2018-19
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

DBN: (i.e. 01M001): 14K318
School Name: I.S. 318 EUGENIO MARIA DE HOSTOS
Principal: LEANDER WINDLEY
School Comprehensive Educational Plan (SCEP) Outline

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### Section 1: School Information Page

#### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>IS 318</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>14K318</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>331400010318</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>6,7,8</td>
</tr>
<tr>
<td>School Address:</td>
<td>101 Walton Street Brooklyn, NY 11206</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-782-0589</td>
</tr>
<tr>
<td>Fax:</td>
<td>718-384-7715</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Leander Windley</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:lwindle@schools.nyc.gov">lwindle@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Leander Windley</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>James Woodbury</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Jasmine Reyes</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Co-Chairs John Galvin, John Makuch</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Laura Martinez</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>N/A</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>Kyle Nieves</td>
</tr>
</tbody>
</table>

#### District Information

| Geographical District: | 14 |
| Superintendent: | Alicja Winnicki |
| Superintendent’s Office Address: | 215 Heyward Street, Brooklyn, NY 11206 |
| Superintendent’s Email Address: | awinnick@schools.nyc.gov |
| Phone Number: | 718-302-7638 |
| Fax: | 718-302-7978 |

#### Field Support Center (FSC)
Brooklyn North  Executive Director: Bernadette Fitzgerald

Executive Director’s Office Address: 131 Livingston St. Brooklyn, New York

Executive Director’s Email Address: BFitzge2@schools.nyc.gov

Phone Number: 718-935-3107  Fax: TBD
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 and Family Engagement Policy 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 SCEP, 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leander Windley</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>James Woodbury</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Anna Corinna</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>John Galvin</td>
<td>Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>John Makuch</td>
<td>Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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</tr>
<tr>
<td>Maryann Caridi</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Erin Sheehan</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Rochelle McKoy</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Kathrine Archipolo</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Veronica Rubio</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Joel Siegel</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Emily Spunt Yemini</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Felicia Scott</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Sarah Porter</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Susan Anderson</td>
<td>Parent</td>
<td></td>
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</tbody>
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Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan (SCEP) is 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.

The process of developing and implementing the SCEP is aligned to the Framework for Great Schools. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 has established programs to strengthen ties between schools and communities, and is giving teachers and students supports 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 for continuous improvement 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 increase 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 Rubric, School Quality Guide and other quantitative and qualitative data tools.

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 called the 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 current Priority and Focus Schools and Focus Districts must use the tool; 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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 2017-18 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)

School Quality Guide
The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

• a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
• a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the SCEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the SCEP. For additional guidance on establishing a Title I Parent Committee click here.

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:** In Part 1A of the Section 5: Needs Assessment indicate the Statement of Practice (SOP) from the DTSDE Tenets that will be addressed in the action plan. Schools that received an Integrated Intervention Team (IIT) School Review should use the recommendations from the review to select their SOPs. Schools that did not undergo an IIT review should select SOPs informed by the major findings/recommendations from your most recent Quality Review (QR) or Central-led Review (CLR), 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 – **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

1. What is your school’s mission statement?

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

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

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

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

3. Describe any special student populations and what their specific needs are.

We have a group of students who are classified as "alternate assessment" and/or ACES. Their needs include one to one paraprofessional support, academic interventions, related services and adaptive physical education. These supports are provided successfully by the school.

4. Identify 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.

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

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

In 2017 – 2018 our students were very successful in attaining growth from our

- Fall 2017 MOSLs to Spring 2018 MOSL assessments
Fall 2017 DRP’s to Winter 2018

Students went from Wilson Just Words to becoming fully mainstreamed in all core subjects.

The key areas of focus for this fiscal year are improving in: student engagement, writing across the curriculum, questioning and discussion techniques in the classrooms; assessing students during instruction and providing feedback to the students.
School Demographics and Accountability Snapshot for 14K318

**School Configuration (2018-19)**

- **Grade Configuration**: 06,07,08
- **Total Enrollment (2017-18)**: 1249
- **SIG Recipient (Y/N)**: No

**English Language Learner Programs (2018-19)**

- **Transitional Bilingual**: N/A
- **Dual Language**: N/A
- **Self-Contained English as a Second Language**: N/A

**Special Education Programs/Number of Students (2015-16)**

- **# Special Classes (ELA)**: 115
- **# SETSS (ELA)**: 70
- **# Integrated Collaborative Teaching (ELA)**: 88
- **# Special Classes (Math)**: 11
- **# SETSS (Math)**: 61
- **# Integrated Collaborative Teaching (Math)**: 88
- **Types and Number of Special Classes (2018-19)**: N/A

**Student Performance for Elementary and Middle Schools (2017-18)**

- **ELA Performance at levels 3 & 4**: 42.7%
- **Mathematics Performance at levels 3 & 4**: 31.8%

**Science Performance at levels 3 & 4 (4th Grade) (2016-17)**

- **Science Performance at levels 3 & 4 (8th Grade) (2016-17)**: 38%

**Student Performance for High Schools (2016-17)**

- **ELA Performance at levels 3 & 4**: N/A
- **Mathematics Performance at levels 3 & 4**: N/A
- **Global History Performance at levels 3 & 4**: N/A
- **US History Performance at Levels 3 & 4**: N/A
- **4 Year Graduation Rate**: N/A
- **6 Year Graduation Rate (2011 Cohort)**: N/A
- **Regents Diploma w/ Advanced Designation**: N/A
- **% ELA/Math Aspirational Performance Measures (2015-16)**: N/A

**Overall NYSED Accountability Status (2018-19)**

- **Reward**: No Recognition
- **In Good Standing**: No
- **Focus District**: Yes
- **Focus School Identified by a Focus District**: No
- **Priority School**: No
- **Focus Subgroups**: N/A

**Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)**

**Elementary/Middle School**

- **American Indian or Alaska Native**: N/A
- **Black or African American**: Yes
- **Hispanic or Latino**: Yes
- **Limited English Proficient**: N/A
- **Multi-Racial**: N/A
- **Students with Disabilities**: No
- **Economically Disadvantaged**: Yes
- **ALL STUDENTS**: Yes

**Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**

- **American Indian or Alaska Native**: N/A
- **Black or African American**: Yes
- **Hispanic or Latino**: Yes
- **Limited English Proficient**: N/A
- **Multi-Racial**: N/A
- **Students with Disabilities**: No
- **Economically Disadvantaged**: Yes
- **ALL STUDENTS**: Yes

**Met Adequate Yearly Progress (AYP) in Science (2016-17)**

- **American Indian or Alaska Native**: N/A
- **Black or African American**: Yes
- **Hispanic or Latino**: Yes
- **Limited English Proficient**: N/A
- **Multi-Racial**: N/A
- **Students with Disabilities**: No
- **Economically Disadvantaged**: Yes
- **ALL STUDENTS**: Yes

**High School**

**Met Adequate Yearly Progress (AYP) in ELA (2016-17)**

- **American Indian or Alaska Native**: N/A
- **Black or African American**: N/A
- **Hispanic or Latino**: N/A
- **Limited English Proficient**: N/A
- **Multi-Racial**: N/A
- **Students with Disabilities**: No
- **Economically Disadvantaged**: N/A
- **ALL STUDENTS**: N/A

**Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**

- **American Indian or Alaska Native**: N/A
- **Black or African American**: N/A
- **Hispanic or Latino**: N/A
- **Limited English Proficient**: N/A
- **Multi-Racial**: N/A
- **Students with Disabilities**: No
- **Economically Disadvantaged**: N/A
- **ALL STUDENTS**: N/A

**Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**

- **American Indian or Alaska Native**: N/A
- **Black or African American**: N/A
- **Hispanic or Latino**: N/A
- **Limited English Proficient**: N/A
- **Multi-Racial**: N/A
- **Students with Disabilities**: No
- **Economically Disadvantaged**: N/A
- **ALL STUDENTS**: N/A
| Economically Disadvantaged | N/A | ALL STUDENTS | 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

### Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 3 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
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</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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### Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

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

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

**Goal 1 - Mathematics**

The Assistant Principal (Math Chairperson), Math Coach along with the math faculty have been collaborating on improving instructions practices with the focus on student engagement. Student engagement that will include strategies to develop questions and activities that deepen student engagement and support a collaborative environment that maximizes the impact of learning. By June 2019, 50% of the students will achieve grade level mastery through problem-solving.
solving using sound mathematical procedures while completing a school wide project in mathematics that utilizes real-life situations and experiences for all Common Core Standards. This project will assess student proficiency in all mathematical standards.

**Goal II – ELA**

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

Teacher’s will use protocol’s to look at students work to discuss student progress and make revisions to their planning. As part of the instructional focus this year, the school would like to continue using assessment instructions with an emphasis on using data to drive instruction and develop next steps for individual groups of students.
### Part 3a – Action Plan

**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA</strong>&lt;br&gt;● Expeditionary Learning Curriculum&lt;br&gt;● Word Generation&lt;br&gt;● Wilson Program&lt;br&gt;● Wilson Just Word&lt;br&gt;Title III Reading&lt;br&gt;● NDA Reading**&lt;br&gt;Parent Workshops to support rigorous instructional activities that the students will be participating in. To foster collaboration with the teachers and faculty to meet the needs of all students. To give all parents a clear understanding of the goals and objectives for preparing all students for college and career readiness.</td>
<td><strong>Non-readers</strong>&lt;br&gt;Struggling readers&lt;br&gt;ELL’s&lt;br&gt;All grades&lt;br&gt;All grades</td>
<td>Administrative Staff, Instructional Teams, Peer Intervention Coaches and Demonstration Teachers (TIF)</td>
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<tr>
<td><strong>Beginning September 2018 through June, 2019 Word Generation will continue to be implemented across the curriculum in grades 6 and 7. Teachers will receive professional development provided by the administration. Program effectiveness will be assessed in June, 2019 with a formal vocabulary assessment that will generate a date to evaluate effectiveness.</strong></td>
<td><strong>All students</strong>&lt;br&gt;6th &amp; 7th&lt;br&gt;Non-readers&lt;br&gt;Struggling readers&lt;br&gt;ELL’s&lt;br&gt;All grades&lt;br&gt;All grades</td>
<td>September 2018-June 2019</td>
</tr>
<tr>
<td><strong>Beginning September 2018, teachers will continue to implement various assignments that will incorporate the Common Core Standards and incorporate and design multiple Rubrics so that students can build on the concept of developing rigorous work habits. Teachers will incorporate accountable language stems to encourage high intellectual discussion in classrooms.</strong></td>
<td><strong>Mathematics</strong>&lt;br&gt;6th &amp; 7th&lt;br&gt;All grades&lt;br&gt;ELL’s&lt;br&gt;All grades</td>
<td>September 2018-June 2019</td>
</tr>
</tbody>
</table>
Bi Big Ideas Math
● Go Math
● Engage New York
● Title III Mathematics
● NDA Mathematics
● Specialized High School Mathematics

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

3b – Parent and Family Engagement
How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

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

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.

After school programs; pull-out and push-in for ESL and Special Education Teacher Support Services (SETSS). Pull-out for all other mandated related services.

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

| Title I | Title I TA | P/F Set-aside | 21st Century | C4E |
| Tax Levy | Title I SWP | Title III | PTA Funded | SIG Grant | School Achievement Funding | Other |
| Title I 1003(a) | |

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.

In January, 2019 we will look at the DRP’s and practice state assessments in ELA to carefully observe progress of all students. In February, 2019 we will look at our practice math state assessments to monitor the progress of all students.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.
Mathletics, Go Math Interactive, Board Works, Big Ideas Math, Teacher Made Assessments, Practice State Exams, Quarterly Exams and MOSL's to monitor the progress of our students for Math. For ELA we also use the MOSL's as well as the DRP to measure and assess students progress

**Part 5c.** In **February 2019**, 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 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

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 5 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:
Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

School Administrators, Demonstration Teachers, Peer Intervention Coaches, along with the faculty will continue to collaborate and develop strategies to improve instructional practices with the focus on student engagement. Student engagement, improvement will include strategies to develop questions and activities that deepen student engagement and support a collaborative environment that maximizes the impact of learning.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.
Beginning in September, 2018 through June, 2019 students will have an opportunity to engage in collaborative conversation and activities with their peers and teachers in a safe and supportive environment through administrative observations.
### 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</td>
</tr>
</tbody>
</table>

| Group projects in all core subjects as well as shop, tech and talent classes. | All students | September 2018 - June 2019 | Administrative Staff, Instructional Staff and Coaches |
| All students will have the opportunity to engage in performance arts and school-wide, district wide and city wide competitions. For example: | | | |
| - School Science Fair | | | |
| - Future Cities Competition | | | |
| - First Lego League Robotics | | | |
| - City and National Chess Competitions | | | |
| - District and City-wide basketball, baseball, volleyball and soccer competitions for all students. | | | |
| - Book swap | | | |
| - Spelling bee | | | |
| - Student Government | | | |
| - Instrumental music | | | |
| Dance and drama performances | | | |

Parents will be invited to participate in a series of workshops that will include the following:

- Navigating through the IEP | Parents | September 2018 - June 2019 | Administrative Staff, Instructional Staff and PTA |

All SWD’s and ELL’s will be supported by related service providers being pushed in to the classroom and pulled out in a separate location to reinforce small group and differentiated instruction.
● How to increase reading stamina
● How to reinforce what my child is doing in school
● Cyber-bullying
● Digital citizenship

Jupiter on-line grading system

Activities that we use to address the Capacity framework element of trust:

● Peer tutoring
● Peer mentoring

Parent involvement activities: such as: culinary arts classes, yoga classes, learning leaders, parent volunteer program, penny social and night of elegance

Administrators, Teachers and Parents
September 2018-June 2019

Administrative Staff, Peer Intervention Coaches, Demonstration Teachers and Instructional Staff

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Parents will be invited to participate in a series of workshops that will include the following:

● Navigating through the IEP
● How to increase reading stamina
● How to reinforce what my child is doing in school
● Cyber-bullying
● Digital citizenship

Jupiter on-line grading system

Parent involvement activities: such as: culinary arts classes, yoga classes, learning leaders, parent volunteer program, penny social and night of elegance

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.

Supplemental materials to support curriculum and the pacing of the topics being taught in the core subjects.
**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
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<tr>
<td></td>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>Other</td>
</tr>
</tbody>
</table>

**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.

February 2019, attendance monitoring for all after school programs as well as Parent Workshops. Students and classes will receive points for students/parents with the most participation to earn awards. For example: Pizza party, snacks, homework passes, lunch with administrative staff, etc...

