

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor's Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor's Regulations A-655 on SLT's; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Fortunato Rubino	*Principal or Designee	
John Petraitis	*UFT Chapter Chairperson or Designee	
Laura Martinez	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative, if applicable	
John Galvin	CSA	
Zbgniew Makuch	CSA	
Peter Kelly	UFT	
Matthew Williams	UFT	
Avelino Sanquiche	UFT	
Adrienne Santamaria	UFT	
Tara Atson	Parent – 6 th Grade	
Lisa Johnston	Parent – 6 th Grade	
Daisy Melendez Rivera	Parent – 6 th Grade	
Connie Cardona	Parent – 7 th Grade	
Helen Geist	Parent – 7 th Grade	
Patricia Walls	Parent – 7 th Grade	
Placida Rodriguez	Parent – 8 th Grade	

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

I.S 318 is an outstanding school that serves over 1,500 students of the Williamsburg and Greenpoint communities. Built on a strong tradition of academic excellence, the school has only grown in achievement. Currently, the school provides a safe environment that offers a wealth of opportunities to every student. Far more students apply for admission at I.S. 318 every year than can possibly be admitted. This is a testament to the fact that school offers an excellent education to every student.

What makes an excellent school? A review of our achievement data indicates that the school has the top academic indicators in District 14 in every area. The school currently boasts of the top reading scores, top math scores, best attendance rates, most number of students accepted to specialized high schools, an unparalleled gifted program, a record of providing a safe environment, being the only A middle school in District 14 and very high marks given by staff, students and parents on the surveys of our school community.

Our school offers an amazing number of high quality programs that attest to our belief that our children can lead the way to excellence in all endeavors. Our music program may be the best middle school program in New York State. Last year our band headlined a performance at Carnegie Hall. Our chess program is the best scholastic program in the United States. Our chess team is the current champions of New York City, New York State, and the entire United States. We offer a wide range of arts programs including digital film, dance, ceramics, photography, visual arts, fashion, chorus, guitar, and keyboarding.

The school tries to spark the interest of children beyond the normal vigorous core education by introducing children to all different courses. These currently include Oceanography, Chinese language, Arts and Crafts, Cooking, American Music, Philosophy, Science Fiction, Wall Street, Super Science, Botany, World languages, Physics and Engineering, Judo, Wrestling, Journalism and a full array of Physical Education offerings.

The school is committed to providing a challenging education for every student. For struggling readers, the school has reduced class size in ELA to under 13 for gifted students. The school accelerates instruction and currently allows students to enroll in up to 4 Regents courses.

Overall, the school has maintained a high level of achievement that has only increased over the years. The school has become the number one choice for parents and students and is very proud of all that has been accomplished.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	J.H.S. 318 Eugenio Maria De Hostos				
District:	14	DBN #:	14K318	School BEDS Code #:	331400010318

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	X 6	X 7
	X 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
Enrollment:				Attendance:					
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)	2006	2007	2008		
Pre-K					94.4	94.9	TBD		
Kindergarten				Student Mobility:					
Grade 1				(% of Enrollment as of June 30)	2006	2007	2008		
Grade 2					TBD	TBD	TBD		
Grade 3				Eligible for Free Lunch:					
Grade 4				(% of Enrollment as of October 31)	2005	2006	2007		
Grade 5					70.8	70.8	70.8		
Grade 6	451	502	530	Students in Temporary Housing:					
Grade 7	421	458	487	(Total Number as of June 30)	2006	2007	2008		
Grade 8	440	410	481		5	4	TBD		
Grade 9				Recent Immigrants:					
Grade 10				(Total Number as of October 31)	2006	2007	2008		
Grade 11					20	13	16		
Grade 12				Special Education Enrollment:					
Ungraded Elementary				Suspensions:					
Ungraded Secondary	10	24	22	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2006	2007	2008		
Total	1322	1394	1520	Principal Suspensions	16	12	TBD		
				Superintendent Suspensions	18	16	TBD		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
				Special High School Programs:			
English Language Learners (ELL) Enrollment:				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants	TBD	TBD	TBD
# in Trans. Bilingual Classes	37	15	0	Early College HS Participants	TBD	TBD	TBD
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	36	38	61	Number of Staff:			
# ELLs with IEPs	13	16	11	(As of October 31; includes all full and part-time staff)	2006	2007	2008
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	83	94	99
				Number of Administrators and Other Professionals	22	13	22
Overage Students:							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	10	TBD	10
	5	7	9				
				Teacher Qualifications:			
Ethnicity and Gender:				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.1	0.1	0.1	Percent more than two years teaching in this school	63.9	70.2	79.8
Black or African American	16.5	16.0	13.9	Percent more than five years teaching anywhere	34.9	42.6	49.5
Hispanic or Latino	66.9	65.0	64.3				
Asian or Native Hawaiian/Other Pacific Isl.	7.9	7.6	5.8	Percent Masters Degree or higher	78.0	81.0	78.0
White	8.6	11.3	15.9	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	92.9	90.8	94.7
Multi-racial							
Male	49.5	49.2	47.7				
Female	50.5	50.8	52.3				

