvement and Engagement:</p> <ul style="list-style-type: none"> • Parent Workshops • Parental Engagement Time <p>Staff members will lead parent workshops regarding the middle school and high school transition process</p>	Teachers and Parents	September 2015 – May 2016	<p>Point Person(s):</p> <p>Administration, Parent Coordinator, and School counselor</p> <p>Implementers:</p> <p>Parent Coordinator and Guidance Department</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources:

- Parent Coordinator, Guidance Counselor, and Technology Coordinator to facilitate parent training
- Teachers and Technology Coordinator to facilitate student training

Instructional Resources:

- Materials needed for Parent Workshops
- High School Directory

Schedule adjustments:

- Monthly attendance meetings
- Scheduling of family evening/weekend training sessions

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, school leaders will analyze the first trimester usage report of school systems for teacher, students, and parents; re-evaluate and set second trimester goals; and determine dates for professional development and parental workshops.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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, Scholastic Ed Performance, report card, teacher observations	Independent Reading supported by class libraries, Guided reading groups, Access Code	Small group, one to one	During the school day, after- school, Saturday School.
Mathematics	State Exam Data, Scholastic Ed Performance 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, report card, teacher observations	Regents Preparation Program, Reciprocal Reading	Small group, one to one	During the school day.
Social Studies	NYC Performance Tasks, report card, teacher observations	Word Generation, Reciprocal Reading, Guided Reading and Writing	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 section where the response can be found [for example, Section 5A-Part 4]
- 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, and teachers from the content area we are recruiting • Attend teacher fairs to recruit teachers and other pedagogues • New Teachers are assigned a mentor during their first two years. • New Teachers and mentors log in their hours on the (Teacher Mentoring System) to meet their requirement. • Teachers attend outside Professional Development • Use of substitutes, per session activities, and scheduling to support common planning time for teachers

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • District led workshops • Weekly Professional Learning • Professional learning provided by central • Professional learning provided by consultants

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/information, 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 advises principal. With the assistance from coaches from the New York City Leadership Academy, the instructional leadership team provides training support to teacher led data teams. In addition, the instructional leadership team and teacher led data teams triangulate multiple measures of student performance based on review of class work samples.

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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	357,892.00	X	11,12,15,16,19,20 22,23,25,26
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	11,12,19,20,22,23

Title II, Part A	Federal	0	N/A	N/A
Title III, Part A	Federal	11,200.00	X	11,12,25,26
Title III, Immigrant	Federal	0	N/A	N/A
Tax Levy (FSF)	Local	1,996,542.00	X	11,12,15,16,19,20, 25,26

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):** To 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:** To 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 an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another

purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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: <u>IS 318</u>	DBN: <u>12X318</u>
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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>58</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>4</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Based on last year's state test results, no English Language Learners scored a proficient score in either the ELA or Math exams. A further analysis using the AMAO estimator tool reveals more than three quarters of our ENL students are at risk for not meeting their yearly annual measurable objectives. In order to ensure that students are acquiring the academic English that they need in order to reach their academic English learning objectives and show proficiency in both state ELA and Math exams, the school will offer targeted Saturday Academy for 7 weeks beginning on February 6th, 2016 through April 2nd, 2016 from 9:00am to 12:00pm. The language of instruction will be English with students grouped according to both NYSESLAT levels and content proficiency. Staffing will consist of 4 New York State certified teachers, dependent on student participation, with 1-2 certified ESL service providers. This program will require a supervisor who is also a licensed ESL pedagogue. Saturday Academy will utilize materials already present in the school, such as leveled texts, textbooks, teacher generated worksheets, workbooks, math manipulatives and computers in addition to the use of NYSESLAT test preparation books.

Part C: Professional Development

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

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

Begin description here: Teachers delivering instruction both in the Title III program and during the school day will receive targeted professional development centered on best practices for English Language Learners by the Assistant Principal and ESL teacher along with participation in outside professional development opportunities that might arise during the course of the school year. A preliminary schedule of topics to be covered by Ms. Dotel (AP) are the following:

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-
November 3rd, 2015: Using schema to activate background knowledge during instruction (45 minutes) (Participants: Brad Ludwin, ESL Teacher, Ms. Wodo Ogbonna, ELA Teacher, Ms. Barbara Schultz, ELA Teacher, Mr. Greg Watkins, ELA Teacher, Ms. Amy Laliberte, ELA Teacher, Mr. Javin Meade, Math Teacher, Mr. Michael Looock, Math Teacher, Ms. Ardita Sokoli, Math Teacher, Ms. Soraya Flores, Math Teacher, Ms. Patience Ogbonna, SPED/ESL Teacher)

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December 14th, 2015: Lesson Planning for Differentiated Instruction (45 minutes) (Participants: Brad Ludwin, ESL Teacher, Ms. Wodo Ogbonna, ELA Teacher, Ms. Barbara Schultz, ELA Teacher, Mr. Greg Watkins, ELA Teacher, Ms. Amy Laliberte, ELA Teacher, Mr. Javin Meade, Math Teacher, Mr. Michael Looock, Math Teacher, Ms. Ardita Sokoli, Math Teacher, Ms. Soraya Flores, Math Teacher, Ms. Patience Ogbonna, SPED/ESL Teacher)