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Sign In Sheets to track attendance for all after school programs as well as Parent Workshops will be used to assess progress.

**Part 5c.** In February 2019, 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. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 4 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>]</td>
</tr>
<tr>
<td>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.</td>
<td>]</td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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).</td>
<td>]</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

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

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

- Fall 2018 MOSLs to Spring 2019 MOSL assessments
- Fall 2018 DRP’s to Winter 2019 to Spring 2019
- Students will advance to Wilson Just Words to becoming fully mainstreamed in all core subjects.

Part 2 – Annual Goal

2018-19 SCEP-FL
Indicate your school’s 2018-19 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.

**ELA**

Expeditionary Learning Curriculum

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

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

**Mathematics**

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

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

- Fall 2018 MOSLs to Spring 2019 MOSL assessments
- Fall 2018 DRP’s to Winter 2019 to Spring 2019

Students will advance to Wilson Just Words to becoming fully mainstreamed in all core subjects.
By June 2019, 75% of the teachers will show a 10% increase in their overall rating of 3B Using Questioning and Discussion Techniques as measured by the Danielson Framework for Teaching.
### Part 3a – Action Plan

**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
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</thead>
<tbody>
<tr>
<td><strong>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</strong></td>
<td>All Students</td>
<td>September 2018 – June 26, 2019</td>
</tr>
<tr>
<td><strong>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).</strong></td>
<td>SWD’s &amp; ELL Students</td>
<td>September 2018 – June 26, 2019</td>
</tr>
</tbody>
</table>

**Expeditionary Learning Curriculum**

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

**Mathematics**

- Go Math
- Engage New York
- CMP3
- Title III Mathematics
- NDA Mathematics

**Specialized High School Mathematics**

All SWD’s and ELL’s will be supported by related service providers being pushed in to the classroom and pulled out in a separate location to reinforce small group and differentiated instruction.

**Parents will be invited to participate in a series of workshops that will include the following:**

- Navigating through the IEP
- How to increase reading stamina

**Timeline**

- September 2018 – June 26, 2019

**Key Personnel**

- Principal, Assistant Principals, Peer Intervention Teachers, Demonstration Teachers and Instructional Staff
- Principal and Assistant Principals and Related Service Providers
- Principal, Assistant Principals and Instructional Staff
- How to reinforce what my child is doing in school
- Cyber-bullying
- Digital citizenship

Jupiter on-line grading system

<table>
<thead>
<tr>
<th>Activities that we use to address the Capacity framework element of trust:</th>
<th>All Parents and/or Guardians</th>
<th>September 7, 2018 – June 26, 2019</th>
<th>Principal, Assistant Principals</th>
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<tbody>
<tr>
<td>Peer tutoring</td>
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<td>Instructional Staff</td>
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<td>Peer mentoring</td>
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<td>and students</td>
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</table>

Parent involvement activities: such as: culinary arts classes, yoga classes, learning leaders, parent volunteer program, penny social and night of elegance

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parents will be invited to participate in a series of workshops that will include the following:

- Navigating through the IEP
- How to increase reading stamina
- How to reinforce what my child is doing in school
- Cyber-bullying
- Digital citizenship

Jupiter on-line grading system

Parent involvement activities: such as: culinary arts classes, yoga classes, learning leaders, parent volunteer program, penny social and night of elegance.

### 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.

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

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

<table>
<thead>
<tr>
<th></th>
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**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.

January, 2019 we will look at the DRP's and practice state assessments in ELA to carefully observe progress of all students. In February, 2019 we will look at our practice state assessment in math to monitor progress of all students.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

DRP's and practice State Assessments in both ELA and Math

**Part 5c.** In **February 2019**, 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**

<table>
<thead>
<tr>
<th>Part 1a. Alignment to DTSDE Statements of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tenet 2 Statement of Practice</strong> Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
</tr>
<tr>
<td><strong>SOP(s) Addressed</strong></td>
</tr>
<tr>
<td>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).</td>
</tr>
<tr>
<td>2.3 Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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).</td>
</tr>
</tbody>
</table>

**Part 1b. Needs/Areas of Focus:**
Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
   - Our school’s strengths are as follows:
     - Educate students with disabilities in a least restrictive environment appropriate
     - Teaching students the social and emotional skills needed to succeed and be prepared for the next grade level
     - Sets appropriate high expectations for all students including English Language Learners and students with disabilities
     - We use multiple forms of students achievement data to improve instructional decisions

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Professional Development; Curriculum and grade meetings; formal and informal observations with immediate feedback to teachers. Teacher committee’s to develop and support instruction, professional growth of teachers and staff to help drive students achievements as well as social-emotional support. These teacher committees will include the Guidance Counselors; Social Workers and any other related service support staff.
Part 2 – Annual Goal

Indicate your school’s 2018-19 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, 2019, 90% of staff, (an increase from last fiscal year June, 2019 Learning Environment Survey) will have a clear understanding of the expectations on implementing assessments and instruction and effective discussion and questioning techniques in all content areas aligned with the common core.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s)</th>
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<tr>
<td>• Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
<td></td>
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<tr>
<td>• 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).</td>
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</tr>
<tr>
<td><strong>Professional Development on instructional resources and curriculum:</strong></td>
<td>All Staff</td>
<td>September, 2018 – June, 2019</td>
<td>Principal, Assistant Principal’s, All pedagogical staff</td>
</tr>
<tr>
<td>● Go Math</td>
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<td>● Robotics</td>
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<tr>
<td>● Professional collaborations with other schools in district</td>
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<td>● Teacher Incentive Fund (TIF)</td>
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<tr>
<td>● Middle School Quality Initiative (MSQI)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>● Inquiry Teams</td>
<td></td>
<td></td>
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<tr>
<td>● Professional Development Committee</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>● Consultation Committee</td>
<td></td>
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<tr>
<td>● Responsive Intervention Team</td>
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<tr>
<td>Pupil Intervention Team (PIT)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Grade Meetings</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Strategies to address the needs of ELL’s, SWD’s, etc.</strong></td>
<td>All ESL, Resource Room and Special Education Teachers, Chosen students (Peer Tutoring)</td>
<td>September, 2018 – June, 2019</td>
<td>Principal and Assistant Principal’s</td>
</tr>
<tr>
<td>● Title III After-School Academic Program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Saturday Academy (Various academic and enrichment activities)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● NDA After-School Reading and Math Programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Push-in / pull-out ESL and SETSS Programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Peer tutoring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategies to increase parent involvement and engagement:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Workshops for understanding the IEP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Yoga classes for parents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Jupiter on-line grading system</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● School Messenger Service</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Bi-weekly parent chats</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>● Parent workshops on understanding the common core</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Family night</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Workshops for:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Cyber-bullying</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Digital Citizenship</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Reinforcing academics</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities that I.S.318 uses are as follows:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Culinary Arts</td>
</tr>
<tr>
<td>● Yoga</td>
</tr>
<tr>
<td>● Learning Leaders</td>
</tr>
<tr>
<td>● Parent Volunteer Program</td>
</tr>
<tr>
<td>● Peer tutoring</td>
</tr>
<tr>
<td>● Peer mentors</td>
</tr>
</tbody>
</table>

| Iron Will Power Program                                |

```
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Strategies to increase parent involvement and engagement:

● Workshops for understanding the IEP
```
● Yoga classes for parents
● Jupiter on-line grading system
● School Messenger Service
● Bi-weekly parent chats
● Parent workshops on understanding the common core
● Family night
● Workshops for:
  - Cyber-bullying
  - Digital Citizenship
  - Reinforcing academics

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.