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2005-06	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2007-08):		<input type="checkbox"/> In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input checked="" type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)	
<input type="checkbox"/> NCLB Restructured – Year ____	<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year ____		

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:			ELA:		
	Math:			Math:		
	Science:			Grad. Rate:		

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	√	√	√			
Ethnicity						
American Indian or Alaska Native	√	√	√			
Black or African American	√	√	√			
Hispanic or Latino	√	√	√			
Asian or Native Hawaiian/Other Pacific Islander	√	√	√			
White	√	√	√			
Multiracial						
Other Groups						
Students with Disabilities	√	√	√			
Limited English Proficient	√	√	√			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	√	√	√			

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade	A	Overall Evaluation:	Well-developed
Overall Score	65.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well-developed
School Environment (Comprises 15% of the Overall Score)	A	Quality Statement 2: Plan and Set Goals	Well-developed
School Performance (Comprises 30% of the Overall Score)	B	Quality Statement 3: Align Instructional Strategy to Goals	Well-developed
Student Progress (Comprises 55% of the Overall Score)	B	Quality Statement 4: Align Capacity Building to Goals	Well-developed
Additional Credit	8.3	Quality Statement 5: Monitor and Revise	Well-developed

Note: Progress Report grades are not yet available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and highlights of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Overall, I.S. 318 has demonstrated a strong record of achievement in nearly every way measurable:

- **Attendance has risen each of the last three years to the current rate of 95%**
- **Math Scores has risen each of the last three years to the current rate of 87% level 3 and 4's.**
- **Reading Scores have risen each of the last three years to a level of 70% level 3 and 4's**
- **I.S. 318 scored a Well Developed on the last two Quality Reviews.**
- **I.S. 318 scored an A on the 2007-2008 Progress Report.**
- **Applications for enrollment have continually risen.**
- **98% of parents were satisfied with the education provided at I.S. 318 as indicated on the Environmental Surveys.**
- **24 of the 26 student that were selected to be the focus of the Inquiry Team Project for 2007-2008 raised their math score from Level 2 to Level 3.**
- **The school was removed from the SINI list for the first time in many years for the 2008-2009 school year.**
- **The school scored in the 97th Percentile for Safety and Respect on the Environmental Surveys.**

Improving the performance of all of the students in the school remains the high priority. In particular, we plan to focus on improving the performance and PROGRESS of our students. One obstacle we face is the heavy reliance of our incoming students on a test prep regimen. We have seen a decrease each year in the number of our sixth graders who are scoring 3 and 4. Another focus is the performance of our students on the earth Science Regents. We plan to increase the number of students passing and scoring well on the exam

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or received a D or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

INSTRUCTIONAL GOALS 2008-2009

1. English Language Arts

90% of ALL students will produce a minimum of six book projects from a list of 25 possible projects during the 2008-2009 school year

2. SCIENCE

To strengthen the science curriculum by revising the Earth Science Pacing Calendar to align with the earlier New York State testing date and to increase the number of students taking and passing the Physical Setting /Earth Science Regents by 20 %.

3. Mathematics

By June 2009, 90% of those students selected to be part of the Inquiry Math team's focus will perform at Level 3 or better on the NYS mathematics Exam. A minimum of 25 students who are not meeting the current grade level in mathematics will perform at level 3.

4. Accelerated Instruction

By June 2009, a new accelerated curriculum will be in place for all of the students enrolled in the honors program in the school. A set of clear expectations for honors students will be designed with a special emphasis on ELA, social Studies and Science.