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January 25th, 2016: Utilizing Data Driven Instruction (45 minutes) (Participants: Brad Ludwin, ESL Teacher, Ms. Wodo Ogbonna, ELA Teacher, Ms. Barbara Schultz, ELA

Part C: Professional Development

Teacher, Mr. Greg Watkins, ELA Teacher, Ms. Amy Laliberte, ELA Teacher, Mr. Javin Meade, Math Teacher, Mr. Michael Look, Math Teacher, Ms. Ardita Sokoli, Math Teacher, Ms. Soraya Flores, Math Teacher, Ms. Patience Ogbonna, SPED/ESL Teacher)

- March 14, 2016: Creating an inclusive classroom for ESL students (45 minutes)

(Participants: Brad Ludwin, ESL Teacher, Ms. Wodo Ogbonna, ELA Teacher, Ms. Barbara Schultz, ELA Teacher, Mr. Greg Watkins, ELA Teacher, Ms. Amy Laliberte, ELA Teacher, Mr. Javin Meade, Math Teacher, Mr. Michael Look, Math Teacher, Ms. Ardita Sokoli, Math Teacher, Ms. Soraya Flores, Math Teacher, Ms. Patience Ogbonna, SPED/ESL Teacher)

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: Parents of students who are involved in the school or who are learning English themselves will be able to support their children and provide role models for success. Workshops on topics specifically supporting parents of English language learners will be offered at the school by our Parent Coordinator, ESL Teacher, Assistant Principal and in partnership with our community based organization, The Children's Aid Society. A preliminary schedule of topics to be covered during the school year are"

September 22nd, 2015- Engaging Fathers in Education (1 hour) presented by Mr. Medina (Parent Coordinator)

October 1st, 2015 - A Parents Introduction to Changes in CR Part 154 (1 hour) presented by Ms. Dotel (AP) and Mr. Ludwin (ELA Teacher)

October 20th, 2015 - (1 hour) Engaging Fathers in Education presented by Mr. Medina (Parent Coordinator)

November 17 and 18th, 2015 – (30 minutes) Understanding Skedula: A guide to your student's online gradebook presented by Mr. Njoku (AP)

January 12th, 2015 – (40 minutes) Parental strategies to engage students in Reading and Math presented by Ms. Ogbonna and Ms. Sokoli (ELA and Math Department Chairs)

February 9th, 2015 – (40 minutes) Understanding your students' academic profile presented by Ms. Dotel and Mr. Njoku (AP's)

Parents will receive written notice of these workshops in both English and their home language that will be backpacked home. In addition, phone calls using school messenger and by school faculty will be placed before events take place.

Part E: Budget

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

Allocation Amount: \$ _____

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 12	Borough Bronx	School Number 318
School Name School for Math, Science and Technology		

B. Language Allocation Policy Team Composition

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

Principal Sebastian Braithwaite	Assistant Principal Suleika Dotel
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Brad Ludwin	School Counselor Dawn Hodge
Teacher/Subject Area Patience Onyegwaran - ESL	Parent Nancy Maxwell
Teacher/Subject Area Wodo Ogbonna - ELA	Parent Coordinator Nathan Medina
Related-Service Provider Marla Shelton - IEP Coordinato	Borough Field Support Center Staff Member Socorro Diaz
Superintendent Rafeala Pacheco Espinal	Other (Name and Title) Lawrence Njoko, AP

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL 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/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	312	Total number of ELLs	58	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	58	Newcomers (ELLs receiving service 0-3 years)	28	ELL Students with Disabilities	14
SIFE	7	Developing ELLs (ELLs receiving service 4-6 years)	12	Long-Term (ELLs receiving service 7 or more years)	18

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	28	5		12	2	2	18	0	12	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE							3	3	6					0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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							17	11	16					0
Chinese							1							0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French								1						0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							4	3	7					0
Emerging (Low Intermediate)							4	0	5					0
Transitioning (High Intermediate)							3	4	2					0
Expanding (Advanced)							9	8	7					0
Commanding (Proficient)							10	5	2					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							8	3	2					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	8	3	0	0	0
7	13	0	0	0	0
8	13	1	0	0	0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	9	3	4		0		0		0
7	19	3	0		0		0		0
8	6	6	3		0		0		0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8						5		1	0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
In order to assess the early literacy skills for our English Language Learners we currently use the New York State Identification Test for English Language Learners (NYSITELL) along with the Lab R exam for native Spanish speakers. These tests provide us insight into our ELL students English and Spanish language proficiency. The data given is used in order to guide teacher instruction, curriculum planning and student scheduling. We are currently working on implementing a comprehensive literacy exam, such as the DRP or Fountas and Pinnell running records, that will provide the school with more robust picture of our ELL early literacy needs. We are in the process of adding another screening to assess non-Spanish speaking Ell's that will not have a NYSESLAT score prior to administration.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Data analysis of both the 2014 and 2015 NYSESLAT and NYSITELL result demonstrate currently have a large population (27 students) of newcomer students, with the highest percentage of students concentrated in the 8th grade. None of our ELL students scored proficient on the state ELA exam. This indicates that we should align our instructional resources to target this particular population. In the ESL beginners classes, the focus will be on acquiring academic language in order to support ENL students across the content areas, reading strategies and writing to reinforce comprehension. In the intermediate levels, the focus will be on reading, writing and literacy techniques and elements. In the advanced and proficient ESL classes, students will continue to focus on writing techniques.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Analysis of the AMAO tool indicates that students are not making progress or attaining proficiency in English (AMAO's 1 and 2). They exhibit significant at risk criteria such as scoring at a 1 or 2 for more than 2 years, low attendance rats and growth scores. In general our students become advanced or proficient in listening/speaking much more quickly than in reading/writing. For our ELLs, it is crucial that we target reading and writing through ESL services, as well as across content areas. In order to support this work, our ESL teacher, Mr. Ludwin will attend all ELA department meetings, plan collaboratively with teachers, and provides a variety of resources. This year we have formed an attendance team comprised of Mr. Medina our parent coordinator, Ms. Dotel, AP, Mr.