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

Title III funding is used for ESL before and after school programs

-Fair Student Funding is used for SWD’s

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

-NDA and OST funds support our Saturday Academy

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

<table>
<thead>
<tr>
<th>X</th>
<th>Tax Levy</th>
<th>X</th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>P/F Set-aside</th>
<th></th>
<th>21st Century</th>
<th></th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Title III</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>SIG Grant</td>
<td></td>
<td>School Achievement Funding</td>
<td></td>
<td>Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

February, 2019 we will assess progress by using the following tools:

● ELA and math practice exam (November, 2018 and January, 2019)
Teachers will track progress of all students by comparing results from September, 2018 to the mid-point of February, 2019 to assess where progress has been made and where improvement needs to continue.

| Part 5b. Indicate the specific instrument of measure that is used to assess progress. |
| Periodic Assessments, such as: Mid Term Exams, February 2019 DRP, as well as Quarterlies will be used to assess progress. |

| Part 5c. In February 2019, 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

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 6 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2 The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.</td>
<td>[]</td>
</tr>
<tr>
<td>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.</td>
<td>[]</td>
</tr>
<tr>
<td>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.</td>
<td>[]</td>
</tr>
<tr>
<td>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.</td>
<td>x</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Our lowest score on the school surveys administered in 2017 was in the area of Academic Expectations. While still very positive, there was definite room for growth in our outreach efforts to our parents. Additionally, a review of course failure rates indicates a consistent problem with a portion of our student community completing homework assignments and general organization issues.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, 100% of teachers will be actively using the Jupiter online grading system and 90% percent of students will be actively using the system and 75% of parents will be actively using the program. This goal was generated based on the 2017 School Survey where our lowest score is in the area of Academic Expectation and from a review of student
course failure rates this year which show a consistent problem in parent outreach efforts, general organization issues and students’ completion of homework assignments.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
</table>
|  - Evidence-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). | Parents, students and staff | September, 2018 – June, 2019 | Principal, Assistant Principals and Faculty |
|  ● Jupiter Grading System  
  ● School Messenger | Parents, students and staff | September, 2018 – June, 2019 | Principal, Assistant Principals and Faculty |
|  ● To implement a school wide online grade and communication program for our large school of 1632 students and over 100 teachers will require a comprehensive training and professional development program.  
  ● Program will be purchased and coordinator will be trained in the use and school set up.  
  ● Professional Development for teachers will be implemented during the first two days prior to school (September 2015)  
  ● One on One sessions for teachers are scheduled continuously  
  ● Students will receive log on letters for themselves and parents.  
  Student participation rate and parental participation rate will be continually reviewed.  
  ● Parent Coordinator will be trained in Jupiter and how to help parents become connected  
  ● Jupiter training will take place at PTA meetings (Monthly)  
  Jupiter training at Leadership meeting  
  ● Students in the Sixth grade will be trained in Jupiter use during their computer classes  
  ● Homerooms will visit the computer lab to log on and be trained  
  ● Parent training session held on open school dates  
  Program success will be continuously monitored and evaluated | Parents, students and staff | September, 2018 – June, 2019 | Principal, Assistant Principals and Faculty |

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3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

Urban Advantage is a Science based partnership that affords communities and families the opportunity to go on field trips to the museums and other science related venues to support what the students are learning and experiencing through the common core standards of learning.

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.

Title I Funding is used for parent/student engagement

- Jupiter Grades

School Messenger Service

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
</tr>
</tbody>
</table>

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.

February 2019 DRP and Mid Term exams in all content areas.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Mid Term Exams, 2019 DRP, and on-going quarterly assessments

Part 5c. In February 2019, 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 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Program</td>
<td>Repeated reading</td>
<td>Small group instruction</td>
<td>During the school day</td>
</tr>
<tr>
<td></td>
<td>Expeditionary Learning</td>
<td>Repeated readings and interactive writings</td>
<td>Small class instruction</td>
<td>During the school day</td>
</tr>
<tr>
<td></td>
<td>Independent Reading</td>
<td>Repeated reading</td>
<td>One to one</td>
<td>During the school day</td>
</tr>
<tr>
<td></td>
<td>MSQI</td>
<td>Repeated readings and interactive writings</td>
<td>Small group instruction</td>
<td>During the school day</td>
</tr>
<tr>
<td></td>
<td>After school Reading Program</td>
<td>Repeated readings and interactive writings</td>
<td>Small group instruction</td>
<td>After school</td>
</tr>
<tr>
<td></td>
<td>Field Practice Test/Acuity</td>
<td>Strategy</td>
<td>All Grades</td>
<td>During the school day</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Big Ideas Math</td>
<td>School-wide math program for 6th and 7th grades</td>
<td>Small Group Instruction</td>
<td>During the school day</td>
</tr>
<tr>
<td></td>
<td>After School ELA and Math Program</td>
<td>All AT-Risk 6th, 7th and 8th grade students</td>
<td>Small Group Instruction</td>
<td>After school</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>S.T.E.A.M.</td>
<td>All students</td>
<td>Grades 6 and 7</td>
<td>During and after the school day</td>
</tr>
<tr>
<td></td>
<td>Homework help for Science</td>
<td>All students</td>
<td>Small group</td>
<td>After-school day</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Homework</td>
<td>All students</td>
<td>Small group instruction and tutoring</td>
<td>After the school day</td>
</tr>
<tr>
<td></td>
<td>Help for Social Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>At-risk services</strong> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>At risk service for students in temporary housing</td>
<td>Counseling</td>
<td>One to one tutoring</td>
<td>During the school day</td>
</tr>
<tr>
<td>---</td>
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</tbody>
</table>


## Section 7: Support for Students in Temporary Housing (STH)

### Directions:
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

### Supporting Students in Temporary Housing (STH)

### Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
   - 27 students in temporary housing

2. Please describe the services you are planning to provide to the STH population.
   - Money is set aside for students in temporary housing to provide supplies

### Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
   - N/A

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

N/A
Section 8: 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(s) where the response can be found
- For additional information, visit the Title I Intranet webpage

Part 1: Title I Status
Indicate with an “X” your school’s Title I Status.

<table>
<thead>
<tr>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)
Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
All new staff hired are highly qualified. Staff previously hired working under Common Branch License had applied for Rule 3 and received professional development.

2b. High Quality and Ongoing Professional Development
Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
Continuous professional development throughout the fiscal year for the entire staff to enable all students to meet Common Core State Standards

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.

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

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. 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 consolidated. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$1,001,748.00</td>
<td>X</td>
</tr>
<tr>
<td>Title I School Improvement 1003(a)</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I Priority and Focus School Improvement Funds</td>
<td>Federal</td>
<td>$12,366.00</td>
<td>X</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Column A | Verify with an (X) | Column B | Section Reference(s) |
---------|--------------------|----------|----------------------|
|         |                    | Pages    | 10, 13, 14, 17,     |
|         |                    |          | 20, 21, 24, 25, 28, |
|         |                    |          | and 32               |

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\textbf{Explanation/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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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 \textit{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 \textit{intent and purposes of the Federal programs} included in the consolidation so that the needs of the intended beneficiaries are met.