5. Attendance

By June 2009, the overall attendance rate in the school will rise by .2% to a minimum of 95.2%

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or received a D or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English Language Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>90% of ALL students will produce a minimum of six book projects from a list of 25 possible projects during the 2008-2009 school year</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • List of 25 book projects generated, reviewed and distributed. • Professional development for all ELA teachers • Assistant principal for mathematics will coordinate all activities
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • No additional resources necessary
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Review of student portfolios will reveal success of the goal. Periodic assessments of portfolios will generate interim data of progress of each student towards their goal.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or received a D or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): SCIENCE

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To strengthen the science curriculum by revising the Earth Science Pacing Calendar to align with the earlier New York State testing date and to increase the number of students taking and passing the Physical Setting /Earth Science Regents by 20 %.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Creation of Science regents Redesign committee chaired by the Assistant principal for Science • Biweekly meetings of committee • Implementation of new pacing calendar • Design and implementation of new grade wide Earth Science examinations • Committee to consistently meet to examine results of exams • After school tutoring program in Earth Science designed and implemented • Peer observation system implemented • Science coordinator will provide professional development for earth Science teachers and monitor progress towards the goal
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Professional development funds to support the work of redesigning the curriculum</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Meeting agendas • Review of Standardized Earth Science Exams • Review of Regents results in June 2009

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or received a D or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, 90% of those students selected to be part of the Inquiry Math team’s focus will perform at Level 3 or better on the NYS mathematics Exam. A minimum of 25 students who are not meeting the current grade level in mathematics will perform at level 3.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Inquiry Team Weekly Meeting chaired by Assistant Principal for Mathematics • Selection of students • Design of Intensive tutoring Program • Implementation of tutoring program (Tuesdays and Thursdays 2:45-4:15) • Assessment of Program Ongoing • Intensive use of data derived from ARIS and Periodic Assessments •
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Inquiry team funding
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Meeting Agendas • Results of 2009 Mathematics Exam • Attendance records of After school program

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or received a D or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Accelerated Instruction

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, a new accelerated curriculum will be in place for all of the students enrolled in the honors program in the school. A set of clear expectations for honors students will be designed with a special emphasis on ELA, social Studies and Science.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Creation of Curriculum Focus Committee chaired by an Assistant Principal • Bi-Weekly Meetings of Committee • After-school Meetings for Curriculum Design • Implementation of Pilot Projects • Creation of Curriculum
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Professional Development funds to support curriculum Design
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Agendas of Meetings • Curriculum created and Tested

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or received a D or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, the attendance rate in the school will rise a minimum of .2% to 95.2%</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Attendance Team Weekly Meeting chaired by Assistant Principal • Bi-Weekly Meeting with guidance Staff • New attendance coordinator with clear duties • Attendance Incentive Program • Celebrate perfect Attendance with Bulletin Boards • Train all deans in the use of ATS • Create ATTENDANCE FOCUS GROUP of students (all students below 90%) for previous year • Guidance counselors will send out periodic attendance updates to parents of all students below 90%
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • No additional resources necessary
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Attendance data will be reviewed weekly at the Attendance Committee meetings • Attendance will be broken down into numerous subgroups and analyzed • Attendance data will be constantly compared to previous year to indicate success

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACT FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	63	30	30	30	32	7	12	
7	120	65	30	30	39	9	13	
8	120	120	45	45	30	11	11	
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Wilson Reading Program/Small Group/ School day and before school READ 180/Small group/school day REWARDS/Small group/school day and before school Scholastic Reading Laboratory/Small Group/school day and before school day
Mathematics:	Small group tutoring/ Small Group/ Before, during and after school day
Science:	Small group instruction, after school program for students needing extra help Small group instruction, before school program for students needing extra help
Social Studies:	Small group instruction, after-school program for students needing extra-help Small group instruction, before school program for students needing extra help
At-risk Services Provided by the Guidance Counselor:	Small group sessions/ before, after and during school day Individual Sessions/ before, after and during school day
At-risk Services Provided by the School Psychologist:	Small group sessions/ before, after and during school day Individual Sessions/ before, after and during school day
At-risk Services Provided by the Social Worker:	Small group sessions/ before, after and during school day Individual Sessions/ before, after and during school day
At-risk Health-related Services:	

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2007-2008) LAP to this CEP.

