



**SINNOTT MAGNET SCHOOL
FOR HEALTH AND HEALTH CAREERS, IS 218**

**2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 19K218

ADDRESS: 370 FOUNTAIN AVENUE BROOKLYN, NEW YORK 11208

TELEPHONE: 718 - 647- 9050

FAX: 718 - 827- 5839

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: IS 218 **SCHOOL NAME:** Sinnott Magnet School for Health Careers

SCHOOL ADDRESS: 370 Fountain Avenue Brooklyn, NY 11208

SCHOOL TELEPHONE: (718) 647-9050 **FAX:** (718) 827- 5839

SCHOOL CONTACT PERSON: Joseph Costa **EMAIL ADDRESS:** jcosta@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: _____

PRINCIPAL: Mr. Joseph A. Costa

UFT CHAPTER LEADER: Mr. Thomas Crean

PARENTS' ASSOCIATION PRESIDENT: _____

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 19 **SSO NAME:** KNLSO/ Network 2

SSO NETWORK LEADER: Ms. Maureen D'Onofrio

SUPERINTENDENT: Mr. Martin Weinstein

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). 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 revised Chancellor’s Regulations A-655; 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 a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Mr. Joseph A. Costa	*Principal or Designee	
Mr. Thomas Crean	*UFT Chapter Chairperson or Designee	
	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Mr. E. Archer	DC 37 Representative, if applicable	
Mr. P. Clarke	SLT Chairperson/Teacher Grade Seven	
Ms. M. Lannan	Member/Teacher Grade Seven	
Ms. Glover	Member/Teacher Grade Six	
Ms. Drakes	Member/Teacher Grade Six	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* 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.

Part A. Narrative Description

Vision

The James P. Sinnott Magnet School, I.S.218 is a community of learners in which students, involved parents, and dedicated staff work collaboratively and supportively together, to create a nurturing environment in which all students can learn and teachers can use their skills to meet the needs of their students. Together all stakeholders, through the use of standards based instruction and the inculcation of goal setting, self esteem and respect for all people, will raise the educational expectations and develop a community of life long learners who are respectful, responsible, accountable and better prepared to meet life's challenges.

Mission

The James P. Sinnott Magnet School, I. S. 218 is a highly collaborative, supportive and diverse school community dedicated to achieving high standards of academic excellence for all our students. To achieve academic excellence we will provide our students with a safe, secure and structured learning environment, the highest quality standards based classroom instruction, a comprehensive professional development plan based on the needs of our students and a strong partnership between the school and the home. Together all stakeholders within the school community: administrators, teachers, parents and most importantly, students, will be committed to working collaboratively and supportively to create a person who is a life long independent learner and is prepared to meet life's challenges.

Overview

Sinnott Magnet School, I.S. 218 is located in the East New York section of Brooklyn and is a member of the Knowledge Network. Sinnott has an established Health and Health Careers Magnet Program that consists of linkages with area daycare centers and nursing homes. Sinnott classes are arranged in an academy structure and students remain in one of two academies throughout their tenure at Sinnott. The academy structure, coupled with school wide reduced registers, provides small learning communities for the students and staff.

The educational program includes balanced literacy, including author and genre studies, Impact Math, Glencoe Science Spiraling Curriculum and Core Knowledge for Social Studies (grades 6, 7, 8). The Instructional Cabinet, consisting of the principal, assistant principals, academy leaders, teacher center specialist, coaches (math, technology and literacy) and administrative interns, shoulders the responsibility for implementing and monitoring the instructional program. Standards are reviewed, pacing calendars are planned, and student work is assessed. This group collaboratively interprets data from the Acuity Program, Scantron and school made common formative assessments and modifies the curriculum accordingly.

As a participant in New York City's *iTeach iLearn* program, students receive a laptop computer for daily use and rooms are outfitted with Smart Boards. Regents level classes are taught in

grade eight for math and science. A wide variety of curriculum initiatives include: SIFE Program (Achieve 3000, Destination Math, Rigor), Special Education (*Text Connections*, *Momentum Math*), themed libraries, and *Help Math*. Sinnott has the following extracurricular activities: Warriors Basketball Teams (girls, boys), Umoja Steppers, Track Program, Sinnott Dance Ensemble, Sinnott Chorus, Steel Band, Keyboarding Program, and PAL Beacon Program. A common area that includes music and dance can be found on our first floor.

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.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	J.H.S. 218 James P. Sinnott								
District:	19	DBN:	19K218	School BEDS Code:	331900010218				
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7	√	11		
	K		4		8	√	12		
	1		5		9	√	Ungraded		√
	2		6	√	10				
Enrollment					Attendance - % of days students attended:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	0	0	0		89.3 / 10	87.9	91.0		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment:					
Grade 2	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	0	0	0		91.4	91.0	90.1		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	180	227	181	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	390	251	267		76.4	75.2	78.6		
Grade 8	375	380	269						
Grade 9	0	0	85	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	0	0	0		9	10	34		
Grade 12	0	0	0						
Ungraded	0	2	1	Recent Immigrants - Total Number:					
Total	945	860	803	(As of October 31)	2006-07	2007-08	2008-09		
					25	21	26		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
# in Self-Contained Classes	60	58	51	Principal Suspensions	18	137	91		
# in Collaborative Team Teaching (CTT) Classes	24	38	37	Superintendent Suspensions	40	31	31		
Number all others	31	45	51						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				(As of October 31)	2006-07	2007-08	2008-09		
				CTE Program Participants	0	0	0		
				Early College HS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:					
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09		
# in Transitional Bilingual Classes	31	25	18						
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	82	77	87	Number of Teachers	80	79	74		

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	6	3	7	Number of Administrators and Other Professionals	11	13	13
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	3	3
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	8	8	6	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	82.5	86.1	79.7
				% more than 5 years teaching anywhere	52.5	67.1	70.3
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	84.0	86.0	85.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	93.2	76.1	87.0
American Indian or Alaska Native	0.8	0.8	0.9				
Black or African American	51.8	53.3	45.6				
Hispanic or Latino	35.1	32.1	35.5				
Asian or Native Hawaiian/Other Pacific Isl.	10.3	12.2	16.1				
White	2.0	1.6	1.9				
Male	52.1	53.8	51.8				
Female	47.9	46.2	48.2				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
√	NCLB Restructuring – Year 4						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	Restructuring Y 4			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:	Pending		

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		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		-	-	-			
Other Groups							
Students with Disabilities		√SH	√	√			
Limited English Proficient		√SH	√	√			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		7	7	7	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	86.4			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	8.2			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	25			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	43.4						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	9.8						

KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
				NR = No Review Required			

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not 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, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) 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 implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

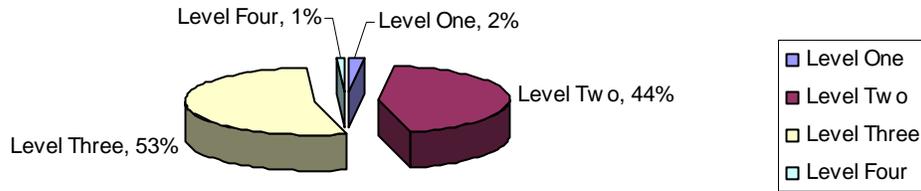
- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

2009 New York State Assessments – Summary of Data

2009 NYS Test Results (Percentage of Students at Level One, Level Two, Level Three, Level Four)																
Grade	ELA				Math				Science				SS			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
6	0	31	67	2	3	15	58	24								
7	0	42	56	1	4	26	58	12								
8	5	54	41	0	8	27	51	13	18	44	34	4	20	62	17	1
ES	2	44	53	1	5	23	56	16								
SE-6	0	79	21	0	17	47	33	3								
SE-7	0	76	24	0	16	67	17	0								
SE-8	16	73	12	0	28	45	27	0	53	36	11	0	54	36	10	0
SE-ES	6	75	19	0	21	54	24	1								
ELL-6	0	70	30	0	5	14	68	13								
ELL-7	0	90	10	0	0	39	50	11								
ELL-8	10	67	24	0	6	23	62	9	28	50	22	0	20	71	9	0
ELL-ES	5	73	22	0	4	25	60	11								

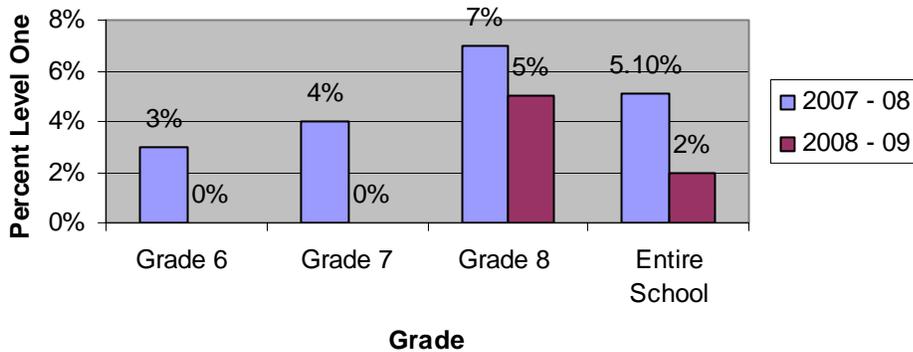
Key L1- Level 1 students, L2- level 2 students, L3-level 3 students, L4- level 4 students, SE- Special Education, ES- Entire School, ELL- English Language Learners

ELA Exam - Entire School 2009



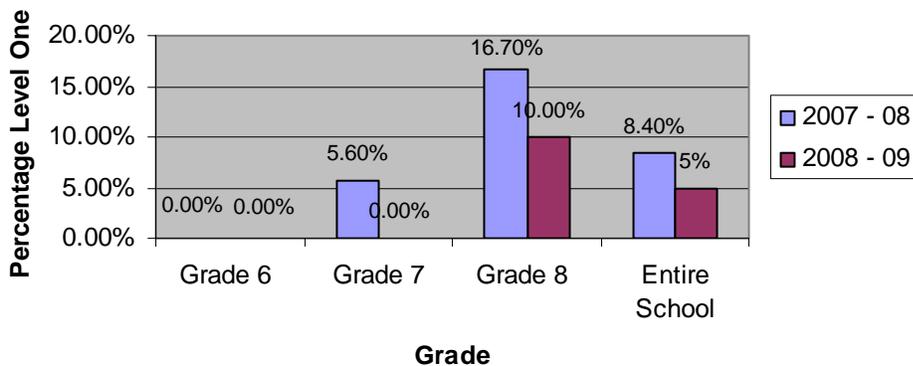
English Language Arts: **54%** of students are at Levels 3 & 4. (New York Start – Summary Report)