\textbf{The intent and purposes} of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- \textbf{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).
- \textbf{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.
- \textbf{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.
- \textbf{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.
- \textbf{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 and Family Engagement 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 funds**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
**Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)**

*(Required for All Title I Schools)*

**Directions:** Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school's Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

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

Your school's Title I Parent Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### Parent and Family Engagement Policy

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, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.

### Support for Parents and Family Members of Title I Students

**IS 318** will support parents and families of Title I students by:

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

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

The school’s Parent Involvement

### Parental Involvement and School Quality

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

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

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

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

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

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

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

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;
provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality 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 ESSA;

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;

Encouraging School-Level Parental Involvement

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

holding an annual Title I Parent Curriculum Conference;

hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

supporting or hosting Family Day events;

establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

encouraging more parents to become trained school volunteers;

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

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

providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.
IS 318, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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 on assessments.

## I. School Responsibilities: High Quality Curriculum

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to 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 Every Student Succeeds Act (ESSA);

## I. School Responsibilities: Supporting Home-School Relationships

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;

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

### I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;

- supporting parental involvement activities as requested by parents;
● ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

● advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) 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 to 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

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 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School: _____</th>
<th>DBN: _____</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td>☒conceptually consolidated (skip part E below)</td>
</tr>
<tr>
<td></td>
<td>☐ NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):
- [ ] Before school
- [ ] After school
- ☒ Saturday academy

Total # of ELLs to be served: _____

Grades to be served by this program (check all that apply):
- [ ] K
- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5
- [ ] 6
- [ ] 7
- [ ] 8
- [ ] 9
- [ ] 10
- [ ] 11
- [ ] 12
Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>Total # of teachers in this program: _____</th>
</tr>
</thead>
<tbody>
<tr>
<td># of certified ESL/Bilingual teachers: _____</td>
</tr>
<tr>
<td># of content area teachers: _____</td>
</tr>
</tbody>
</table>

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____

We intend to service all 68 of our ESL students with the services provided below. The rationale is that all ESL students will be able to increase their test scores on all assessments and projects, and will be able to participate with a high level of understanding during classroom discussions. These Title III programs are designed to meet the needs of all our ESL students. All instructional materials purchased will be used exclusively for the Title III supplemental program. Each activity will meet for no less than 20 sessions. The program will begin in October 2018 and run through May 2019.

Each ELL has unique needs depending on their native language proficiency, cultural background, motivation, effective filter, interests and learning profile. Through supplemental activities and differentiation, we can attempt to both raise student test scores and improve students academic skills throughout the content areas. Therefore, we have created a Title III Saturday program that meets three times a month. Every Saturday (8:30 a.m. to 12:30 a.m.) three groups of 15 ESL students will meet with Ms. McKoy (ICT teacher certified in Math (gen ed and special ed), Miss Nunziata (certified in both ESL and Special Education) and Miss Diker (special education, ELA and Wilson certified). Students will receive intervention services in ELA and in Math. Each group will meet for 85 minutes. (There is a 5 minute break between classes to allow for travel within the building.) While one group is with Miss Nunziata receiving ELA enrichment, the other is receiving math enrichment with Ms. McKoy. Special education ELL's will be receiving ELA and Math instruction and enrichment with Miss Nunziata, Miss Diker and Miss McKoy all certified special education teachers who will reinforce writing in ELA and Math and word generation, that is taught across the curriculums during the school day. During the week, (on various days and periods) 6th, 7th and 8th grade ELL's will receive additional assistance in ELA, Science and Social Studies from Miss Nunziata and Mrs. Mroz (certified ESL and Art teacher).

Instruction on Saturdays will consist of, but not be limited to, Achieve 3000 and Mathletics, both computer generated programs designed to increase lexile levels in reading and performance levels in math.

6th and 7th grade Gen. Ed and ICT ELL's will be receiving small group instruction in Math and ELA 4 days a week for 45 minutes from Mrs. Mroz. 6th, 7th and 8th grade special education ELL's will receive small group instruction in Math and ELA from Miss Nunziata.

Students will be introduced to new vocabulary words that will enrich their academic English language acquisition skills. The language of instruction will be English. Some students, who struggle with basic phonemic awareness, are given time to work with the Lexia Reading Program. In addition to the Lexia program, students may be directed to work on Uptown Education, where Ms. James has posted vocabulary lists relevant to her ELA class as well as the
**Part B: Direct Instruction Supplemental Program Information**

6th grade ELA curriculum map. Ms. James also makes use of BrainPop and BrainPop ESL through interactive activities involving the Smart-board in her classroom. Ms. James regularly meets with the students' teachers to determine what skills the students need to develop.

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

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

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**Part C: Professional Development**

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

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

Begin description here: _____

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

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

Topics discussed in this Professional Development include: How to understand the results of NYESLAT and LAB tests for the classroom teacher, Focusing on the ELL student in the Science and Social Studies Classroom, Teaching Writing Techniques to the ELL student and Utilizing Manipulatives in the Math Classroom for the ELL population. Our goal is to offer one additional professional development session per month, beginning in November, 2018. We plan on using the Inquiry Spaces on ARIS to connect with similar schools that are working on improving the performance of ELL students. We will rely on data from ATS and NYSED NYSESLAT results. The Title III PD Program will begin November 17, 2018 through May 4, 2019. The dates for the topics of focus are:
**Part C: Professional Development**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>January 9, 2019</td>
<td>ELL student in the Science and Social Studies classroom</td>
</tr>
<tr>
<td>January 23, 2019</td>
<td>Teaching Writing Techniques to the ELL student</td>
</tr>
<tr>
<td>February 12, 2019</td>
<td>Using Manipulatives in the Math Classroom for the ELL population</td>
</tr>
</tbody>
</table>

Dates are subject to change due to unforeseen scheduling conflicts.

Agendas and attendance sheets will be copied and bound and placed with Miss Nunziata and in the Principal's office.

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

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

**Common Core books:** Instructional materials aligned with the CCLS

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

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

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

This component will be at no cost to the program.

**Part D: Parental Engagement Activities**

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

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

Begin description here: Student success is clearly influenced by parent involvement. When parents are informed about their child's education and needs, they are better able to support them at home.

With this in mind, IS 318 has taken various steps to include the parents of ELLs in their children's education. Parents will be notified of these workshops via "back pack" letters home and Jupiter grades.

Beginning in November 2018 and through June 2019 parents of ELLs will be engaged in workshops that are designed to reinforce what is being taught across the content areas. They will
Part D: Parental Engagement Activities

be involved in various activities and given strategies that will help their children perform higher on state and local assessments, have a better understanding of what is being taught and improve participation in the classrooms. These workshops will be held twice each month: one morning before-school and one Saturday each month. Parent workshops will begin at 7:30 am and end at 8:40 am. Workshops will be led by Miss Nunziata, Mrs. Mroz, both certified ENL teachers and Mrs. Poole a certified special education teacher and/or Eric Windley, principal. Translation services will be provided by our parent coordinator, Ana Berroa or by one of our bilingual para professionals.