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

Type of Program: Bilingual ESL Both Number of LEP (ELL) Students Served in 2007-08: _____

I. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):

IS 318 is in the process of transitioning from delivery of instruction to ELLs in both a bilingual and ESL setting to an ESL stand alone program only. All ELLs, regardless of bilingual or ESL only status, who test at the beginner and intermediate levels on the New York State English Language Achievement Test (NYSESLAT) will receive 360 minutes of ESL instruction or approximately ten periods of instruction per week. Students who test at the advanced level will receive 180 minutes of instruction or approximately four periods a week of instruction. Moreover, students who have recently earned proficiency on the NYSESLAT have the option with parental consent to participate in up to one more year of ESL services. All ESL services are provided in English.

Students who participate in the stand alone ESL program will be divided into approximately 4 instructional groups based on language proficiency and grade level. It has been our school's experience that students entering the program at an advanced level have more developed written and oral communicative skills and thus, require more instruction that supplements general content area instruction. By grouping sixth grade advance students together in one group and advanced seventh and eighth grade students together in another group, the ESL teacher can more efficiently deliver lessons that scaffold academic vocabulary and reading comprehension skills necessary for higher achievement in the regular content areas. Students testing at the beginner and intermediate level, who demonstrate greater need in developing phonetic, syntactic and semantic awareness in the English language, will benefit from an instructional setting of no more than twelve students. The students will work on developing both BICS and CALCs and application of the vocabulary into written text. While the language of instruction is English, students at the beginner and intermediate, will receive support in their native language when available through such measures as bilingual dictionaries, books and story based summaries from the VISIONS series of textbooks used quite effectively in our ESL classrooms. Moreover, our primary ESL instructor is also a former Spanish English instructor who can further supplement lessons with summaries and readily answer student's comprehension questions in the L1 of Spanish. Finally, the last group will be composed of ELLs at the beginner/intermediate level who receive additional academic intervention programs as mandated by their IEPs. These students will receive more intensive literacy building skills that focus on both phonetic skills such as decoding and more intermediate comprehension skills such as identifying the main idea, making predictions and learning to support arguments with text based evidence.

For the 2008-2009 school year Spanish English ELLs, who have received IEPs that recommend a 12:1 instructional setting in a bilingual classroom, will have the opportunity to participate in a special education transitional bilingual program. The ratio of English to Spanish is to be

determined based upon new entrants' proficiency level. However, the goal of the program is to build proficiency in both academic and social vocabulary in both languages while assisting students to meet and pass content area standards. For beginner ELLs, summaries of lessons will be provided in the students' L1. Additionally, students will have ready access to bilingual textbooks in the content areas of math, science and social studies. A leveled bilingual library, which includes books at the preliterate level to grade level and beyond, further reinforces the program's commitment to building basic literacy in the population. Finally, the ELL students in our special education bilingual classroom and our ELLs, who participate in our general education program but who have been mandated to receive additional academic or developmental intervention, can participate in such programs as Wilson Reading, Resource Room, Speech, group and individual counseling and occupational therapy.

All ESL classes are taught by a certified instructor

II. Parent/community involvement:

All parents/guardians of ELLs, who are entering a New York City public school for the first time, are required to participate in a parent/guardian orientation program. The orientation will be delivered in the parents native language. If the parents' native language is not spoken by one of our facilitators, other bilingual staff or parental volunteers, the school will request outside services.

During the orientation, facilitated by both our parent coordinator and our ESL instructor, parents view a department of education created DVD in the native language that discusses what instructional programs are offered throughout the city for ELLs. The facilitators then discuss with the participants what specific programs IS 318 offers and present parents/guardians, who desire a program model not offered on site with regional contact information and specific enrollment directions. Also during the orientation, families will learn of both the instructional and social support the school community offers to ELLs. A list of afterschool programs ranging from sports, technology based programs, dance/music based to visual arts centered activities will be discussed. Parents will also learn how teachers will communicate with families on a regular basis via notes home in planners, to phone calls to in school meetings. Parents/guardians, regardless of experiences in their native homeland, will be encouraged to become partners with the school and to take an active role in building the relationship. Parents will be encouraged to meet with staff at two regularly scheduled conference dates following the first and second marking periods. Additionally, the ESL instructor will invite families to a minimum of two events that showcase student achievement at school or at regional sponsored parent workshops. Finally, parents/guardians will be made to feel always welcome to visit the school and talk to staff and administration when they identify problems with their child's education or social status.