Frasier, Attendance Teacehr, Ms. Gonzalez, AIDP and Ms. Hodge, Guidance Councelor in order to specifically focus on students who are below a 95% attendance rate.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

ELLs are demonstrating greater achievement on tests taken in their native language as opposed to English. There is a greater proficiency on the Math State exam than on the ELA state exam. We will be assessing ELL student performance on local measure assessments in science, social studies, and ELA. On these assessments, there is a major focus on reading and writing to show understanding. The data will be evaluated as the assessments must entered by the end of November. Given the vast amount of assessments students are currently asked to take, we are not administering ELL Periodic assessments. We review prior NYSESLAT scores, LAB-R scores, and NYS Tests in conjunction with classroom level benchmark assessments to assess student development in the multiple modalities.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]

Not Applicable

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

Students are further grouped for ESL services to support their language development in reading, writing, listening, and speaking. Within the classroom and ESL groupings, all teachers further ensure linguistic needs are met by: promoting cooperative learning, using accountable talk stems during turn and talks, teachers encourage student choice for writing topics, teachers encourage student choice in independent reading, teachers provide authentic resources for reading in fiction and informational, providing students with hands-on experiences, technology is utilized through IPads, smartboards, and computers.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

Not Applicable

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

We evaluate the success of our ELL programs by meeting AYP for ELLs, making progress on local measures MOSL, Science Assessments, and Social Studies Assessments. We also will review our unit levels assessments and projects to determine how our ELLs are performing in comparison with their peers. Additionally, we evaluate the efficacy of the program by reviewing our NYSESLAT pass rate. Finally, we also review the data for our Former ELLs to determine if students continue to need support in developing language skills although they have passed out of ESL.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section.

Either the Assistant Principal, Suleika Dotel (licensed TESOL) or Mr. Brad Ludwin, licensed ESL pedagogue, administers the Home Language Identification Survey (HLIS) to determine the student's home language as part of general intake procedures and ensure timely entry of this information into the designated ATS screens. Upon registration the school makes every effort to accommodate parents and students with home language support so that they received native language translations to materials either by using existing staff or the DOE translation department. The home language is then determined based on the results of the HLIS, which includes an interview with both the parent and student in English and the home language. The completed HLIS forms is placed in the student's cumulative file and remains a part of the student's permanent record. If the student's home language is English, the ELL Identification Process terminates a this step; if the student's home language is not English, the ELL Identification process continues and the student is administered the NYSITELL in order to determine eligibility. The school determines eligibility to take the NYSITELL. If the student is ineligible to take the NYSITELL, the ELL Identification Process terminates at this step; if the student is eligible to take the NYSITELL, they are administered the exam. After the NYSITELL exam is administered, answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment. Within 5 school days of ELL determination, we inform parents of the results of the NYSITELL and ELL status by mailing them either an entitlement letter, non entitlement letter or continued entitlement letter. All

new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results are also administered the Spanish LAB at the time of initial enrollment (or reenrollment) during the same 10-day testing window. The Spanish LAB is used to support the school in instructional planning in providing bilingual and English as a new language (ENL) services to these students. Spanish LAB results are not used to determine ELL status or service entitlement.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Within 30 school days from initial enrollment the school makes an initial SIFE determination. We determine SIFE status beginning at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. We follow all of the same steps as outlined on the preceding pages to identify an ELL. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, we proceed with the SIFE Identification Process by administering the oral interview questionnaire. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS). All Initial SIFE status are indicated in the DOE's data collection systems no later than 30 days from initial enrollment.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