Tuesday, January 8, 2019 parent workshop on "How to support my ELL child science curriculum". Saturday, January 12, 2019 and Tuesday, February 5, 2019 parent workshop centered around "How to prepare my ELL child for the NYSELAT Exam".

Tuesday, March 12, 2019 and Saturday, March 16, 2019 parent workshop "Understanding the demands of the common core for ELL students".

Part E: Budget

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

Allocation Amount: $ 0

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
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<tbody>
<tr>
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<td>$</td>
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<td>(schools must account for fringe benefits)</td>
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<tr>
<td>• Per session</td>
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<td></td>
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<tr>
<td>• Per diem</td>
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<tr>
<td>Purchased services</td>
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<td>• High quality staff and curriculum development contracts.</td>
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<tr>
<td>Supplies and materials</td>
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<td>• Must be supplemental.</td>
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<td></td>
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<tr>
<td>• Additional curricula, instructional materials.</td>
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<td></td>
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<tr>
<td>• Must be clearly listed.</td>
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<td></td>
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<td>Educational Software (Object Code 199)</td>
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<tr>
<td>Travel</td>
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<td>Other</td>
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<td><strong>TOTAL</strong></td>
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</tr>
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</table>
## Part E: Budget

### FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.

Ensure that your Title III budget matches your Title III Plan.

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</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADeS K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

**Part I: School ELL Profile**

**A. School Information**

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Brooklyn</td>
<td>318</td>
</tr>
</tbody>
</table>

School Name: Eugenio Maria de Hostos I.S. 318

**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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leander E. Windley</td>
<td>John Galvin</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Mehan Nunziata</td>
<td>E. Leavy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amy Vericella</td>
<td>Kim O’Connor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kimberly Mroz</td>
<td>Anna Berroa</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Nagler</td>
<td>Bernadette Fitzgerald</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alicja Winnicki</td>
<td>type here</td>
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</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>1</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
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<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>1</td>
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</table>

<table>
<thead>
<tr>
<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>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)</th>
<th>Number of special education teachers with bilingual extensions</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>2</td>
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</tbody>
</table>

**D. Student Demographics**
### Part II: ELL Demographics

#### A. ELL Programs

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>☑</td>
<td>✗</td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>☑</td>
<td>✗</td>
<td></td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>☑</td>
<td>✗</td>
<td></td>
</tr>
</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
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<tbody>
<tr>
<td>TBE</td>
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<td>TBE</td>
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<tr>
<td>TBE</td>
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### Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

I.S. 318 uses predictive ELA exams to look at our students literacy skills in conjunction with the data coming from teachers based on in-class testing. This data generally shows that our ELLs have significantly lower literacy than their EP peers. With this knowledge, the staff provides extra literacy instruction to those in need through extra periods of ELA, smaller classes, and direct ELA instruction. 318 also uses the Degrees of Reading Power Assessment (DRP) to determine students reading level. Fountas and Pinnell level can also be determined through the DRP score. Our school conducts MOSL Assessments, Measures of Student Learning. The MOSL score determines growth of student learning. RAS test which provides plethora data concerning students levels in various skills such as making inferences, finding information and making connections. Reports are generated
for each class and each student. The teacher can look at a report and learn exactly what skills a child needs to develop based on the questions they got wrong. Lastly, our school uses technology as an assessment tool to assess the early literacy skills of our ELLs. The on-line tools we use are called Reading Plus and myON. The programs motivate students to learn through extensive reading, comprehension questions, vocabulary games and encourages intrinsic motivation for reading. Reading Plus calculates students reading level through various assessments. The goal at the end of 24 weeks is to see students at or above grade level.

2. What structures do you have in place to support this effort?
Principal, Assistant principal and ESL teachers will look at the data throughout the 24 weeks to assess areas of improvement and areas where more supports are needed.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
I.S. 318 values both the data from test scores as well as both quantitative and qualitative data from teachers. I.S. 318 leadership and teachers believe that ELLs are successful when they are able to interact with their EP peers and excel academically in a heterogeneous language environment. I.S. 318 also evaluates the success of the ENL program by looking at the progress of students scores on both the Math/English State Test as well as the NYSESLAT. The ENL program is viewed successful if the amount of students who have passed out of the English as a Second Language program is higher than the prior year, if the student made any individual growth on each modality, as well as improving on the state tests.

4. What structures do you have in place to address interventions once the summative data has been gathered?
The after school reading and math recovery program is designed to support students who have difficulties in reading, writing and problem solving across the content areas.

5. How does your school use 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.]
N/A

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].
It is apparent that students’ grade level does not correspond with their proficiency level. Rather, it is years of service that seem to be the determining facts. Long term ELLs have high scores while newcomers certainly have lower scores. Across all levels students struggle with making inferences and drawing conclusions. This is higher order thinking which their EP peers also struggle with. Necomers and emerging students also struggle with grammar and vocabulary (especially in their writing). Long term ELLs generally struggle specifically on tasks that require higher order thinking. Long term ELLs also struggle with writing tasks. This is probably due to their learning disabilies or the fossilization of bad habits in their English development.

NYSITELL data reveals that students with some prior knowlege score higher than students with little or no knowledge. Also, students that have a developed first language will score and have scored better than students that have a weak L1.
NYSESLAT data reveals that almost all students find the listening and writing section to be the hardest. Student struggle to listen and then take notes.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
The Title III program is designed to assist students in all domains of Math, science, ela and social studies.

Part IV: ELL Programming
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.
      All grades travel in blocks and are heterogenous grouping. According to the NYSESLAT scores, the majority of our students are leveled at Expanding and Commanding. All ESL students are grouped together according to level. Three sixth grade classes receive Push-In services from an ENL provider four times a week. The ENL teacher pushes into ELA and a content area class. (Some students in the push-in class need additional services, so they are pulled out for an additional three periods a week with an ENL provider). The other two sixth grade classes have students who are at a commanding level, so they receive 90 minutes of push-in services with an ENL provider. Seventh and Eighth grade classes receive Push-In and pullout services the same way as the sixth grade classes. The push-in services are being administered during their ELA as well as content area classes. SWDs who take alternate assessments are placed in a class with Amy Vericella and Megan Nunziata, dual-certified Sped. ESL teachers. General education classes are grouped homogeneously according to test scores and teacher recommendation, thus, most Beginners and Intermediates are clustered, allowing an ESL teacher to push in to content classes in order to comply with the mandated minutes.
   b. TBE program. *If applicable.*
      N/A
   c. DL program. *If applicable.*
      N/A

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)?
      Pursuant to CR Part 154.2 mandates, parental-guardian/student interview, Program Selection Survey, NYSITELL, NYSESLAT data results and student assessment/progress during the school year the resulting implication for instruction is as follows: Beginners/Entering students receive a total of 360 minutes of ENL, with 180 minimum minutes of standalone ENL. Within the total number of minutes the entering student must receive a minimum number of 180 minutes of integrated ENL/ELA. Low Intermediate/Emerging students receive a total of 360 minutes of ENL, with 90 minimum minutes of standalone ENL. With in the total number of minutes the emerging student must receive a minimum number of 180 minutes of integrated ENL/ELA. Intermediate/Transitioning students receive a total number of 180 minutes of ENL, with a minimum of 90 minutes in standalone ENL. Within the total number of minutes the transitioning student must receive a minimum number of 90 minutes of integrated ENL/ELA. Advanced/Expanding students receive a total of 180 minutes of ENL. The advanced or expanding students can receive a minimum of 180 minutes of integrated ENL/ELA or other content area classes. Proficient/Commanding students receive a total of 90 minutes of ENL. This can be integrated ENL/ELA or other content area classes. Our school provides after school for all students who need additional help/support in there classes.