ELA Performance Data Level Ones

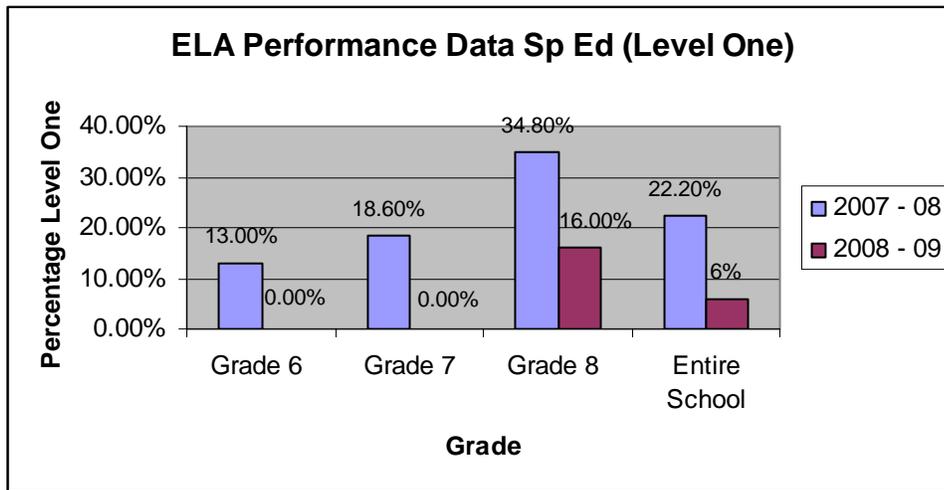


The percentage of **all students** scoring at level one has decreased in literacy overall (5.1% to 2%) and in each grade (grade six 3% to 0%, grade seven 4% to 0%, grade eight 7% to 5.1%) as measured by the 2007 – 08, 2008 – 09) New York State ELA Test. (New York City Data)

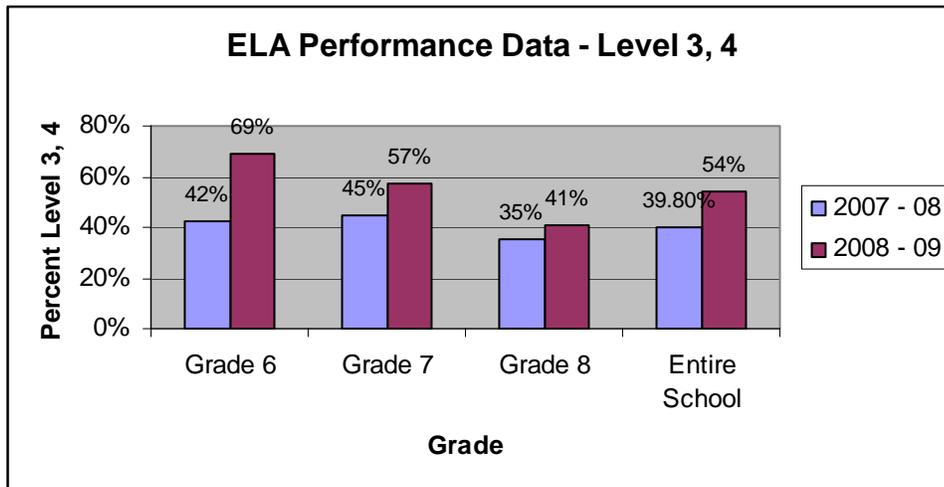
ELA Performance Data ELL (Level One)



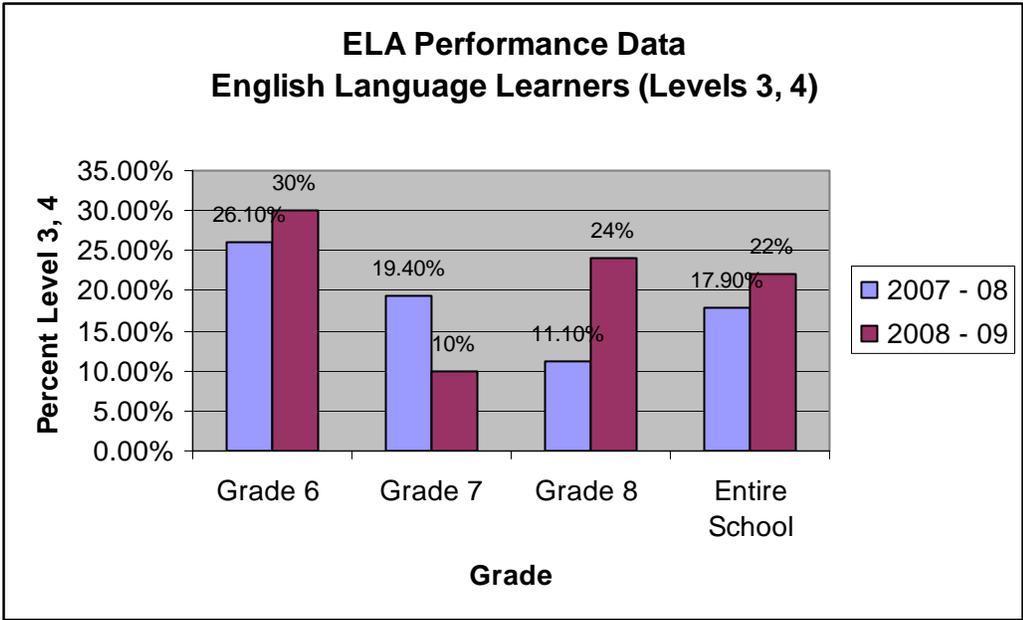
The percentage of **English Language Learners** scoring at level one has decreased in literacy overall (8.4% to 5%) and in each grade (grade six 0% to 0%, grade seven 5.6% to 0%, grade eight 16.7% to 10.0%) as measured by the 2007 – 08, 2008 – 09) New York State ELA Test. (New York City Data)



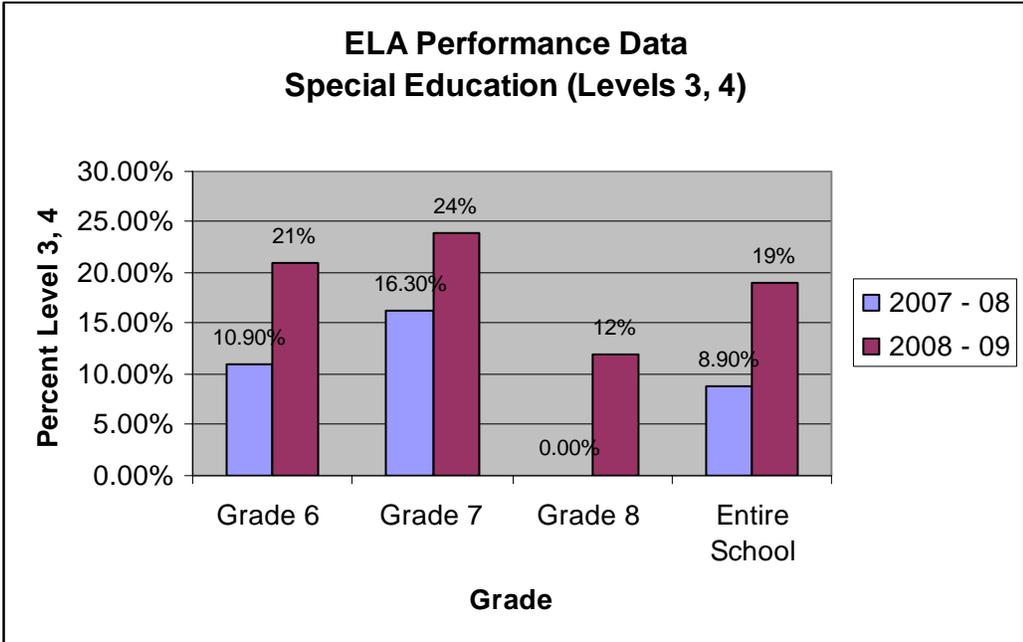
The percentage of **students with disabilities** scoring at level one in literacy overall (22.20% 6%) and in each grade (grade six 13% to 0%, grade seven 18.6% to 0%, grade eight 34.80% to 16.0%) as measured by the 2007 – 08, 2008 – 09) New York State ELA Test. (New York City Data)



The percentage of **all students** scoring at levels 3, 4 in literacy has increased in each grade (grade six increased 27%, grade seven increased 12% grade eight increased 6%) as measured by the 2007-2008/2008-2009 New York State ELA Test. (New York Start)

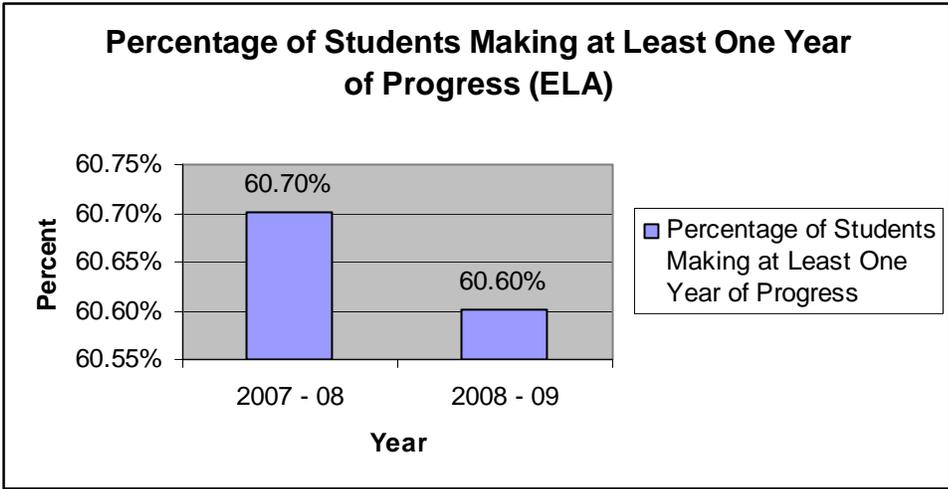


The percentage of **English Language Learners** scoring at levels 3, 4 in literacy has increased in each grade but grade seven as measured by the 2007 -08/2009-10 New York State ELA Test (Grade Six – increased 3.6%, Grade Seven – decreased 9.4%, Grade Eight increased 4.1%). (New York Start)

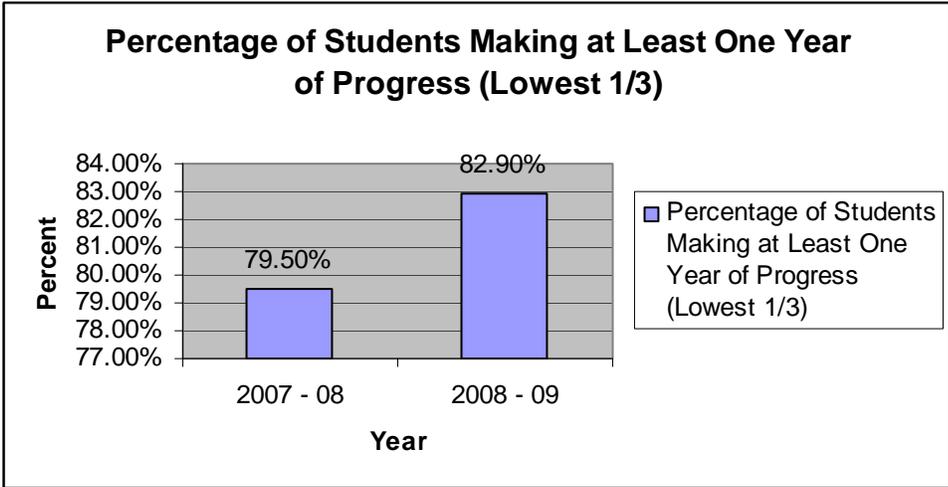


The percentage of **Special Education** students scoring at levels 3, 4 in literacy has increased in each grade (grade six increased 10.10%, grade seven increased 7.7% grade eight increased 12%) as measured by the 2007-2008/2008-2009 New York State ELA Test. (New York Start)