NYSITELL eligibility for students entering school with IEPs is based on the determination of the Language Proficiency Team (LPT). The LPT is comprised of Ms. Suleika Dotel, the Assistant Principal, Mr. Brad Ludwin, licensed ESL pedagogue, Mr. Lawrence Njoku, Assistant Principal and Coordinator of Special Education and the student's parent or guardian. A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, is present at each meeting of the LPT either in person or through the DOE Translation Department phone services. The LPT determines whether the student should take the NYSITELL. The LPT considers evidence of the student's English language development, the student's history of language use in the school and home or community, the results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language, information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT team determines that the student does not need to take the NYSITELL, the decision is sent to the principal, Mr. Sebastian Braithwaite, for a final review, if he accepts the team's recommendation, it is then sent to the superintendent, Ms. Rafaela Espinal Pacheco for a final decision.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Both the Assistant Principal and the ESL teacher ensure that within 5 school days of ELL determination, parents are informed of the results of the NYSITELL and ELL status by mailing them either an entitlement letter, non entitlement letter or continued entitlement letter. We work with the school secretary Ms. Smalls and the Parent Coordinator, Mr. Medina in order to ensure that all letters are translated in the parents home language, mailed out and received by the parent/guardian.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Both parents and students who are 18 years of age and over are informed in their home language that they have the right to appeal ELL status within 45 days of enrollment at the time of student registration and once again if it is determined by the NYSITELL that their student qualifies for ENL services. Mr. Ludwin, the ENL coordinator is responsible for ensuring that all parents are aware of this right as well as maintaining all necessary documentations.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

On the day of enrollment at the school, parents are informed of all three programs of service through watching the parent video. For families that are unable to watch the video on the first day, the families are scheduled to come in to meet at a time that is convenient for them. These meetings are supported by phone translation or staff member translation as required. In addition, Guardians/Parents of English Language Learners (ELLs) are invited to informational meetings in the fall of each school year. A similar meeting is scheduled during fall and spring Parent Teacher Conferences. At this time parents meet with the ESL teacher, Mr. Brad Ludwin. Parents are shown the DOE informational video that describes English Language Learning program options in their Native Language. Parents are walked through the Parent Survey, as well as other informational materials in their native language. There is a lengthy Question and Answer session to clarify information. Multiple one-on-one meetings are scheduled by parents and/or our ESL teacher to address students/parents who arrive between these larger scheduled meetings. If we have families that have previously chosen TBE/DL and a bilingual program becomes available we would outreach via notice home, phone calls, and a family meeting to make the families aware of the offering dictated by new enrollment patterns through parent choice.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
In order to ensure that entitlement letters are distributed, the Assistant Principal, Suleika Dotel reviews the RLER, ELPC, and RLAT to determine eligibility of the students. After this review continued entitlement letters, entitlement letters, program selection forms, and other notices are printed in English and the students home language, distributed and collected. ELL Identification Process Forms are translated and sent home with students every fall to provide spring NYSESLAT results to those already enrolled and additional communication is done for new students who test into (or test proficient) on the NYSITELL. We also rely on the Department of Education's Over-the-Phone-Translation services to allow for personalized conversations.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The school tracks the parent selection and surveys received by parents/ guardians and provides them in the student's home language. For families that struggle to return these items, we also have these on hand during our fall and spring meetings described above. In addition, we work with our parent coordinator, Mr. Medina in order to ensure that all letters are returned in a timely manner.
9. Describe how your school ensures that placement parent notification letters are distributed.
Parents are informed of the placement of their student in the selected program of choice when the school mails a placement letter. The Assistant Principal, Ms. Suleika Dotel, ESL teacher, Mr. Brad Ludwin, school secretary Ms. Smalls and the Parent Coordinator, Mr. Medina work together to ensure that all letters are mailed out and received by the parent/guardian.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All returned letters, surveys and selection forms are stored in student cumulative records secured in the main office by our school secretary, Ms. Smalls and a copy of these files are maintained by the Assistant Principal, Ms. Dotel in the ENL Compliance binder.
11. 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.
In preparing to administer the NYSESLAT to all ELLs, the Assistant Principal, Ms. Suleika Dotel, regularly review the ATS reports (RLER, RLAT, ELPC) available to us as well as our internal data systems to be sure that all students are being tested with appropriate accommodations as indicated on their IEPs. Additionally, we collaborate to develop a testing schedule that meets the needs of the students and the staff to ensure that students are tested during an ideal window. The four modalities are scheduled for each student. Finally, we test the students during this window and allot plenty of time before the deadline to ensure that all ELLs have been tested. Before the testing window opens, parents receive a letter in English and in their home language stating the specific dates of the NYSESLAT exams. Students who are absent during the exam window are re-tested during a specified make up date.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Once the results of the NYSESLAT have been obtained, parents are informed of the status of their student when the school mails a continued entitlement or transition letter in English and in the parents home language. The Assistant Principal, Ms. Dotel, ESL teacher, Mr. Ludwin, school secretary Ms. Smalls and the Parent Coordinator, Mr. Medina work together to ensure that all letters are mailed out and received by the parent/guardian.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
This year, we had a large number of our TBE students graduate diminishing the number of participating students in the program. Due to the decreased number of students in the program this year as well as decreased parent selection we had to collapse the TBE program for the 2015.16 school year. As of the time, no new incoming ELL parents have enrolled in our school this year. We currently have 57 ESL students at IS 318.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
In order to meet the mandates of CR part 154.2 and.3 as well as provide quality instruction to our ESL students we offer a combination of both push in and pull out services. Students are enrolled in a variety of general education classes. Students are serviced through a combination of integrated ENL instruction in ELA and the content courses depending on NYSESLAT proficiency. Entering and Emerging students are also offered stand along English as a New Language courses. Entering and emerging stuents meet 8 times per week. 4 times in a homogeneous group of beginners and low intermediate. The remaining 4 times instruction is provided with high intermediate and advanced students in either a English or content area class.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