III. Project Jump Start (Programs and activities to assist newly enrolled ELL students):

IV. Staff Development (2008-2009 activities):

All new staff to IS 318 will be required to participate in a ten hour workshop dedicated to finding and sharing the best instructional choices for our ELLs. The beginning workshop sessions will offer staff a profile of our school's ELL population and what services are already in place. The following sessions will discuss more in depth strategies for content delivery in the math, science and social studies classrooms. Teachers will have the opportunity to raise questions or discuss individual student progress as well as offer their own personal insights/experiences. Additionally, all staff is eligible to participate in a series of 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. 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.

Number of LEP Students Identified and Served in Each School Building by Type of Program in 2007-08 **A-2**

School District: 14

Type of Program: ESL Bilingual Both
 (Check one only)

School Building 318

(Complete this form for each school building with LEP students in grades K-6 during 2007-08)

Language	K			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6		
	Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served	
		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL
Arabic (ARB)																					
Bengali (BEN)																					
Bosnian (BOS)																					
Chinese (CMN)																			3		3
French (FRA)																					
H. Creole (HAT)																					
Hindi (HIN)																					
Japanese (JPN)																					
Korean (KOR)																					
Polish (POL)																			7		7
Portuguese (POR)																					
Russian (RUS)																					
Spanish (SPA)																			10		10
Vietnamese (VIE)																					
SUB TOTALS →																			20		20

Attach additional sheets if necessary.

Total Number of LEP students in grades K-6
Identified in the Building in **2007-08** **20**

Total Number of LEP students in grades K-6 **Served**
 in the Building in **2007-08** **20** ESL

Part C: Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009

Form TIII – A (1)(a)

Grade Level(s) 6-8 _____ **Number of Students to be Served:** _____ **79** **LEP** _____ **Non-LEP**

Number of Teachers _____ **2** _____ **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

As part of IS 318's continued commitment to the education of our school's ELL population, we have developed a series of after school Title III programs for the 2008-2009 school year that aim to combine both academic intervention with social acculturation activities.

Limited English Proficient (LEP) students in grade 6 will have the opportunity to participate in a program that provides students with academic support across content areas through specific homework assistance and through activities that develop independent study skills. A heavy emphasis will be placed on fostering the understanding of academic vocabulary in the content areas of math, science and social studies. In a smaller group setting of no more than fifteen ELLs, students can readily benefit from both teacher and student generated summaries of the subject area's daily lesson or unit theme. The summaries and practice exercises further force the students to apply academic vocabulary in a real setting versus only an application of vocabulary on written tests. The program will meet two days a week for two hours each day.

A second Title III program will be geared towards LEP students and recently proficient ELLs in grades 7 and 8. The decision to separate ELL students in an after school setting based on grade versus language proficiency is justified in order to achieve maximum support in the content areas. The seventh and eighth grade program in addition to offering supervised homework support will provide additional test prep for the eighth grade state exams and exit projects that are cumulative in nature. The program will meet one to two days a week for two hours each day.

Students in both programs will also have regularly scheduled opportunities to learn and use computer technology in either the school's regular or portable computer lab setting. Students may complete homework assignments or research projects using a variety of programs such as PowerPoint, ImageBlender and/or Microsoft Publisher. Knowledge of technology will further facilitate success across content areas and offer students, who are often reticent to speak, an alternative voice in the classroom.

UPDATED – SEPTEMBER 2008

The professional experience and content knowledge of the program providers are clear motivation in both program designs. Both service providers have more than four years and eight years experience respectively working with ELLs in the New York City public school system. Currently, the two service providers teach in the inclusive general education setting in earth science and social studies. Moreover, the earth science teacher is a former Spanish/English bilingual teacher of math and science and can offer Spanish speaking ELLs proficient translation and support in both their L1 and L2. For non- Spanish speaking ELLs, the second provider is a licensed ESL instructor with experience in creating scaffolding strategies that support beginner to advanced ELLs in a multilingual setting.

Lastly, a new goal for both programs is to allocate resources for special events or field trips that not only support social studies and science themes but offer the students an organized opportunity to learn and explore more of the greater New York City community.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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. 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.