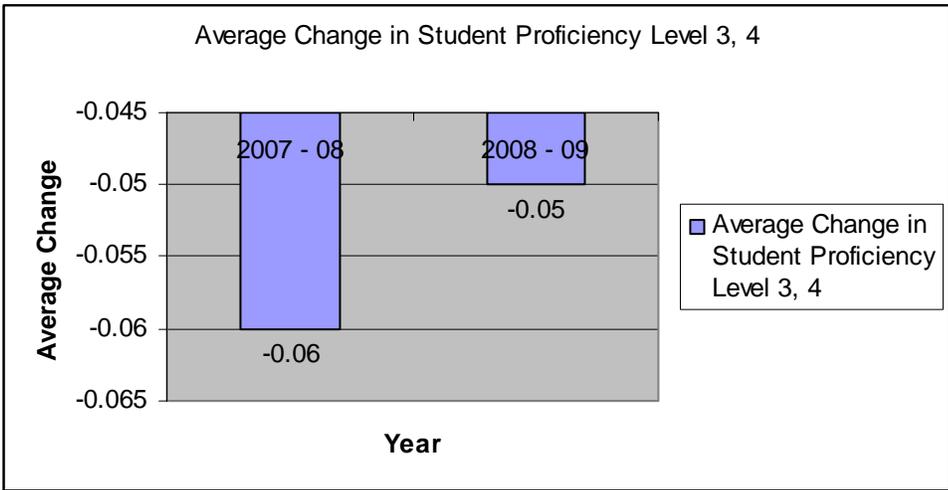
Progress Data



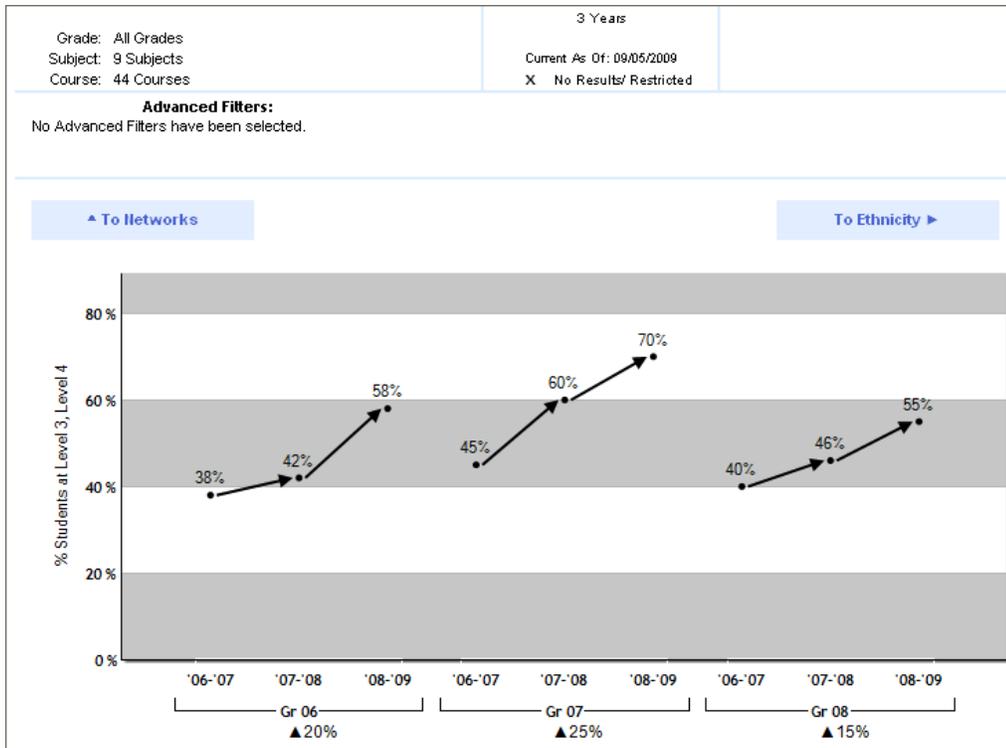
According to New York City Progress Report data, 60.6% of Sinnott students made one year progress in literacy as compared to 60.70% in 2007 - 08



According to New York City Progress Report data, 82.90% of Sinnott students in the lowest 1/3rd made one year's progress in literacy as compared to 79.50% in 2007 - 08.



According to New York City Progress Report data, the average change in student proficiency for level 3/level 4 is -0.06 in 2007 - 2008 and -0.05 in 2008 - 2009.



When tracing the growth of the current students in grades six, seven and eight, it was found that grade six students increased level 3, 4s by 20%, grade seven students by 25% and grade eight students by 15%.

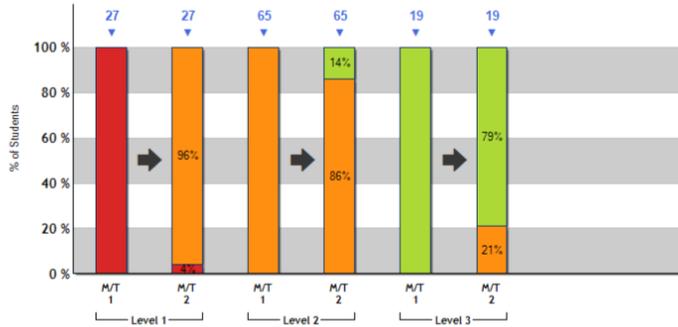
How did students in each accountability group perform on elementary/middle-level English language arts accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008-09	2009-10
All Students (711:661)	✓	✓	100%	✓	154	140		
Ethnicity								
American Indian or Alaska Native (7:7)	-	-	-	-	-	-		
Black or African American (333:312)	✓	✓	100%	✓	152	138		
Hispanic or Latino (238:218)	✓	✓	100%	✓	155	136		
Asian or Native Hawaiian/Other Pacific Islander (119:114)	✓	✓	100%	✓	163	134		
White (14:10)	-	-	-	-	-	-		
Multiracial (0:0)	-	-	-	-	-	-		
Other Groups								
Students with Disabilities ⁴ (128:119)	✓	✓	100%	✗	113	134	102*	122
Limited English Proficient ⁵ (96:104)	✓	✓	100%	✓	137	134		
Economically Disadvantaged (623:578)	✓	✓	100%	✓	154	139		
Final AYP Determination	✓ 7 of 7							

Students with disabilities did not meet the performance objectives for ELA. This subgroup needed the 34 point rule.

**Report 5: Correlating 3-8 ELA NY State
By School For 19K218 - J.H.S. 218 James P. Sinnott**

Population	Measure 1	Measure 2
Networks: LSO Network 3.2 School: 19K218 - J.H.S. 218 James P. Sinnott Grade: All Grades Subject: All Subjects Course:	3-8 ELA NY State Overall Number of Students Assessed 	3-8 ELA NY State Overall Level 4 Level 3 Level 2 Level 1
Advanced Filters	Time 1	Time 2
Filter #1: Current IEP, IEP Filter #2: No Filter Filter #3: No Filter	'07-'08 - (Annual) Current As Of: 09/05/2009 C: Enrollment in current School Year	'08-'09 - (Annual) Current As Of: 09/05/2009 NOTE: Enrollment Status at Time #2 is not reflected by this report.
	To Grade ▶	To Ethnicity ▶

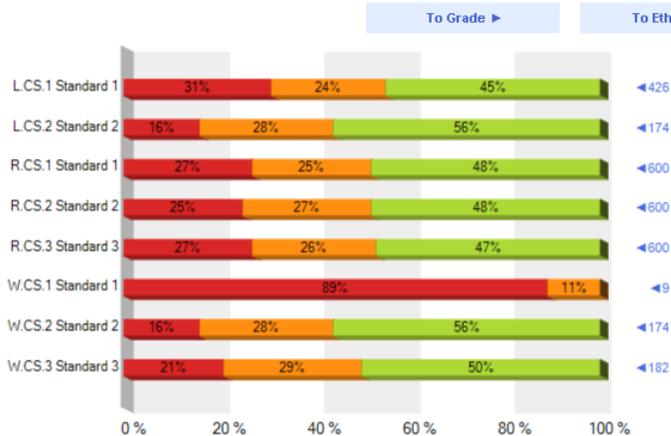


96% of level one special education students moved to level two. 14% of level two students moved to level three. 79% of level three maintained level three status and 21% slipped to level two.

**Report 2: Comparing Measures on 3-8 ELA NY State
By School For 19K218 - J.H.S. 218 James P. Sinnott**

Printer-Friendly?
Yes No

Population	Time	Measure
Networks: LSO Network 3.2 School: 19K218 - J.H.S. 218 James P. Sinnott Grade: All Grades Subject: All Subjects Course: All Courses	C: Enrollment in current School Year 08-09 (Annual) Current As Of: 09/05/2009	3-8 ELA NY State All Standard / Strand Total Students Assessed Below Within Above
Advanced Filters: No Advanced Filters have been selected.		
	To Grade ▶	To Ethnicity ▶



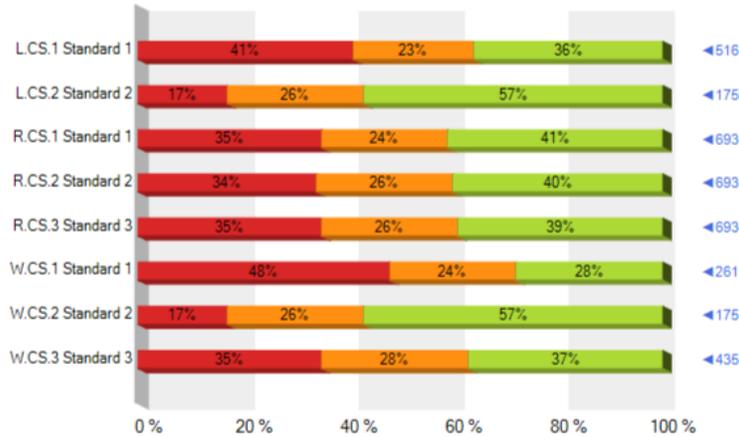
69% of current students performed within or above on L.CS.1 Standard 1 (Listening – nonfiction). 84% of current students performed within or above on L.CS.2 Standard 2 (Listening – fiction).

**Report 2: Comparing Measures on 3-8 ELA NY State
By School For 19K218 - J.H.S. 218 James P. Sinnott**

Printer-Friendly?
Yes No

Population	Time	Measure
Networks: LSO Network 3.2 School: 19K218 - J.H.S. 218 James P. Sinnott Grade: All Grades Subject: All Subjects	A: Enrollment in school at time of assessment 08-09 (Annual) Current As Of: 09/05/2009	3-8 ELA NY State All Standard / Strand Total Students Assessed Below Within Above

Advanced Filters:
No Advanced Filters have been selected.



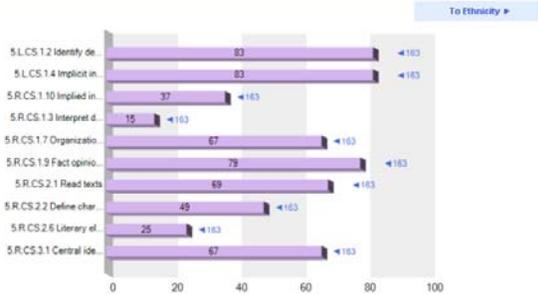
At the time of the 2009 ELA exam, 59% scored within or above on L.CS.1 Standard 1 (nonfiction) and 83% scored within or above on L.CS.2 Standard 2 (fiction) and 52% scored within or above on W.CS.1 Standard 1 (nonfiction) and 83% scored within or above on W.CS.2 Standard 2 (fiction).