We have two ESL certified teachers providing ESL services to our students, Mr. Ludwin and Ms. Onyeguarra. Ms. Onyeguarra is dually certified in Special Education and TESOL. All of our beginners, intermediates, and advanced students receive the appropriate number of mandated ESL minutes as per CR Part 154. Additionally, we ensure that our proficient students are receiving a minimum of 90 minutes of ENL support by arranging for co-taught classes. Entering students receive 8 units of ENL instruction through a mixture (4 units of each) of stand alone and ENL/ELA instruction. Emerging students receive 8 units of ENL instruction through a mixture (4 units of each) of stand alone and ENL/ELA instruction. Transitioning students receive either 4 units of ENL/ELA instruction or 2 units of ENL/ELA instruction and 2 units of integrated co-teaching depending on student content and academic language needs. Expanding studentsTransitioning students receive either 4 units of ENL/ELA instruction or 2 units of ENL/ELA instruction and 2 units of integrated co-teaching depending on student content and academic language needs.
3. Describe how core content is delivered in each program model. 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.

Our focus this year is to deliver content area instruction to allow multiple points of access to the content through text, visuals, scaffolded supports, and talk: Rather than providing modified content we provide enhanced content. Students will be exposed to concepts through multiple modalities. Students will be provided with explicit instruction in how to develop an argument to support their idea using text evidence. This protocol will be repeated throughout the content areas to provide consistent strategies and repeated practice. Additionally, students are seated heterogeneously during classroom instruction to facilitate discussion using peer models. Throughout the year we will provide professional development to all of our teachers so that in our content area classrooms, ELLs will be provided with language supports such as sentence starters and the opportunity to have discussion with direct teacher feedback in the moment. In addition to direct collaboration with content area teachers, our ESL teacher, Mr. Ludwin will provide support in developing background knowledge through read-alouds, use of multimedia for content explanation and pre-work to prepare for classroom discussions. Students will use native language supports such as texts in their native language, connection of content area vocabulary to native language vocabulary, and conversations in native language to prepare to discuss in English. Furthermore, we are expanding our use of integrated co-teaching in order to meet the needs of our students acquiring academic language within the content areas.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

In order to appropriately evaluate all students in their native language, we will ensure that all state exams are ordered in students' native language. We also assess all native spanish speakers by using the Spanish LAB when they enroll. Additionally, we allow students to complete tasks in their native language where appropriate.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We review the data from the NYSESLAT to determine baselines for performance in the four modalities. As the four modalities are an integral part of the Common Core Standards they are a crucial part of our ESL and Content Area curriculums. In our ESL and content area curriculums, there are planned assessments in the four modalities for each unit. Our ESL providers, Mr. Ludwin and Ms. Onyeguarra will work together along with the Assistant Principal to develop and use a speaking and listening rubric aligned to the Common Core State Standards to assess all classroom talk. In addition, we are working towards incorporating a literacy assessment tool, such as Fountas and Pinnell running records or DRP in order to measure reading development. Classroom writing will be assessed on pre and post rubric based writing assessments as part of classroom units, projects, summative and formative assessments.
6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

IS 318 differentiates based on ELL subgroups as necessary. Newcomers are placed together whenever possible to ensure comfort in speaking (both native language and English). SIFE and newcomer students are also supported with explicit, direct instruction in learning beginning literacy skills, academic vocabulary development and writing workshops. Developing students are supported with integrated co teaching in both English Language Arts as well as specific content area classes. Long term ELLs benefit from all teaching practices within ESL program. Special Needs ELLs receive all benefits of the ESL program and teaching as well as their IEP modifications and extensions. Former ELLs continue to receive the support of an ESL provider in co-taught classrooms two periods a week as well as, content area planning time with the ESL provider. During testing students accommodations as stated in CR Part 154.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

We currently have no students that fit that criteria however if should we have students that qualify in the future the school will do the following: Initiate a review of the ELL status determination upon receipt of a written request from any of the following:

- A student’s parent or guardian
- A student’s teacher (if the teacher’s request includes written consent from the parent or guardian)
- A student of 18 years of age or older

Complete the re-identification process within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process will be completed within 20 school calendar days.

The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student’s work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.
6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student’s abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent’s preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal’s recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent’s preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student’s program must be modified accordingly.
11. All notifications and relevant documents must be kept in the student’s cumulative folder.