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.
   Through supplemental activities and differentiation, we will attempt to both raise student test scores and improve students academic skills throughout the content areas.
   In our ELA classrooms, core content is delivered through EL (Expeditionary Learning). EL is aligned with Common Core Learning Standards and also provides an abundant amount of supplemental activities for ENL students, which is of course
differentiated. Each child is provided a novel plus a workbook to be used that correlates with the novel.

In the Math classrooms, teachers are using GO Math, which is also aligned with Common Core Learning Standards. Each child is also provided GO Math workbooks to be used in class and at home. Each Unit has differentiation lessons for ENL students.

For our Science and Social Studies department the material is much more difficult for our ENL’s to understand. Teachers make sure their lessons are comprehensible and that students are given plenty of graphic organizers, and vocabulary strategies to foster language development. Teachers try to link the new information to prior knowledge as well as use cooperative learning strategies. Since our school is adjusting from pull-out method to push-in method, the ESL teacher provides content area support for ELL's. ESL teachers use additional materials such as worksheets and graphic organizers to help ELL students and support them. The language of instruction will be English.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Since our school only provides Free Standing English as a New Language, students are provided with supplementary materials in their home language. All staff is given documentation of how each student’s parent/guardian would like to receive information provided in their home language. These materials include formative and informative assessments, dictionaries, and other reading materials.

5. 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

At I.S. 318 instruction is differentiated across content area. Instruction is differentiated through a variety of methods. Students are provided with pre, during, and post reading activities that appeal to a variety of learning styles and intelligences.

SIFE students need supportive environments that respond to their immediate social, cultural, and linguistic needs. Teachers make sure to activate prior knowledge, provide lots of visuals, and comprehensible input, engage students in hands-on learning so students are physically involved, and use teaching strategies that weave together language and content instruction.

Newcomers and Developing students are supplied with laptops. They are to use them throughout the day during class. I.S. 318 also uses Reading Plus, a online program that assesses reading, vocabulary and comprehension skill. This program is differentiated according to their reading/comprehension level.

Students struggle most in listening and writing modalities, therefore in the ENL pull-out and the ENL/ELA classroom, the teacher is equipped with MP3 players that are used during reading. The teacher records the reading and the students listen and read at the same time. This is particularly helpful for students with special needs that may have processing issues as well as newcomers who may need assistance with phonemic awareness.

Former ELLs are required a minimum of 90 minutes of service as per CR Part 154.2. These students receive push-in services and are given assistance in their content area classrooms.

Testing accommodations for ELLs and former ELLs receive time and a half on all Exams (local and state). Students also are given bilingual dictionaries.

Struggling readers are also given the opportunity to use the myON reading program which is closely monitored and supported by the teacher. The teacher regularly uses a Smartboard and content provided on the SmartExchange website. Employing the SmartBoard, the teacher uses BrainPop to deliver and practice multimedia instruction.

6. 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?
At I.S. 318, teachers use various instructional strategies and grade-level materials that provide access to academic content areas and accelerate English language development. Expeditionary Learning, which is used in grades 6-8, is one learning
program we use throughout our ELA department. This program allows teachers to use both formal and informal assessments. This program provides common core grade-level material. Not only does it provide rich instructional strategies, but it allows our teachers access to rich academic content throughout the curriculum. Another program that I.S. 318 uses is Middle School Qualitative Initiative, MSQI. Students are given an assessment, 3 times throughout the year, which shows growth in reading levels. According to students Degree of Reading Power score, students are split into groups. Depending on students scores they can either be grouped into Wilson Just Words program, Literature Circles, and Small Group Circles. MSQI also provides our school with Word Generation, which is a vocabulary enrichment program. We implement technology throughout the content areas. For example, we use myON as well as Reading Plus Program. These programs aid in accelerating English language development.

All ELL-SWDs receive services mandated on their IEPs. Each teacher is fully aware of which student has an IEPs and the time allotted to each child for their services, whether it be ESL, Speech services, Resource... Each teacher is given a report made from our special education department describing the students, their grade/class, that has an IEP. They are made aware of the testing accomodations as well for all testing. Mrs. Kalaydjian ensures that ELL-SWDs, whose IEPs mandate ESL instruction receive appropriate ESL instructional time according to the new law.

7. 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?

At I.S. 318 we ensure that flexible programming is used to maximize time spent with non-disabled peers. Also, the ESL, AIS, Speech and other mandated service providers collaborate to meet the goals specified in each student's IEP. For example, the ESL teacher will provide students with time on myON, and Reading Plus in collaboration with the AIS services for phonemic awareness. Parents are also invited into the process of differentiation. Teachers regularly communicate with parents through the Jupiter Grades program to provide extra feedback and suggestions for literacy improvement. For example, the ESL teacher communicated with the parents of a long-term ELL and gave their family access to Reading Plus login for at home use.

8. 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.

To ensure that our ELLs meet and exceed standard we have instituted a number of additional targeted interventions for both students, parents and teachers of ELLs. One example is in ELA, students need additional help in decoding and phonics. Our school uses Wilson and Wilson Just Words. Students also need Tier 1-Tier 3 vocabulary targeted. Another example, is in Math students struggle with word problems, so teachers make sure to use visuals. Targeted Intervention is also required from our Social Studies and Science department. All students at I.S. 318 have the opportunity in a wide range of extracurricular activities from chess, botany, band, ceramics, guitar, dance, and sports to digital film. The programs letter home is translated into Spanish and the ESL teacher makes sure all students understand what is offered using leveled language and sometimes Google Translate. Specific programs for ELLs include a place for homework help and time in the computer lab with a certified ESL teacher. Afterschool homework sessions often are used as periods of instruction to review content area material that is below and far below current grade level standards and goals. SIFE and 6th grade students are also eligible to participate in an after school preparatory that concentrates on math and ELA enrichment. Students with an IEP who do not attend a self-contained SPED class, may receive math and ELA support services during resource room.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

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

10. If you had a bilingual program, what was the reason you closed it?

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

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

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

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

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?)

In the beginning of the school year, to support each student, the ESL teachers provide each ENL student with a bilingual dictionary in their home language. These dictionaries can be used in class or at home. In addition to English books found in the leveled multicultural classroom library, books in Spanish, Polish, French and Chinese are available. For beginners ENL textbooks are available in the native language and instruction in small groups can be in the native language. The classroom environment will further support high standards of learning and academic rigor. Each classroom includes leveled libraries in both languages with a concentration of content related books. Word Walls and strategy charts in both languages reinforce critical skills. Teachers also provide buddies/partners who speak the same native languages for newly enrolled ELLs. Teachers in the building who speak various native languages also serve as translators for newly enrolled ELLs.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.

In order to make suitable informed decisions for the appropriate support of instruction, our teachers consider the information gained in the assessment stage as well the students scores on the NYSESLAT, ELA State exam, and Math State exam. Teachers also collaborate and use other educators opinions in our school. Depending on the students proficiency level, the students is then given the appropriate support and resources.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

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

16. 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).