**Report 2: Comparing Measures on 3-8 ELA NY State
By Grade For Gr 06**

Printer-Friendly?
Yes No

Population	Time	Measure
Networks: LSO Network 3.2 School: 19K218 - J.H.S. 218 James P. Sinnott Grade: All Grades Subject: 9 Subjects Course: 44 Courses	C: Enrollment in current School Year 08-09 (Annual) Current As Of: 09/05/2009	3-8 ELA NY State All Performance Indicator Mean Score % Correct Total Students Assessed

Advanced Filters:
No Advanced Filters have been selected.



Current Grade Six

Top Three Performance Indicators

Identify Details – 83

Implicit Information – 83

Fact and Opinion 79

Lowest Three Performance Indicators

Interpret Details (15)

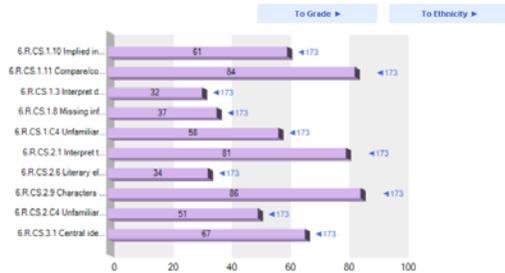
Literary Elements (25)
 Implied Information (37)

Report 2: Comparing Measures on 3-8 ELA NY State
 By School For 19K218 - J.H.S. 218 James P. Sinnott

Population	Time	Measure
Networks: LSO Network 3.2 School: 19K218 - J.H.S. 218 James P. Sinnott	C: Fulfilled in current School Year 08-09 (Annual) Curret A#: 01.08050209	3-8 ELA NY State All Performance Indicator Mean Score (% Correct) Total Students Assessed

Grade: All Grades
 Subject: All Subjects
 Course: All Courses

Advanced Filters:
 No Advanced Filters have been selected.



Current Grade Seven

Top Three Performance Indicators

- Character Change – 86
- Compare/Contrast – 84
- Interpret Texts - 81

Lowest Three Performance Indicators

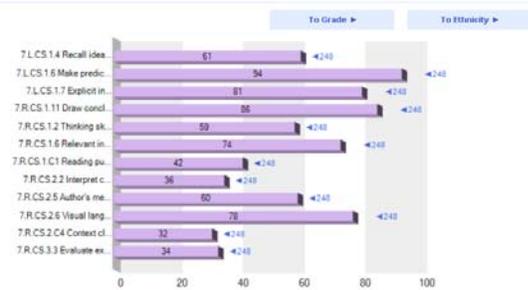
- Interpret Details (32)
- Literary Elements (34)
- Missing Information (37)

Report 2: Comparing Measures on 3-8 ELA NY State
 By School For 19K218 - J.H.S. 218 James P. Sinnott

Population	Time	Measure
Networks: LSO Network 3.2 School: 19K218 - J.H.S. 218 James P. Sinnott	C: Fulfilled in current School Year 08-09 (Annual) Curret A#: 01.08050209	3-8 ELA NY State All Performance Indicator Mean Score (% Correct) Total Students Assessed

Grade: All Grades
 Subject: All Subjects
 Course: All Courses

Advanced Filters:
 No Advanced Filters have been selected.



Current Grade Eight

Top Three Performance Indicators

- Make Predictions – 94
- Drawing Conclusions – 86
- Explicit Information - 81

Lowest Three Performance Indicators

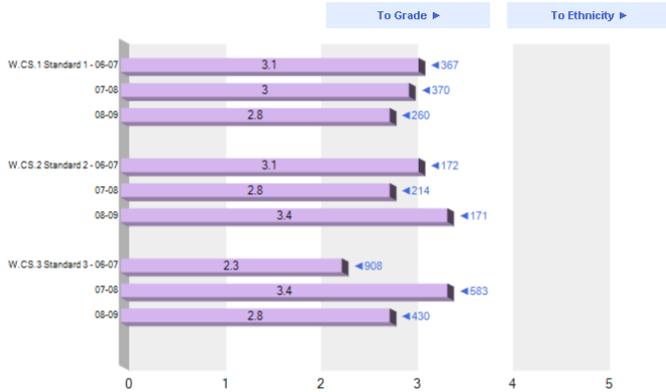
- Context Clues (32)
- Evaluate Examples (34)
- Interpret Characters (36)

Report 2: Comparing Measures on 3-8 ELA NY State
By School For 19K218 - JHS 218 JAMES P SINNOTT

Printer-Friendly?
 Yes No

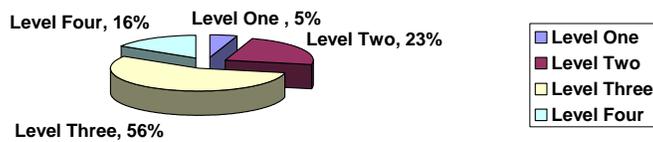
Population	Time	Measure
Networks: LSO Network 3.2 School: 19K218 - J.H.S. 218 James P. Sinnott	B: Enrollment at end of selected school year 3 Years 3 Periods Current As Of: 09/06/2009	3-8 ELA NY State All Standard / Strand Mean Score [Raw] Total Students Assessed Below Within Above

Advanced Filters:
 No Advanced Filters have been selected.



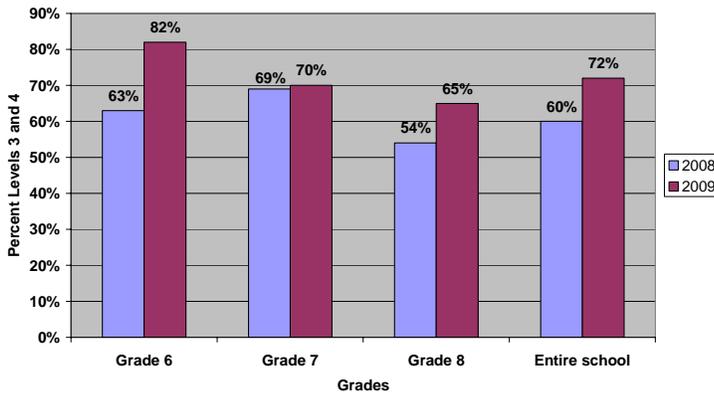
Mean scores for W.CS.1 Standard 1 and W.CS.3 Standard 3 (critical analysis) both dropped from the previous year.

I.S. 218 NYS Math Exam 2008-2009
Whole school



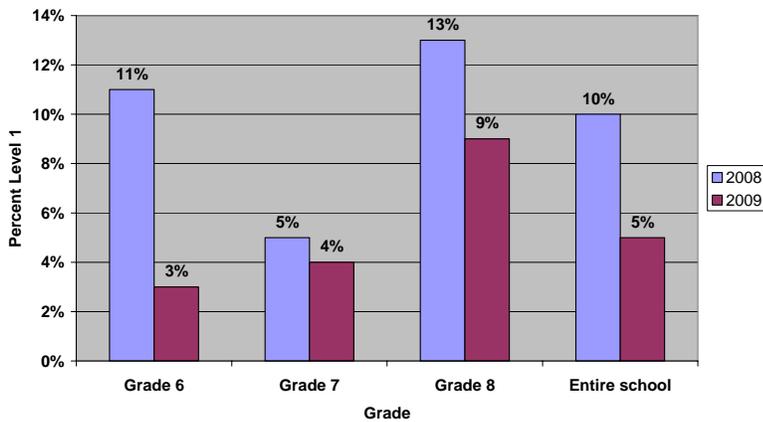
72% of our students performed at Levels 3 and 4 on the 2008 – 2009 New York State Math Assessment

**I.S. 218 Math Performance Data Levels 3 and 4
2007-2008 and 2008-2009**



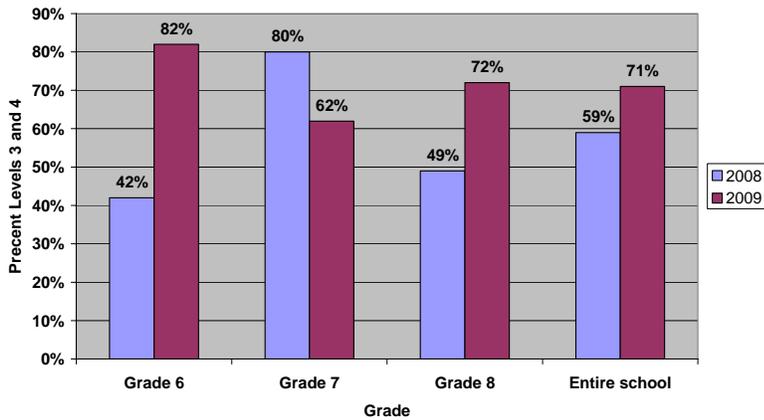
The percentage of all students performing at Levels 3 and 4 in Math increased by 12%, from 60% to 72% on the New York State Math Tests for 2008 and 2009. Grade 6 had the greatest increase (19%) from 63% to 82%.

**I.S. 218 NYS Math Performance Data Level One
2007-2008 and 2008-2009**



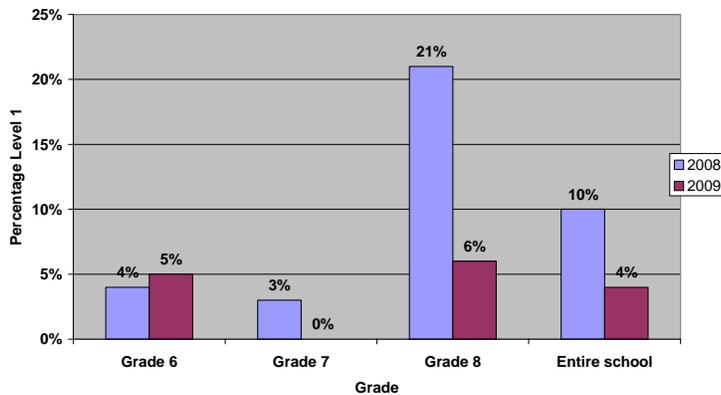
The percentage of all students performing at Level 1 in Math decreased by 5%, from 10% to 5% on the New York State Math Tests for 2008 and 2009. Grade 6 had the greatest decrease (8%) from 11% to 3%.

**I.S. 218 Math Performance Data Levels 3 and 4
ELLs 2007-2008 and 2008-2009**



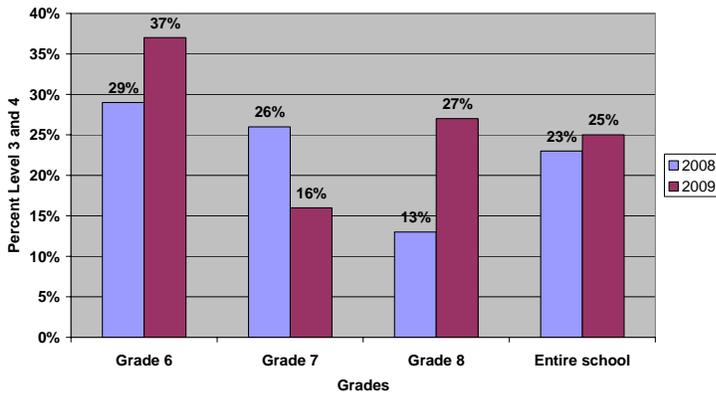
The percentage of English Language Learners performing at Levels 3 and 4 in Math increased by 12%, from 59% to 71% on the New York State Math Tests for 2008 and 2009. Grade 6 had the greatest increase from (40%) from 42% to 82%.