Phase 2

Between 6 and 12 months (from the date of the superintendent’s notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student’s academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student

Chart may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6 to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

8. 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?
 This year we will focus on developing protocols and aligning scheduling so that our teachers of ELL-SWDs can work closely with the ESL provider as well as all providers to meet both the language acquisition needs and special needs of their students. ELL-SWDs are provided with vocabulary supports, visuals, modelling, and structured graphic organizers to improve written and oral response, as well as understanding of grade level text. ELL-SWDs are also provided with access to content via the use of technology such as iPads and laptops. The iPad can be used to enhance access to grade-level text through visuals, read aloud features, word look up features, native language translation, and annotation support.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
 We regularly assess the strengths and weaknesses of our ELL-SWDs to provide them with pull-out and push in services in the least restrictive environment. The majority of our ELL-SWDs are serviced in our ICT classrooms, which is the most appropriate setting at this time. ELL-SWDs are provided with services as per their IEPs. Students are provided with ICT services based on their response to intervention and qualification for special education services through the special education evaluation process. We also provide flexible scheduling in all of our grades to allow students to receive services across the continuum in math and ELA. In addition, the Special Education teacher who serves our self contained population is dual licensed in TESOL enabling her to provide ESL support.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements
All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL (Chart 100.12)(100.12)(100.12)(100.12)(100.12)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

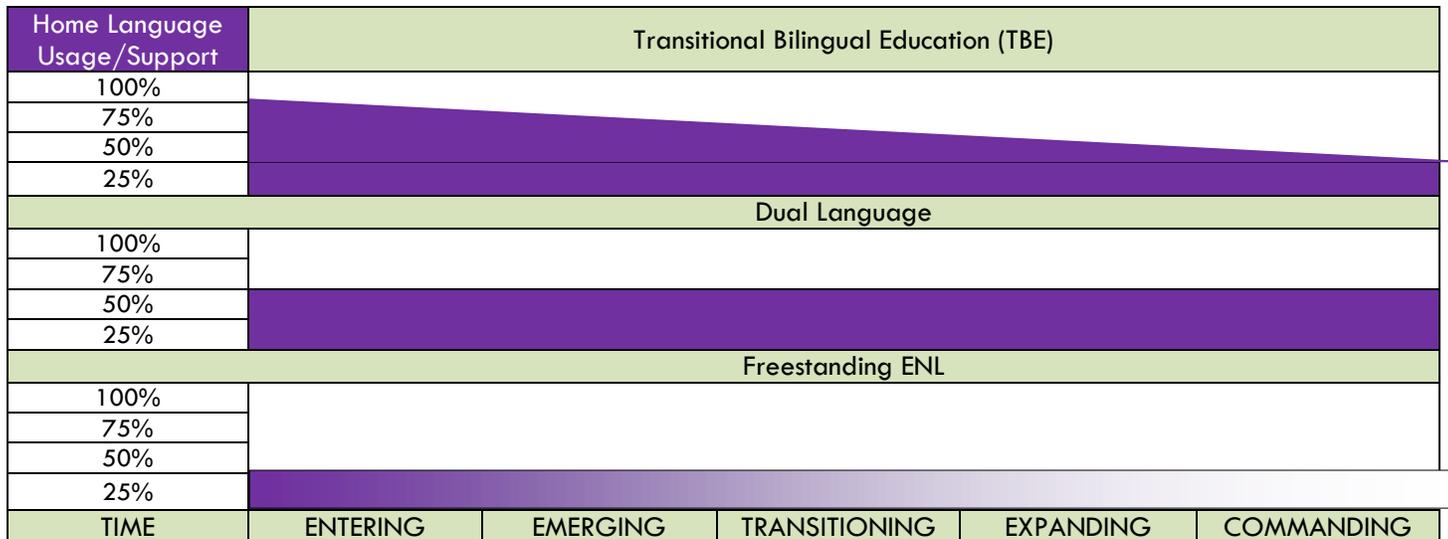


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. Our goal is to provide interventions in Math and ELA through after school enrichment, Saturday Enrichment, and in the classroom supports. During after school tutoring, our ELLs receive small group reading instruction that includes additional independent reading time, individual comprehension conferences, writing about reading using text evidence, and daily rubric based teacher feedback about reading and writing. Our ELLs also will receive after school enrichment for math which includes use of test preparation materials and a routines bank of skills based problems of focus. Work for after school enrichment is selected based on student assessments. All ELLs are eligible for after school enrichment based on test scores and teacher nomination. In our classrooms, ELLs are targeted for weekly small group instruction in ELA, Math, Science, and Social Studies based on teacher data. Saturday Academy is focused on developing math and literacy skills in alignment with the Common Core State Standards. All ELLs are eligible based on test scores and teacher nomination. All of these intervention services are in addition to the curriculum embedded supports already in place for ELLs.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Based on the NYSESLAT and State test exam scores, the former program at the school was not very effective at meeting the needs of our ELL's in both content and language development. This year we are working towards aligning our instructional resources, providing high quality professional development and structuring supports and interventions so that our ELL's will demonstrate proficiency in NY State exams as well as developing academically and linguistically.
12. What new programs or improvements will be considered for the upcoming school year?
We are spending the 2015-2016 school year reviewing our curriculum and schedules in order to develop an integrated co-teaching ESL model so that all content area classes are provided with ESL support for students. We are working to develop this program as we have a large number of high intermediate and advanced students that require more support with academic content and vocabulary acquisition.
13. What programs/services for ELLs will be discontinued and why?
Due to low enrollment and parental request, the Transitional Bilingual Education program has been discontinued for the 2015-2016 school year. Should enrollment and parental request patterns change, the school will open the program once again.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All students, including ELLs have access to attending our after school programs. Our after school program in partnership with the Children's Aid Society includes a wide range of athletic, artistic, and academic programs. Notices for upcoming programs are posted on our website, which is translatable into many languages. All ELLs are able to take advantage of all grade level field trips and opportunities. Our Title III program provides students an opportunity to develop skills in the four modalities.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
We utilize smartboards in all classrooms to provide visuals, multi-media representations of content, and models for students during instruction. We also utilize iPads to provide language based centers and support development of literacy skills for newcomers. Additionally, students are provided with graphic organizers, accountable talk supports, and small group instruction.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
We have texts and dictionaries available for students in their native language in several content areas. All teachers are provided with content relevant glossaries to use with students in their classrooms. Additionally, ELLs have access to iPads, which provide a variety of options for providing instruction in native language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All ELLs have equal access to appropriate services, supports, and resources. The school utilizes grade appropriate standards and curriculum in each content and grade band in order to ensure that all required services/ resources correspond to ELL student age and grade levels.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
All ELL students are invited to a meet and greet during the month of August for all new incoming students. Here they are provided an opportunity to meet teachers, administration and tour the school grounds. This year, we will be hosting several workshops for our ELL parents facilitated by our Assistant Principal, Ms. Suleika Dotel, our ESL teacher, Mr. Brad Ludwin and our Parent Coordinator Mr. Nathaniel Medina. Furthermore, we will collaborate with our community based organization the Children's Aid Society in order to plan campus wide events for our ELL students and parents.
19. What language electives are offered to ELLs?
Currently, no language electives are offered to our ELL students, however we are in the process of hiring a foreign language arts teacher for the 2015-16 school year.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not Applicable