Form TIII – A (1)(b)

**Title III LEP Program
School Building Budget Summary**

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	12,000	After school and Saturday programs for ALL eligible ELL's
Purchased services such as curriculum and staff development contracts		
Supplies and materials	3,000	Supplies and materials to support classrooms and After school programs
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

All parents/guardians of new entrants to the NYC public school system are required to complete a home language survey to determine their child's eligibility for English language services. While the survey is ultimately used to provide direction for instructional choices, the surveys are an excellent indicator of what language(s) the parents/guardians communicate in. Our school also keeps various biographical reports on all students that include information on home country and home language. A more informal methodology used to measure the school's written and oral interpretation needs is when our homeroom teachers ask the students' to complete a questionnaire and complete contact information cards that include the question, "What languages are spoken at home?" Too often the assumption is made that only parents/guardians of ELLs do not communicate in English. However, we have found that over 60% of our student population speak 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.

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

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
 1. The school will request copies of any mandated letters and documents from the department of education in all eight of the department's identified highest incident home languages. To provide parents/guardians with information in a timely manner, during the first weeks of the new school year identified staff members and the parent coordinator will meet to determine what documents from the previous year can serve as templates for the current school year. (A critical document in need of translation is the letter that informs parents/guardians of the after school service providers across the city such as Supreme Evaluation). After the initial meeting the group will expand to include verified parent volunteers. A highlighted project for the 2008-2008school year, that will begin during the summer of '08, is a translation of the critical academic and conduct comments for report cards into the school's highest incident home languages. Many parents/guardians have questions and show confusion during parent/teacher evenings as to the meaning of the comments. Additionally, for more efficient and regular communication, the translation team aims to generate a general list of comments both positive and negative in nature that teachers can send home or write in planners to parents. Finally, academic alerts will be translated into Polish and Simple Script for readers of Chinese. The school will use the resources and knowledge of staff first, followed by parental volunteers. However, for Arabic translations outside vendors will be needed.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
 2. The school's oral translation needs are sufficient for Spanish speaking families. Our most pressing language populations in need of oral translation services are Polish and Mandarin speaking populations. Oral translations are necessary during regular school hours and during special events such as conferences, open houses and meetings held by Deans regarding behavior issues. The school will use the resources and knowledge of staff first, followed by parental volunteers. However, for Arabic translations outside vendors will be needed.

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

Action Steps

- Q1: 1. Review Home Language Surveys;
2. Ask students in homeroom to identify what languages are best for communication with parents/guardians;
3. Systematically record home language results and disseminate the results to parents/guardians and teachers and staff. The results for efficiency reasons must be broken down by grade and official class.
3. Create an oral and written translation team for the languages of Spanish, Polish and Mandarin;
4. Generate a list of parental volunteers for both oral and written translation needs; Disseminate contact information to grade APs and Deans'
5. Collect documents that will serve as templates for future translation;
6. Translate documents
7. Compile a list of dates for events that require oral translation services and arrange in advance for volunteers.
- Q2: 1. Summer of 2008: Begin translation of report cards
2. September of 2008: Establish translation team and select documents as templates
3. September 2008: Homeroom surveys of home languages
4. October 2008: Meeting of parent volunteers
5. Translation of documents will occur throughout the school year
6. Oral translations will occur on a needs basis
7. Meeting of oral translators before parent teacher conferences in November and February
8. Meeting of staff and parent volunteer translators after winter holidays to prepare documents/letters regarding state testing
9. Spring meeting to discuss translation needs for following school year and review current year's successes and challenges;
- Q3: Key personnel include Translation Supervisor/coordinator- AP John Galvin
Parent Coordinator -Ana Berroa

UPDATED – SEPTEMBER 2008

Staff and volunteer coordinator-Greg Avedikkian
Spanish lead contact of 10+ bilingual staff-Alma Ortiz
Polish bilingual lead contact-Maria Torres
Mandarin bilingual lead contact-Jasmine Flores
Volunteers: Staff and Parents/Guardians

Q4: Translation Grant up to \$5000
-Fund outside vendors

Bilingual dictionaries

Staff//Volunteer Numbers

Spanish: 10-15

Polish: 5

Mandarin: 5

Q5: Review of Progress at the conclusion of each marking period (4x/year)
Create a portfolio of translated documents that indicate date of translation

-Report Card Comments

-After school service provider letters

-Academic Alerts

-Generic teacher to parent/guardian communication

-Letter that includes survey at the end of the year to parents and staff that
rates current translation services

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

1. Enter the anticipated Title I allocation for the school for 2008-2009 1, 311,290
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program 13,112
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified 58,560
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year 94%
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Require all teachers to pursue the correct certification to be highly qualified. Ensure that teachers are aware of professional opportunities allowing them to obtain the correct certification to be highly qualified.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm>. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.