**I.S. 218 NYS Math Performance Data Level 1
ELLs 2007-2008 and 2008-2009**



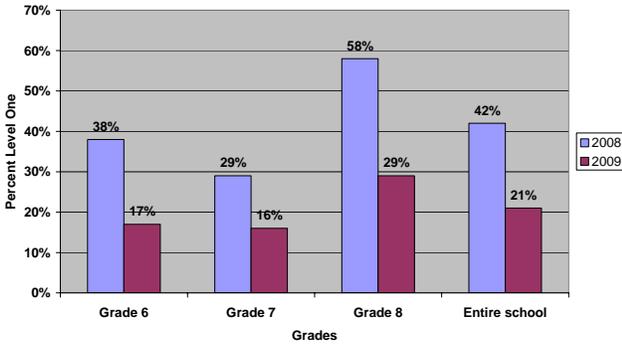
The percentage of English Language Learners for the whole school performing at Level 1 in Math increased by 1%, from 4% to 5% on the New York State Math Tests for 2008 and 2009. Grade 8 had the greatest decrease from (15%) from 21% to 6%.

**I.S. 218 NYS Math Performance Data Levels 3 & 4
Sp. Ed 2007-2008 and 2008-2009**



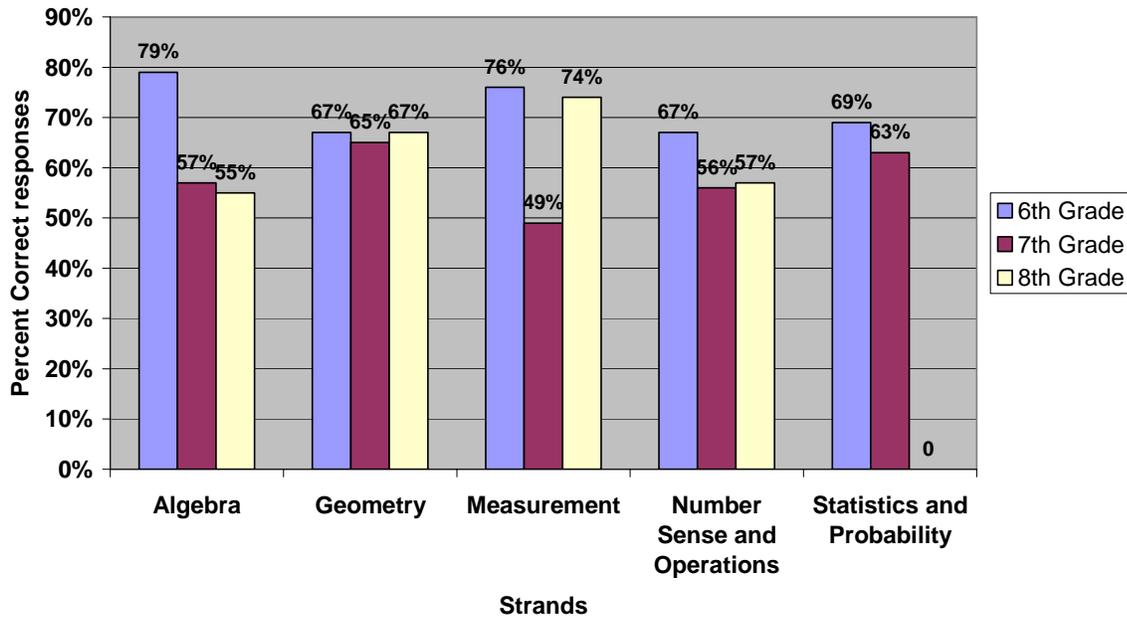
The percentage of students with disabilities for the whole school performing at Levels 3 and 4 in Math increased by 2%, from 23% to 25% on the New York State Math Tests for 2008 and 2009. Grade 8 had the greatest increase from (14%) from 13% to 27%.

**I.S. 218 NYS Math Performance Data Level 1
Sp. Ed 2007-2008 and 2008-2009**



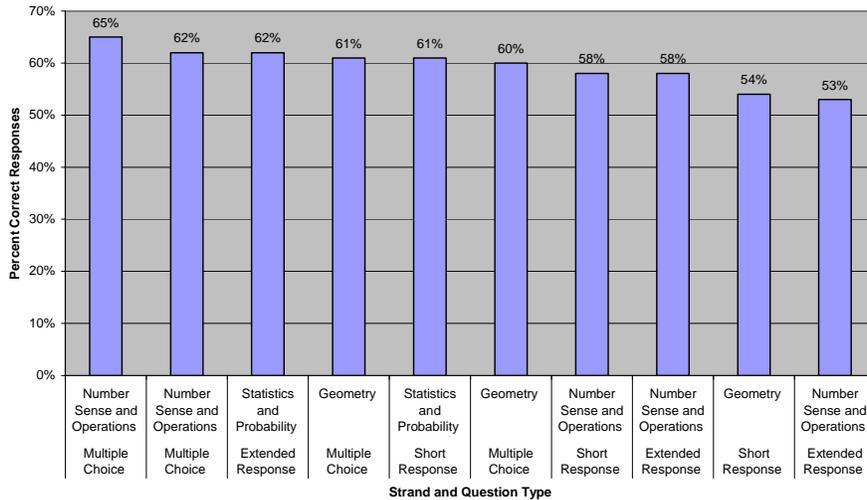
The percentage of students with disabilities for the whole school performing at Level 1 in Math decreased by 21%, from 42% to 21% on the New York State Math Tests for 2008 and 2009. Grade 8 had the greatest decrease from (29%) from 58% to 29%.

I.S. 218 NYS Math Data 2008-2009 Strands



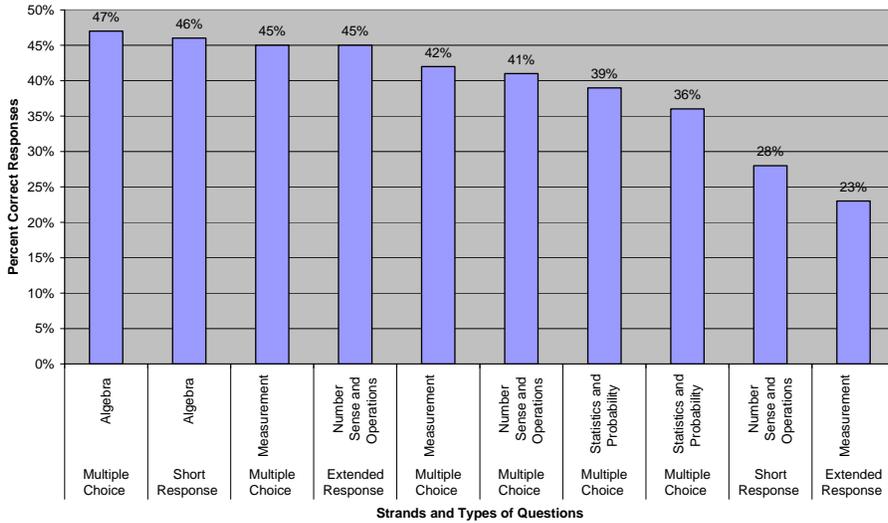
Students in Grade 7 performed poorly in Algebra (57%), Measurement (49%) and Number Sense and Operations (56%) on the 2008-2009 New York State Math Assessment. Grade 8 Students performed poorly in Algebra (55%) and Number Sense and Operations (57%). Grade 6 students performed very well in Algebra (79%) and Measurement (69%)

**I.S. 218 NYS Math Data Grade 6 2008-2009
Student Performance By Question Lowest 10**



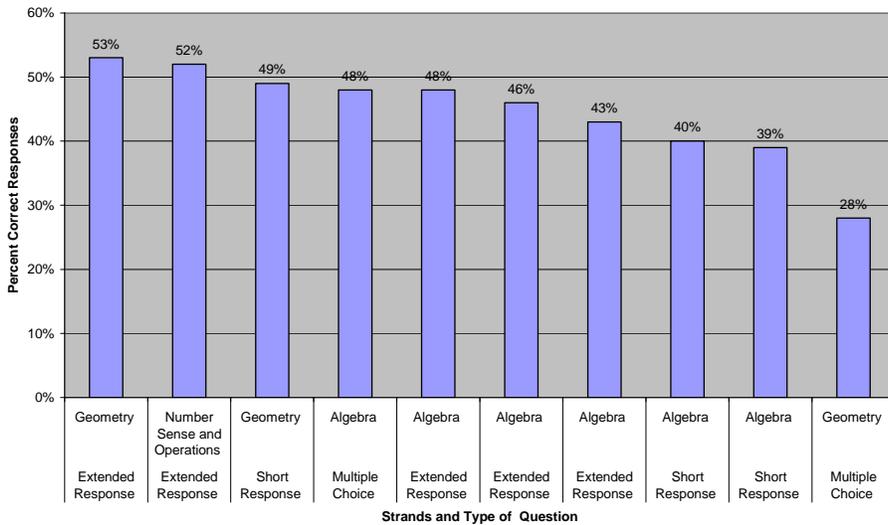
An analysis of the 2008-2009 New York State Math Assessment shows that 70% of the ten questions that Grade 6 students performed poorly on were questions that asked them to show their work and to explain the strategies that they used to solve problems. 50% of the questions were from the Number Sense and Operations Strand.

I.S. 218 NYS Math Data Grade 7 2008-2009
Student Performance By Question Type Lowest 10



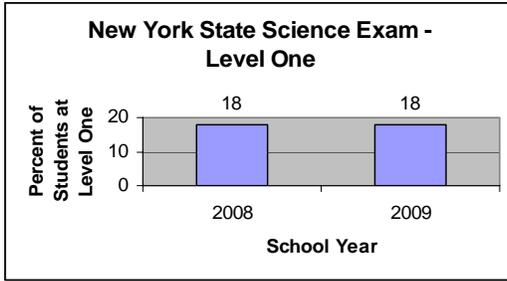
An analysis of the 2008-2009 New York State Math Assessment shows that 40% of the ten questions that Grade 7 students performed poorly on were questions that asked them to show their work and to explain the strategies that they used to solve problems. 30 % of these questions were from the Number Sense and Operations Strand.

I.S. 218 NYS Math Data Grade 8 2008-2009
Student Performance By Question Type Lowest 10

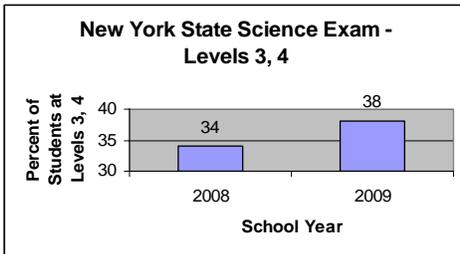


An analysis of the 2008-2009 New York State Math Assessment shows that 100% of the ten questions that Grade 8 students performed poorly on were questions that asked them to show their work and to explain the strategies that they used to solve problems. 60% of these questions were from the Algebra Strand.