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Effective educators are constantly re-evaluating and rethinking their practices focusing on curriculum requirements, new information and research, and the day-to-day demands of teaching. It is our belief that in order to make the best teaching decisions for our students, we must be fully informed about credible research, exemplary teaching practices, the social aspects of learning, how our students develop as learners, etc. One of the best ways to continue to be knowledgeable is through engagement in ongoing professional learning and conversations during grade level meetings/planning days, weekly Monday professional learning, periodic professional development days, professional reading, and through the turn-keying of information acquired while attending workshops and seminars outside of the school. All of the faculty at our school (Principal, Assistant Principal, teachers, paraprofessionals, guidance counselors, special educators, speech therapist, psychologist, secretaries and parent coordinator) are required to attend all ELL Professional Learning sessions since as a community we are all teachers of English Language Learners. For members who are unable to attend these sessions, information is turn keyed by either the Assistant Principal, Ms. Dotel or our ESL teacher, Mr. Ludwin.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Mr. Ludwin, our ESL teacher, will receive multiple Professional Development Opportunities through the Office of ELLs as well as other professional organizations. Mr. Ludwin and Ms. Onyeguarra will attend ELA department meetings in order to provide colleagues with support in developing units, tasks, and lessons that provide supports for ELLs. This structure also allows Mr. Ludwin to infuse the Common Core Standards into his curricular planning. The hope is that this infusion offered our students a smoother transition between ESL and ELA through common language and common curriculum used. Both teachers will work in close collaboration with the staff to support student transition to Middle School by attending weekly common planning time meetings with staff as needed.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
About ¼ of the staff is certified K-6 Elementary, thus offering many transitional supports. Sixth graders are most often offered smaller classes, are provided weekly advisory, proactive lessons on topics such as organization, homework help, study skills, bullying, library skills, etc. Ms. Dotel our Assistant Principal will provide weekly support on developing ESL curriculum and strategies for supporting newcomers and content access for all ELLs and former ELLs to our ESL/ELA and content teachers. The secretaries will also work closely with the Assistant Principal, Ms. Dotel to understand record keeping and procedures for enrollment and language access at school. Guidance staff will meet administrative staff to determine trends for servicing ELLs and families of ELLs at IS 318 through supporting transition and language access.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Our goal this year is to develop our ELL team to develop ongoing curriculum and lesson plans to turn key differentiation opportunities across content areas to multiple content area teachers during Department Meetings, Faculty Conferences, and weekly planning sessions with Content area co-teachers of ELLs. Special Education teachers and paraprofessionals will be introduced to their specific student ELLs needs and accommodations at CPT (Common Planning Time) which we plan to make possible in teachers' schedules throughout the school year; in addition our Parent Coordinator will support our practices by allowing for more communication with our ELL families by our AP and teacher. Records of his work are kept in a binder in his office to track next steps, attendance, and agenda items. :