The school has a summer program for all entering sixth grade students every year, and one of the programs offered over the summer is ESL specific and taught by a fully ESL certified pedagogue. The program prepares students for academic English at
the middle school level, with an emphasis on English for content and writing. Throughout the year new ELLs who enroll can also participate in our Title III after school program.

17. What language electives are offered to ELLs?
   Current language electives include Spanish Native Language Arts for non-native speakers.

18. 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)?
   N/A

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<thead>
<tr>
<th>Professional Development and Support for School Staff</th>
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<tbody>
<tr>
<td>1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) 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?</td>
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<tr>
<td>There will be highly effective professional development plans in effect for all ELL personnel at the school. Our school will provide professional development to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 must be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a New Language teachers, a minimum of fifty percent (50%) of the required professional development hours must be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. Workshops for staff in all content areas is incorporated throughout our school year. Every month there are grade conferences, where a grade/ whole meets to discuss strategies for the future. Every week: Tuesday, Wednesday and Thursday there are network meetings, content area meetings and workshops for all teachers. Various professional development is offered to teachers of ELLs in supporting ELLs as they engage in the Common Core Learning Standards. Mrs. Kalaydjian will be attending PDs and then reporting back to teachers of ELLs and assisting them with information to support ELLs with Common Core Learning. For example one workshop she will be attending is the Office of Teaching and Learning’s Instructional Practice Series: Differentiating Instruction for ELLs and SWDs in the Content Area Classroom. This is a three day workshop where she will be working closely with one of her co-teachers as they explore differentiating instruction in the content areas.</td>
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<tr>
<td>2. 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.</td>
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<tr>
<td>I.S. 318 recognizes its commitment to maintaining high standards of professional development, collaborative planning and securing certified and exceptional instructional staff. All first year teachers at I.S. 318 receive 10 hours of professional development in ESL methodology during which teachers read and discuss articles related to best practices in the content area instruction of ELLs. The ESL teacher and ELA department work closely to insure that ELLs are exposed to the balanced literacy format and are adequately prepared for the ELA exam. Regular ELA and Math teachers often lead ELLs in the SES sponsored</td>
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</tbody>
</table>
after school reading and math enrichment programs. The certified ESL teachers are given ample time to consult with content area instructors on how they can best meet the needs of the 6th graders who enter and 8th graders, who need extra help to prepare for high school. On the first day of the school year for teachers, there is plethora professional development led by Jacklyn Kalaydjian and Alma Ortiz concerning differentiation for ELLs. This in house professional development supports the guidance counselor and subject area teachers. It is centered around multiple entry points and using manipulatives to promote student development. Election day, provides Jacklyn Kalaydjian with time to provide PD to each grade team concerning how to make content instruction accessible for ELLs. Every Thursday, inquiry groups of teachers of ELLs meet to discuss pedagogy. During 6th grade meetings, the ESL teacher, Jacklyn Kalaydjian, provides feedback and guidance in scaffolding methodology. Assistant Principals regularly engage in these meetings. The staff (teachers and parent coordinators) are supported by school leadership and the guidance counselor. Some activities include after school academic Reading and Math, peer tutoring, and parent workshops.

The pupil accounting secretary, Loraine, often meets with Jacklyn Kalaydjian to discuss new admit procedures and the use of ATS for placement and identification.

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

There will be highly effective professional development plans in effect for all ELL personnel at the school. Our school will provide professional development to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 must be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours must be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. All agendas and attendance data will be recorded and kept in a binder in Mrs. Kalaydjian's Room.

### 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?**

   Our school provides 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. Mrs. Kalaydjian or any other qualified staff will set up meetings with parents either face-to-face or phone conference. Each parent has a different schedule, so we try to accommodate parents in any way possible. First, we send home parent letters asking parents to fill out a form, which requires them to pick a day and time that works best for them. Then we conduct the meeting. If parent or guardian can not make time to come in, then we ask that they provide a number and time we can best reach them. We then proceed to have a conference call for their convenience. Translation services are available for every parent. If the parent speaks Spanish, Mrs. Kalaydjian asks that the parent coordinator be present for translation services. If the parent speaks Chinese, Mrs. Kalaydjian asks the Mrs. Lee is present for translation purposes. If there is a parent that speaks another language beside Spanish or Chinese, then Mrs. Kalaydjian uses the Translation and Interpretation Services Affiliation.

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

### 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:
**Part V: ELL Identification Attestation**

**Principal Certification**

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s *ELL Policy and Reference Guide*, I, Leander Windley, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leander E. Windley</td>
<td>Principal</td>
<td></td>
<td>11/5/17</td>
</tr>
<tr>
<td>John Galvin</td>
<td>Assistant Principal</td>
<td></td>
<td>11/5/17</td>
</tr>
<tr>
<td>Ana Berroa</td>
<td>Parent Coordinator</td>
<td></td>
<td>11/5/17</td>
</tr>
<tr>
<td>Meghan Nunziata</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>11/5/17</td>
</tr>
<tr>
<td>Amy Vericella</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>11/5/17</td>
</tr>
<tr>
<td>Kim Mroz</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>11/5/17</td>
</tr>
<tr>
<td>Alma Ortiz</td>
<td>Coach</td>
<td></td>
<td>11/5/17</td>
</tr>
<tr>
<td>E. Leavy</td>
<td>School Counselor</td>
<td></td>
<td>11/5/17</td>
</tr>
<tr>
<td>Alicja Winnicki</td>
<td>Superintendent</td>
<td></td>
<td>11/5/17</td>
</tr>
<tr>
<td>Bernadette Fitzgerald</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>11/5/17</td>
</tr>
<tr>
<td>Other</td>
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<td>1/1/01</td>
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<td>Other</td>
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<td>Other</td>
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</tbody>
</table>
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*Primary)</td>
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* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

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

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent's Preferred Languages: Spanish, Chinese, Polish, French, Bengali, Arabic, Cantonese, and Korean.</td>
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3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

**Part B: Communications Calendar & Language Services**

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.S. 318, being a large multicultural school, provides translated information to families through multiple services. Annual Handbooks, Newsletters, Calendars, Parent-Teacher Conference Announcements, After-School Educational Program Information, After School Sports Program Information, PTA meetings, general overview of student curriculum, New York State testing dates, letters regarding school leadership, letters regarding school</td>
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dances, fundraisers, class trips, anything pertaining to graduation, critical high school information/criteria, and Jupiter grades.

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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
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<tbody>
<tr>
<td>I.S. 318 teachers individually meet with parents or guardians of students at least once a year; in addition to three parent-teacher conferences (in which parents come to discuss student growth/progress/behavior), initial parent orientations, and quarterly progress meetings. All teachers are required to have Monday morning meeting with parents. The meetings could be face-to-face, phone conferences, and email communication regarding student behavior/academic progress. Teachers and parents discuss goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. Teachers are mandated to update parents through Jupiter Grades, a program our school uses to track student's progress throughout each quarter. This allows parents to switch languages to preferred languages.</td>
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3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Part C: Training Staff on Policies and Procedure
Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc..)

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

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

Throughout the school year during quarterly meetings, there will be a parent survey that needs to be filled. Each teacher will have the survey and will gather feedback from parents on the quality and availability of services.