Science

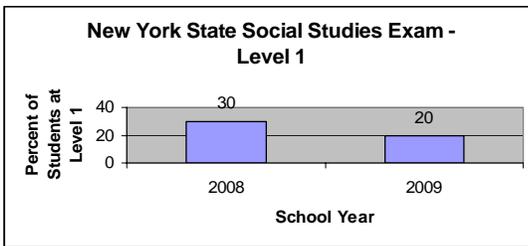


The percent of students at level one in the Science Exam remained the same in school year 2007 - 2008 and 2008 - 2009.

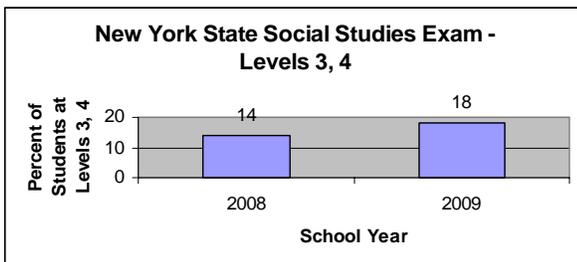


The percent of students at level three and four in the Science Exam improved by four percent from school year 2007 - 2008 and 2008 - 2009.

Social Studies



The percent of students at level one in the Social Studies Exam dropped ten percent from school year 2007 - 2008 and 2008 - 2009.



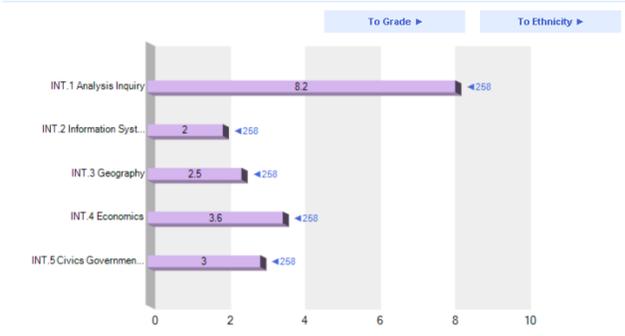
The percent of students at level three and four in the Science Exam improved by four percent from school year 2007 - 2008 and 2008 - 2009.

Report 2: Comparing Measures on 3-8 Social Studies NY State
By School For 19K218 - J.H.S. 218 James P. Sinnott

Printer-Friendly?
 Yes No

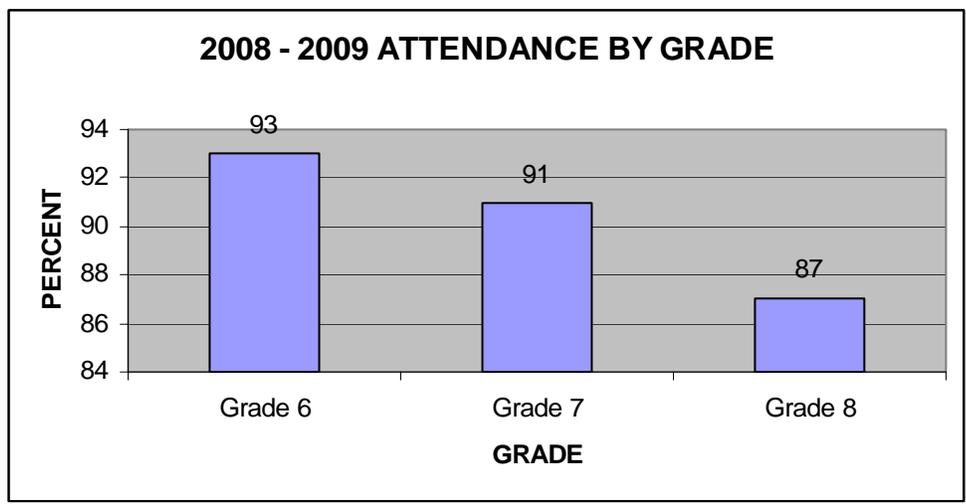
Population	Time	Measure
Networks: LSO Network 3.2 School: 19K218 - J.H.S. 218 James P. Sinnott	B: Enrollment at end of selected school year 08-09 (Annual) Current As Of: 09/05/2009	3-8 Social Studies NY State All Standard / Strand Mean Score (Raw) Total Students Assessed

Advanced Filters:
 No Advanced Filters have been selected.

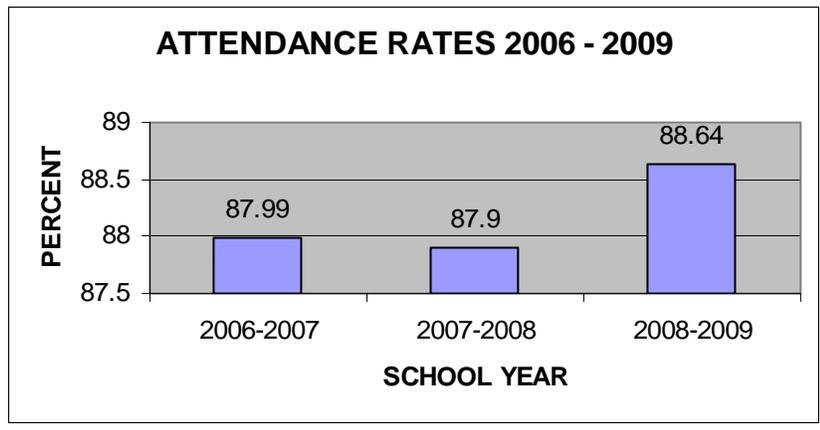


The standard with the highest mean score is 8.2 (analysis inquiry) and the lowest mean score is Information Systems (2).

Attendance



The attendance rate is 93% for grade six, 91% for grade seven, and 87% for grade eight.



During school year 2006-2007 attendance was 87.99%, during school year 2007-2008 attendance was 87.9% and during school year 2008-2009 attendance is 88.64%. Progress Report Attendance Data - 91% cut off April 30 due to H1N1.

Accomplishments

- Sinnott Magnet School's status for school year 2009 – 2010 (based on 2008 – 2009 results) is a school s a New York State School in good standing.
- Sinnott Magnet School received an "A" on the New York City Progress Report.
- English Language Arts: **54%** of students are at Levels 3 & 4. (New York Start – Summary Report)
 - The percentage of **all students** scoring at level one has decreased in literacy overall (5.1% to 2%) and in each grade (grade six 3% to 0%, grade seven 4% to 0%, grade eight 7% to 5.1%) as measured by the 2007 – 08, 2008 – 09) New York State ELA Test.
 - The percentage of **English Language Learners** scoring at level one has decreased in literacy overall (8.4% to 5%) and in each grade (grade six 0% to 0%, grade seven 5.6% to 0%, grade eight 16.7% to 10.0%) as measured by the 2007 – 08, 2008 – 09) New York State ELA Test.
 - The percentage of **students with disabilities** scoring at level one in literacy overall (22.20% 6%) and in each grade (grade six 13% to 0%, grade seven 18.6% to 0%, grade eight 34.80% to 16.0%) as measured by the 2007 – 08, 2008 – 09) New York State ELA Test.
 - The percentage of **all students** scoring at levels 3, 4 in literacy has increased in each grade (grade six increased 27%, grade seven increased 12% grade eight increased 6%) as measured by the 2007-2008/2008-2009 New York State ELA Test. (New York Start)
 - The percentage of **English Language Learners** scoring at levels 3, 4 in literacy has increased in each grade but grade seven as measured by the 2007 -08/2009-10 New York State ELA Test (Grade Six – increased 3.6%, Grade Seven – decreased 9.4%, Grade Eight increased 4.1%). (New York Start)
 - The percentage of **Special Education** students scoring at levels 3, 4 in literacy has increased in each grade (grade six increased 10.10%, grade seven increased 7.7% grade eight increased 12%) as measured by the 2007-2008/2008-2009 New York State ELA Test. (New York Start)
 - According to New York City Progress Report data, 82.90% of Sinnott students in the lowest 1/3rd made one year's progress in literacy as compared to 79.50% in 2007 – 08.
 - According to New York City Progress Report data, the average change in student proficiency for level 3/level 4 is -0.06 in 2007 – 2008 is -0.5 and in 2008 – 2009.
 - When tracing the growth of the current students in grades six, seven and eight, it was found that grade six students increased level 3, 4s by 20%, grade seven students by 25% and grade eight students by 15%.
- **Current Grade Six**
 - *Top Three Performance Indicators*
 - Identify Details – 83
 - Implicit Information – 83
 - Fact and Opinion 79
- **Current Grade Seven**
 - *Top Three Performance Indicators*
 - Character Change – 86
 - Compare/Contrast – 84
 - Interpret Texts - 81
- **Current Grade Eight**

- *Top Three Performance Indicators*
 - Make Predictions – 94
 - Drawing Conclusions – 86
 - Explicit Information - 81
- 84% of current students performed within or above on L.CS.2 Standard 2 (Listening – fiction).
- 83% of current students scored within or above on L.CS.2 Standard 2 (fiction)
- At the time of the ELA exam, 83% scored within or above on W.CS.2 Standard 2 (fiction).
- 72% of our students performed at Levels 3 and 4 on the 2008 – 2009 New York State Math Assessment
 - The percentage of all students performing at Levels 3 and 4 in Math increased by 12%, from 60% to 72% on the New York State Math Tests for 2008 and 2009. Grade 6 had the greatest increase (19%) from 63% to 82%.
 - The percentage of all students performing at Level 1 in Math decreased by 5%, from 10% to 5% on the New York State Math Tests for 2008 and 2009. Grade 6 had the greatest decrease (8%) from 11% to 3%.
 - The percentage of **English Language Learners** performing at Levels 3 and 4 in Math increased by 12%, from 59% to 71% on the New York State Math Tests for 2008 and 2009. Grade 6 had the greatest increase from (40%) from 42% to 82%.
 - The percentage of **English Language Learners** for the whole school performing at Level 1 in Math increased by 1%, from 4% to 5% on the New York State Math Tests for 2008 and 2009. Grade 8 had the greatest decrease from (15%) from 21% to 6%.
 - The percentage of **students with disabilities** for the whole school performing at Levels 3 and 4 in Math increased by 2%, from 23% to 25% on the New York State Math Tests for 2008 and 2009. Grade 8 had the greatest increase from (14%) from 13% to 27%.
 - The percentage of **students with disabilities** for the whole school performing at Level 1 in Math decreased by 21%, from 42% to 21% on the New York State Math Tests for 2008 and 2009. Grade 8 had the greatest decrease from (29%) from 58% to 29%.
 - Grade 6 students performed very well in Algebra (79%) and Measurement (69%).
- The percent of students at level one in the Science Exam remained the same in school year 2007 - 2008 and 2008 - 2009.
- The percent of students at level three and four in the Science Exam improved by four percent from school year 2007 - 2008 and 2008 - 2009.
- The percent of students at level one in the Social Studies Exam dropped ten percent from school year 2007 - 2008 and 2008 - 2009.
- The percent of students at level three and four in the Science Exam improved by four percent from school year 2007 - 2008 and 2008 - 2009.
- The attendance rate is 93% for grade six, 91% for grade seven, and 87% for grade eight.
- During school year 2006-2007 attendance was 87.99%, during school year 2007-2008 attendance was 87.9% and during school year 2008-2009 attendance is 88%. Progress Report Attendance Data - 91% cut off April 30 due to H1N1.