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Each NYCDOE school is provided with 35 minutes per week of parental engagement activities. Our ESL teachers in conjunction with the Assistant Principal and the parent coordinator, will schedule weekly meetings with parents during this time along with other opportunities for one on ones during the school year. Parent Workshops surrounding important issues in the academic community such as, Changes to CR Part 154, getting ready for the state tests, in addition to others will also be provided by the school or through our partnership with The Children's Aid Society. Resources and materials are translated in English and the parents home language by either a school faculty member or the NYCDOE Translation department.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Records will be kept in hard copy form in the main office and on a Google Doc log documenting outreach, meetings, letters, and phone calls. This document will be shared by school faculty.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. IS 318 benefits from a very active Parent Association. IS 318 will send home report cards and/or progress reports 6 times throughout the school year – all of which are signed for and returned. Families in need of translated materials fill out an additional survey and their needs are met via phone call and/or translated materials sent home. We are in the process of launching an active website, where near-weekly communication is sent home and will be able to be translated on the webpage. Students' grades, attendance, and assessments are also able to be viewed online through system called Pupil Path.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? IS 318 currently partners with our community based organization, The Children's Aid Society. They support the school by collaborating with us during advisory, providing personnel during lunch, dismissal and in the hallways. Furthermore, they collaborate with and run our after school programs which are open to all students as well as providing parental involvement sessions and training for all parents in the community. The Children's Aid provides translation services for all parents.

5. How do you evaluate the needs of the parents?

This year, we will work closely with our PTA, Community Based Partners and SLT in order to develop a survey that will let us know parental needs so that the school can best support them. So far, the majority of our communication and conversations with parents happen at Parent Teacher Conferences and ELL based family meetings. At IS 318, our parent coordinator, Mr Medina takes an active role in evaluating the needs of our parents and ensuring that all parental voices are heard through translation services at PTA, SLT and other workshops provided by the school or CBO.

6. How do your parental involvement activities address the needs of the parents?

The parental involvement activities that we have planned at the school directly address the needs of parents. Our goal is to bring parents into the school so that they feel comfortable. Many of our parents are non-English speaking, from diverse cultures and are becoming more and more comfortable participating in school activities. Our parent involvement activities are geared toward giving parents the knowledge they need to feel confident when communicating with their child's teacher and assisting their children academically at home. We also have a diverse staff that can speak fluently in many languages to help parents.

D. Additional Information

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

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 12X318 **School Name: School for Mathematics**
Superintendent: Rafaela Espinal

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

We have a Language Access Poster predominantly displayed next to the entrance of the Main Office as well as a "We Speak Your Language" post card at the security lobby at the entrance of the school. Written translation services will be provided in-house by school staff proficient in the pertinent language. Furthermore, DOE translation services and the Google Translate are used to translate documents when in-house staff is unavailable or unable to translate a particular document. Written translation will be provided for: • Monthly Calendars • Memos • Individual parent Letters • Parent Newsletters

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Overall, the majority of our parents preferred speaking language is Spanish followed by English. However we do have parents that speak Bengali, Chinese and French. School staff is provided with access to the preferred languages of all IS 318 parents in order to ensure they are aware of basic translation needs. School staff is also given detailed information to access the DOE written translation and over the phone interpretation services .

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

-Translation of letters from school sharing upcoming events such as parent-teacher conferences, potluck dinners, and/or other social and academic functions through DOE Translation services. - Translation of Welcome Folder Materials – sexoffenders letter, Principal’s Welcome letter, Emergency Blue cards, etc through DOE Translation services. - Translation of progress report cover sheets – communicating grades, attendance records, and details in regards to academic standards/promotion requirements through DOE Translation services. - Translations of academic reports – Promotion In Doubt Letters, academic warning letter - Immediate Parent letters re: specific student needs can be translated in house - Assistant Principal or Parent Coordinator. - Brochures distributed at School Fairs and Tours for prospective families - Translation of supplemental high school application materials - Posting of upcoming events, daily announcements, Parent Meetings, social/academic functions.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

High School materials/meetings - oral interpretation through Assistant Principal or Parent Coordinator - Increases parents’ understanding of city/state assessments, and high school process • Outreach via phone to parents re: attendance, Increase parent participation in our academic school activities such as Parent Teacher conferences, Common Planning Time meetings, while offering tools to parents to assist with school needs at home. Parents have been very appreciative of being informed in their native language so they may proactively address their child’s needs. • Oral Interpretation provided at Individual Education Plan meetings - to ensure parent/gaurdian understanding and involvement for Special Education students. In addition, translators will provide ease of communication between families and teachers at arranged meetings. .

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

In order to meet the identified translation needs indicated in Part B, the school will use in house staff that is proficient in the preferred languages as well as Google translate, as well as DOE Translation services

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

In order to meet the identified interpretation needs indicated in Part B, the school will use in house staff that is proficient in the preferred languages as well as Google translate, as well as DOE Translation services.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The school will conduct professional development In order to ensure that all staff members are aware of how to use translation services and over the phone interpretation services.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

IS 318 will continue to ensure all families receive information in regards to, but not limited to, all aspects of registration, standards and performance, conduct, safety, discipline, special education and related services and other aspects of health and education. In accordance with Part VII of Chancellor's Regulations A-663 we distribute Parent Bills of Rights to families in Welcome Folders as needed. New admits are also provided this document as necessary. Signage in regards to Welcoming families and translation services are posted in the Main Office as well as with our Parent Coordinator. Our school security team and School Based Response team are well versed in ensuring parents/guardians are directed to administration as needed and provided interpretation through school staff (if applicable) and/or the DOE Translation and Interpretation Unit.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We will work with the Parent Association and the School Leadership Team in order to gather information and obtain feedback regarding the quality and availability of services.