The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

2. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm> as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

A comprehensive needs assessment will be conducted annually to identify area of improvement. We will utilize a number of methods to identify our areas of strength and weakness. These will include:

- a. **The results of our Quality Review**
- b. **Results of the Preliminary progress reports**
- c. **Analysis of student achievement on standardized exams**
- d. **Results form parent surveys**
- e. **Results from students surveys**
- f.

Informal needs assessments

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

Title I funds are used in part to strengthen both the extended day and class size ratios in the school. Title I funds largely funds our Early Morning Academy which allows our historically underserved students to enroll in both enrichment and accelerated courses. Currently, the school offers courses in oceanography, music, American music, world languages, cultural awareness and physics and engineering for sixth graders. The school also offers an accelerated program in seventh and eighth in Living Environment and Global History. . Funds are also used to lower class size in English and math classes for struggling students. An Assistant principal is also funded to monitor the progress of all struggling students in ELA and to supervise title I.

3. Instruction by highly qualified staff.

The percentage of teachers who are Not Highly Qualified has declined in the past two years. We will make every effort to ensure that all staff are highly qualified by providing educational opportunities for all staff to complete the proper educational certifications necessary to become highly qualified.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

We will provide high quality professional development by:

- Utilizing the Assistant Principal for AIS in developing needed professional development sessions
- Math and Literacy Coach workshops
- Professional Learning Communities
- Inquiry Teams will highlight areas of improvement in student achievement and craft appropriate workshops

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

We will continue to attract highly qualified staff by recruiting staff members who are highly qualified. We will promote teaching opportunities in the school through job fairs and open houses.

6. Strategies to increase parental involvement through means such as family literacy services.

Our parent coordinator will continue to work closely with the school administration to increase parent involvement through:

- **Parent Workshops**
- **Parent newsletters**
- **Parent Outreach**

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Our school leadership team regularly meets and discusses how to increase student achievement. The school also has Student Achievement teams that will be replaced next year by Inquiry Teams that investigate ways to improve student achievement. They will be formed by department and by grade and will be chaired by both assistant principals and department leaders.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Our school leadership team regularly meets and discusses how to increase student achievement. The school also has Student Achievement teams that will be replaced next year by Inquiry Teams that investigate ways to improve student achievement. They will be formed by department and by grade and will be chaired by both assistant principals and department leaders.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

I.S. 318 maintains a large 21st Century program that is coordinated with student needs. Programs include career training a vocational programs such as Engineering, recycle A Bike, computer repair and community Leadership.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.

NCLB/SED Status: NCLB Corrective Action – Year
2/Planning for Restructuring (PFR)

SURR¹ Phase/Group (If applicable): _____

Part A: For All School Improvement Schools (SINI and SRAP)

1. For each area of school improvement identification (indicated on your pre-populated School Data Profile, downloadable from the NYCDOE website at <http://www.schools.nyc.gov>), describe the school's findings of the specific academic issues that caused the school to be identified.

No areas for the school were identified for the previous year. Historically, the school had been cited for not making AYP for Special Education Students. For the past two years, I.S. 318 has made AYP and will be removed from SINI status.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

No areas were identified for the school for the current year. The school made all targets for the second year in a row.

Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.

(a) Provide the following information: 2008-09 anticipated Title I allocation = \$ 1, 311,290; 10% of Title I allocation = \$ 131,129.

(b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

¹ School Under Registration Review (SURR)

An Assistant Principal will be funded 50% to coordinate all Title I activities with a particular focus on struggling students.

An extended day program, will allow enrichment activities to be offered to all students.

6 classes for struggling students will have their class sizes lowered to under 15 for ELA and Math subject areas.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

I.S. 318 fully participates in the Department of Education's mentoring program coordinated by the Lead Instructional Mentor of the Community Learning Support Organization. This includes mentoring, new teacher workshops, assignment of buddy teachers, peer observations and conferences. New teachers also meet weekly with an Assistant Principal.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

The school was not required to send out parental notifications due to the school meeting all of the AYP targets for the second year in a row.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed

within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