Significant Aids

- Academy Structure
- Low Teacher Turnover

Barriers

- According to New York City Progress Report data, 60.6% of Sinnott students made one year progress in literacy as compared to 60.70% in 2007 - 08
- Students with disabilities did not meet the performance objectives for ELA, Math or Science. This subgroup needed the 34 point rule. Sinnott did not make the Science Safe Harbor target.
- 96% of level one special education students moved to level two on the New York State English Language Arts Exam, 14% of level two students moved to level three, 79% of level three students maintained level three status, but 21% slipped to level two.
- The need for additional support services to target constructed-response in literacy (nonfiction).
 - o Mean scores for W.CS.1 Standard 1 and W.CS.3 Standard 3 (critical analysis) both dropped from the previous year.
 - o 69% of current students performed within or above on L.CS.1 Standard 1 (Listening – nonfiction).
 - o At the time of the 2009 ELA exam, 59% scored within or above on L.CS.1 Standard 1 (nonfiction). and 52% scored within or above on W.CS.1 Standard 1 (nonfiction).

- **Current Grade Six**
 - o *Lowest Three Performance Indicators*
 - Interpret Details (15)
 - Literary Elements (25)
 - Implied Information (37)

- **Current Grade Seven**
 - o *Lowest Three Performance Indicators*
 - Interpret Details (32)
 - Literary Elements (34)
 - Missing Information (37)

- **Current Grade Eight**
 - o *Lowest Three Performance Indicators*
 - Context Clues (32)
 - Evaluate Examples (34)
 - Interpret Characters (36)

- Problem Solving - Mathematics
 - o Students in Grade 7 performed poorly in Algebra (57%), Measurement (49%) and Number Sense and Operations (56%) on the 2008-2009 New York State Math Assessment. Grade 8 Students performed poorly in Algebra (55%) and Number Sense and Operations (57%).
 - o An analysis of the 2008-2009 New York State Math Assessment shows that 70% of the ten questions that Grade 6 students performed poorly on were questions that asked them to show their work and to explain the strategies that they used to solve problems. 50% of the questions were from the Number Sense and Operations Strand.
 - o An analysis of the 2008-2009 New York State Math Assessment shows that 40% of the ten questions that Grade 7 students performed poorly on were questions that asked them to show their work and to explain the strategies that they used to solve problems. 30 % of these questions were from the Number Sense and Operations Strand.
 - o An analysis of the 2008-2009 New York State Math Assessment shows that 100% of the ten questions that Grade 8 students performed poorly on were questions that asked them to show their work and to explain the strategies that they used to solve problems. 60% of these questions were from the Algebra Strand.

- Content Area – 18% of grade eight students scored level 3, 4 in Social Studies and 38% of grade eight students scored level 3, 4 in Science.
- Grade Eight
 - o The percentage of all students scoring at levels 3, 4 in literacy has increased in each grade (grade six increased 27%, grade seven increased 12% grade eight increased 6%) as measured by the 2007-2008/2008-2009 New York State ELA Test. (New York Start). Grade 8 increased the least.
 - o The percent of level threes was as follows: grade 6 – 69%, grade 7 – 57%, grade 8 – 41%. Grade eight is the lowest.
 - o The attendance rate is 93% for grade six, 91% for grade seven, and 87% for grade eight. Attendance was lowest for grade eight.

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 2009-10 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 (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, 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.

1. After conducting a needs assessment, it was found that the percentage of students making at least one year of progress in sy 2008-09 has declined from sy 2007-08. As a result, we have made progress in literacy a priority goal for the 2009-10 school year. The percentage of students making at least one year's progress will increase to 62% by June 2010 as measured by the NYS ELA Assessment.
2. After conducting a needs assessment, it was found that the percentage of students making at least one year of progress has in sy 2008-09 has improved from sy 2007-08 in math. We want to build upon that growth; therefore we have made progress for our math students a priority goal for the 2009-10 school year. The percentage of students making one year's progress will increase to 72% by June 2010 as measured by the NYS Math Assessment.
3. After conducting a needs assessment, it was found that the Special Education Subgroup has underperformed all other subgroups in Science. As a result, we have made performance for our Special Education subgroup a priority goal for the 2009-10 school year. Grade 8 Science Performance (special education) levels 3 and 4 will increase by 3% by June 2010 based on the NYS Science Assessment.
4. After conducting a needs assessment, it was found that eighth grade students in sy 2008-09 have underperformed in Social Studies in comparison to the other content areas. As a result, we have made performance in Social Studies a priority goal for the 2009-10 school year. Grade 8 Social Studies Performance levels 3/4 will increase by 3% by June 2010 based on the NYS Social Studies Assessment.
5. After conducting a needs assessment, it was found that the rate of attendance has improved from 2008-09. We want to build upon that growth; therefore we have made progress in attendance a priority goal for the 2009-10 school year. Average attendance will increase to 90% for the 2009-10 school year by June 2010.

SECTION VI: ACTION PLAN

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 schools that received a C for two consecutive years, 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>After conducting a needs assessment, it was found that the percentage of students making at least one year of progress in sy 2008-09 has declined from sy 2007-08. As a result, we have made progress in literacy a priority goal for the 2009-10 school year. The percentage of students making at least one year's progress will increase to 62% by June 2010 as measured by the NYS ELA Assessment.</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>	<p>All students in grades 6-8 are targeted and administrators, the Literacy Coach, the Teacher Center Specialist, and Literacy teachers will implement the following strategies and activities beginning in September 2009:</p> <ul style="list-style-type: none">• 90 minute Literacy Block• Balanced Literacy workshop model• Curriculum maps and pacing calendar focusing on skills, strategies and performance indicators• Reading strategies (questioning, summarizing, synthesis, etc.) through curriculum maps/ pacing calendars• Author Studies/Genre• Kaplan Testing Program• Use of Smart board and laptops• Use of Individual student laptops for Acuity• Special Education students – “Text Connections”

- ELL Classes on each grade (low registers)
- Long Term English Language Learner Interventions
 - Achieve 3000
 - Destination Math
 - RIGOR
- Differentiated instruction
 - Level I's and low Level II's (reading skills)
 - Parallel instruction and simulated testing for Level I's and low Level II's
 - Reinforcement targeted instruction for mid to high Level II's to low Level III's
 - Enrichment instruction for high Level III's and IV's
- Assessment
 - Gates-MacGinitie Reading Tests
 - Qualitative Reading Inventory IV
 - Common Formative Assessments
 - Acuity Predictive Exams, Two Instructionally Targeted Assessments, Customized off level Tests
 - Scantron
 - Portfolio Assessment - Monitor of student work folders and portfolios to determine what standards are being met, and to target students not meeting standards.
- Professional Development
 - Study Groups – unwrap standards, align curriculum map with standards, create common formative assessments
 - Professional Development Monday (Two hours workshops - ongoing)
 - Data workshop – Acuity, ARIS
 - Model strategy lessons for adaptation
 - Intervisitation
 - Onsite coaching
 - Inquiry Teams
 - PD 360
 - Online PD through distribution/sharing of instructional materials and strategies
 - Collaborative Planning Team
 - Use of Smart boards and Laptops
 - One-on-one conferences
- Parent Workshops- Acuity, Test Awareness, Study Skills, Finding Support for their children, Book Club
- Provide extended day and/or after school support
 - Use Hot List to identify Level 1's and low Level 2's
 - Develop specific instructional plan for Level 1's, low Level 2's

	<ul style="list-style-type: none"> ○ Identify and develop appropriate materials for use with these students ● Implement Wilson Reading Program for special needs students. ● Utilize REWARDS Program for students reading at third through fifth grade. ● Office of Special Education Initiatives – Professional Activities <ul style="list-style-type: none"> ○ Follow-up and conjointly, with the school administrative team, assess the staff professional development needs and offer professional development on topics that will include: Scantron, Wilson, PD 360, CTT, Differentiated Instruction, Effective Teaching Practices, Sound Instructional Strategies, and Accommodating Students with special needs ○ Continue to support classroom instruction through observation-feedback-coaching methods, strategy modeling, and debriefing reviewing with classroom teachers and paraprofessionals ○ Follow-up to assess the professional development needs of the staff and offer professional development training and school support on several topics, including the following: CTT, The Continuum, and LRE. ○ Depending upon the assessed needs of the parent body, information sessions will be conducted, accordingly.
<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>	<p>Administrators, teachers and materials – Tax Levy, Title I Literacy Coach – Tax Levy Stabilization Money Teacher Center Specialist - Tax Levy Stabilization Money, Title I ARRA SWP After School Program – Title I SWP, C4E</p>
<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"> ● Monthly Common Formative Assessments - 60% of students will master 60% of the material. ● Acuity Testing (One Predictive, Two Instructionally Targeted Assessments) - It is expected that 55% of students tested will have an average of 50% or greater on these assessments. ● Portfolio Review , linked to Common Formative Assessments, will improve one level as measured by a school rubric ● In September students took a baseline writing assessment, by June they will show one year’s growth based upon the New York State Writing Rubric. ● Students will be tested in September with the Gates-MacGinitie exam to give an entry point grade equivalent. ● By January 2010, the Acuity Testing Predictive – 55% of students tested will have an average of 50% or greater on this assessment.

	<p>approach to problem solving.</p> <ul style="list-style-type: none"> • Hold Pullout programs for targeted students, as assessed by the Periodic Assessments and teacher interviews. • Provide a 75-minute block of instruction focusing on problem solving, conceptual understanding and basic skill mastery. • Ongoing professional development tied to assessed needs and use of data. • Hold grade level study groups to support the use of data to improve instructional practices. • Demonstration lessons given by school-based professional development team and UFT Teacher Center. • Continue implementation of technology based instruction via <i>iTeach iLearn</i> programs. • Creation of cross academy Math fair to raise school spirit and promote math pride. • Provide one to one tutorials during 37.5 minutes extended for level one and low level two students. • Provide workshops in the following areas: <ul style="list-style-type: none"> ➢ Classroom management ➢ Writing learning objectives ➢ Using Acuity to create and assign test and skill practice ➢ Using the New York State two and three point rubrics to grade student work ➢ Creating and using word problems to demonstrate understanding of concepts ➢ Using the language of math in the classroom ➢ The Impact Math Program ➢ Using the smartboard tools and manipulatives to enhance the math lesson ➢ Using the Impact Math Investigation Notebook and Reflective Journal • Differentiate professional development in which the coach meets with new teachers or special needs teachers, while veteran teachers meet to discuss new and more effective ways to continue their professional growth. • Continue the use of portfolios as an alternative form of assessment. • Utilize the Teacher Center to function as the hub of professional development activity, supported by the building coaches and stocked with appropriate instructional materials and equipment
<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>	<p>Administrators, teachers and materials – Tax Levy, Title I Math Coach – Tax Levy Stabilization Money Teacher Center Specialist - Tax Levy Stabilization Money, Title I ARRA SWP After School Program – Title I SWP, C4E</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Students in Grades 6, 7 and 8 will take a Predictive Assessment in January 2010, as well as two Instructionally Targeted Assessments, one in November 2009 and the next in May 2010. It is expected that 75% of students tested will have an average of 50% or greater on these assessments.
- Common Formative Assessments will be given bimonthly. 75% of students will master 80% of the material.
- Impact Math Unit Assessments, Portfolios, schools based assessments and inventories, Scantron performance series, NYS Mathematics Assessments, NYS Regents Exam, Momentum Math Assessments, and Help Math Assessments will also be used to measure student performance.

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 2009-10 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, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, 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>After conducting a needs assessment, it was found that the Special Education Subgroup has underperformed all other subgroups in Science. As a result, we have made performance for our Special Education subgroup a priority goal for the 2009-10 school year. Grade 8 Science Performance (special education) levels 3 and 4 will increase by 3% by June 2010 based on the NYS Science Assessment.</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>	<p>All students in grades 6-8 are targeted and administrators, the Teacher Center Specialist and Science teachers will implement the following strategies and activities beginning in September 2009</p> <ul style="list-style-type: none"> • Students are programmed for four - five periods per week • Use of Glencoe Science program that is aligned with the NYS Science Standards • Incorporate Glencoe lab kits into Grade 6, 7 • Increase inquiry based activities program model (Special Education Students) • Use of Smart Board technology to enhance instructional practices • Enhance Science research by using Smart Boards and laptops • Common planning initiative to include creating a culture of collaboration, utilizing data, creating uniformity of instruction. • Parent Involvement Activities • Develop common assessments to be used three times per school year • Offer a Regents level Earth Science course • Administer required core labs to Earth Science class • Incorporate writing skills into science content to produce a portfolio of writing samples. • Address student listening skills through notetaking with science content.

<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>	<p>Administrators, teachers and materials – Tax Levy, Title I Teacher Center Specialist - Tax Levy Stabilization Money, Title I ARRA SWP After School Program – Title I SWP, C4E</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Students will be given three common formative exams, seventy percent of all students will receive a grade of 65% or higher. Pretests, post tests based on performance indicators, portfolios, midterms, conferences, enrichment activities, Science Exit Project, Science Fair Projects</p>

	<ul style="list-style-type: none"> • Provide Professional Development to infuse writing strategies into the content area. • Interpret data to determine students' strengths and weaknesses. • Address student listening skills through notetaking with science content.
<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>	<p>Administrators, teachers and materials – Tax Levy, Title I Literacy Coach – Tax Levy Stabilization Money Teacher Center Specialist - Tax Levy Stabilization Money, Title I ARRA SWP After School Program – Title I SWP, C4E</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Students will be given three common formative exams, seventy percent of all students will receive a grade of 65% or higher. Pretests, post tests, teacher made assessments based on performance indicators, portfolios, conferences, enrichment activities, Social Studies Projects, Grade 8 Exit Projects.</p>

	<ul style="list-style-type: none"> • A PPT made up of representatives of administration, instructional staff, support providers and guidance counselors will meet on a regular basis to assess the needs of students, target services to meet individual needs, coordinate and plan for prevention and intervention services, and refer students for services as needed. • The SIFE Grant will allow for the implementation of activities to support the development of students with interrupted formal schooling including increasing attendance. • Parent communication will be generated for each student identified and notify parent of initiation of service and/or progress student is making. Initial letters will be sent home, followed up with phone contact as needed. • Teachers will be required to monitor their own homeroom and classroom attendance every day. • Graduation will be changed to a later date in June to facilitate improved eighth grade attendance. • Plan school events and morning activities to facilitate improved attendance rates in at-risk students.
<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>	<p>Administrators – Tax Levy, Title I Guidance Counselor 1 Fair Student Funding, Guidance Counselor 2 - IDA, 56,154 TL Mandated Counseling, Guidance Counselor 3 - Title I SWP, Tax Levy Fair Student Funding Social Worker Tax Levy Fair Student Funding, Children First Funding SAPIS Worker OASAS Substance Abuse, Title IV Drug Free Family Worker Children First</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Attendance will be monitored monthly. Attendance will reach 90% every month. Monthly attendance will be analyzed. Grades six and seven will maintain its percentage, grade 8 will improve by 2%, integrated sp ed by 5%, Other Sp ed by 3%.</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, 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 SCHOOLS IDENTIFIED FOR IMPROVEMENT

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: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – 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				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	71	36	76	50	16	6	15	1
7	53	33	70	54	30	9	10	2
8	115	82	84	120	20	15	18	2
9								
10								
11								
12								

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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

<p><i>Name of Academic Intervention Services (AIS)</i></p>	<p>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, peer tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>Math:</p>	<p>Tutorials including 371/2 minutes-grades 6, 7, 8</p> <ul style="list-style-type: none"> • Small groups of students selected from level one and two cohorts. • Strategies include conferencing, problem solving, and teacher evaluation. • Assessed through benchmarks, and teacher evaluation. • Scheduling determined by student and teacher programs. <hr/> <p>Extended Block (General Ed., Special Ed)</p> <ul style="list-style-type: none"> • Small Group Instruction Based on Needs (Levels 1 and 2) • Extended Time on Task • Grades 6-8- (120 minutes ELA) <p>Daily throughout the school year</p> <hr/> <p>Summer School Grades 6-8 (level 1, including ELLs scoring below proficiency on NYSESLAT, General Ed., Special Ed.)</p> <ul style="list-style-type: none"> • Small Group Instruction <hr/> <p>Placement in Reduced Size Class (Levels 1 and 2,) including ELLs scoring below proficiency on NYSESLAT</p> <ul style="list-style-type: none"> • Reduced Student-Teacher Ratio Enabling Small Groups • Differentiated and Individualized Instruction Based on Assessed Needs. • Grades 6-8 (20-27 students, where possible) • Daily throughout school year <hr/> <p>Title 111 Tutorial Program For English Language Learners</p> <ul style="list-style-type: none"> ▪ Small group instruction ▪ Individualized instruction based on assessed needs ▪ Skills driven

<i>Name of Academic Intervention Services (AIS)</i>	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, peer tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
	<p>After school Academy (Levels 1 and 2, including ELLs scoring below proficiency on NYSESLAT, General Ed., Special Ed.)</p> <ul style="list-style-type: none"> • Grades 6, 7, 8 • Skills Driven • Based on Assessed Student Needs • Extra ESL instruction • Intensive ESL instruction in small groups • Spanish Native Language Arts
	<p>SIFE Program (Students with Interrupted Formal Education, Long Term English Language Learners)</p> <ul style="list-style-type: none"> • Riverdeep Destination Math • Achieve 3000 • RIGOR • Individualized instruction
ELA:	<p>Tutorials (Including 371/2 Minutes)-grades 6, 7, & 8</p> <ul style="list-style-type: none"> • Small groups of students selected from level one and two cohorts. • Strategies include conferencing, guided reading, and teacher evaluation. • Assessed through benchmarks, lexile testing, DRA, QRI IV, Gates-MacGinitie and teacher evaluation. • Scheduling determined by student and teacher programs. <p>Summer School Grades 6-8 (Levels 1, including ELLs scoring below proficiency on NYSESLAT, General Ed., Special Ed.)</p> <ul style="list-style-type: none"> • Small Group Instruction • Differentiated instruction <p>Placement in Reduced Size Class (Levels 1 and 2, including Ells scoring below proficiency on NYSESLAT)</p> <ul style="list-style-type: none"> • Reduced Student-Teacher Ratio Enabling Small Groups • Differentiated Instruction Based on Assessed Needs. • Grades 6-8

<i>Name of Academic Intervention Services (AIS)</i>	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, peer tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
	<ul style="list-style-type: none"> • Daily throughout school year <p>Extended Block (General Ed., Special Ed)</p> <ul style="list-style-type: none"> • Small Group Instruction Based on Needs (Levels 1 and 2) • Extended Time on Task • Grades 6-8- (120 minutes ELA) • Daily throughout the school year <p>After school Academy (Levels 1 and 2, including Ells scoring below proficiency on NYSESLAT, General Ed., Special Ed.)</p> <ul style="list-style-type: none"> • Grades 6- 8 (October – January) • Skills Driven • Based on Assessed Student Needs • Extra ESL instruction in content areas • Intensive ESL instruction in small groups • VITAL Program <p>SIFE Program</p> <ul style="list-style-type: none"> • Pre-Literacy Reading Program RIGOR (Maria Calderon) • Achieve 3000 • Individualized Instruction
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> • Behavior management/Goal Setting • PPT meetings • Conferencing with parents and teachers • Referrals to outside agencies • One on One - as needed
At-risk Services Provided by the Social Worker:	<p>Peer Mediation Program</p> <ul style="list-style-type: none"> • All grade levels • Small Groups as needed

<p><i>Name of Academic Intervention Services (AIS)</i></p>	<p>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, peer tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
	<p>Attendance Intervention</p> <ul style="list-style-type: none"> • Monitor Attendance of At Risk Students (Less than 90% attendance) • Conducts Needed Outreach Services
<p>Guidance Counselor:</p>	<p>Guidance Counselor Intervention</p> <ul style="list-style-type: none"> • Group and Individual Counseling • Needs Based • Students not Meeting Promotional / Performance Standards • Students Experiencing Behavioral / Emotional / Family Issues Negatively Impacting on Learning • Referrals to Supportive Agencies <p>Attendance Intervention</p> <ul style="list-style-type: none"> • Monitor Attendance of At Risk Students (Less than 90% attendance) • Conducts Needed Outreach Services
<p>Science:</p>	<p>Tutorials-grades 6,7, & 8</p> <ul style="list-style-type: none"> • Small groups of students selected from level one and two cohorts. • Strategies include conferencing, and instructional support. • Teacher Evaluation based on classroom performance, science portfolios, and classroom tests scores. • Weekly guided group instruction (one period per week) • Content Area Reading and Writing (one period per week) <p>Summer School Grades 8</p> <ul style="list-style-type: none"> • Small Group Instruction • Students who fail Earth Science • July- August • Intensive academic support and portfolio development, with a strong emphasis on laboratory techniques
<p>Social Studies:</p>	<p>Tutorials-grades 6, 7, & 8</p> <ul style="list-style-type: none"> • Small groups of students selected from level one and two cohorts. • Strategies include conferencing, problem solving, and teacher evaluation. • Teacher Evaluation based on classroom performance, social studies portfolios, and classroom

<i>Name of Academic Intervention Services (AIS)</i>	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, peer tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
	<p>tests scores.</p> <ul style="list-style-type: none"> • Weekly guided group instruction (one period per week) • Content Area Reading and Writing (one period per week) <hr/> <p>Summer School Grades 8</p> <ul style="list-style-type: none"> • Small Group Instruction • Students who fail Social Studies class • July- August
Health:	<p>Health Counseling</p> <ul style="list-style-type: none"> • One on One • Asthma, diabetes and At Risk Sexual Behavior • As needed

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 (2009-2010) LAP narrative to this CEP.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–8 LANGUAGE ALLOCATION POLICY
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District CSD 19/Knowledge Network LSO	School IS 218k
Principal J. Costa	Assistant Principal MFriday/AJohnson-Agu/RHasberry
Coach J. Fiorillo/K. France	Coach G. Cohen/C. Boyce
Teacher/Subject Area Miriam Tarzik, ESL Tr.	Guidance Counselor K. Brosman
Teacher/Subject Area A. Milovich, ESL Tr.	Parent Ms. F. Bah
Teacher/Subject Area S. Bethel/U. Drakes	Parent Coordinator H. Haynes
Related Service Provider type here	SAF Anita Skop
Network Leader M. D'Onofrio	Other type here

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	639	Total Number of ELLs	64	ELLs as Share of Total Student Population (%)	10.02%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

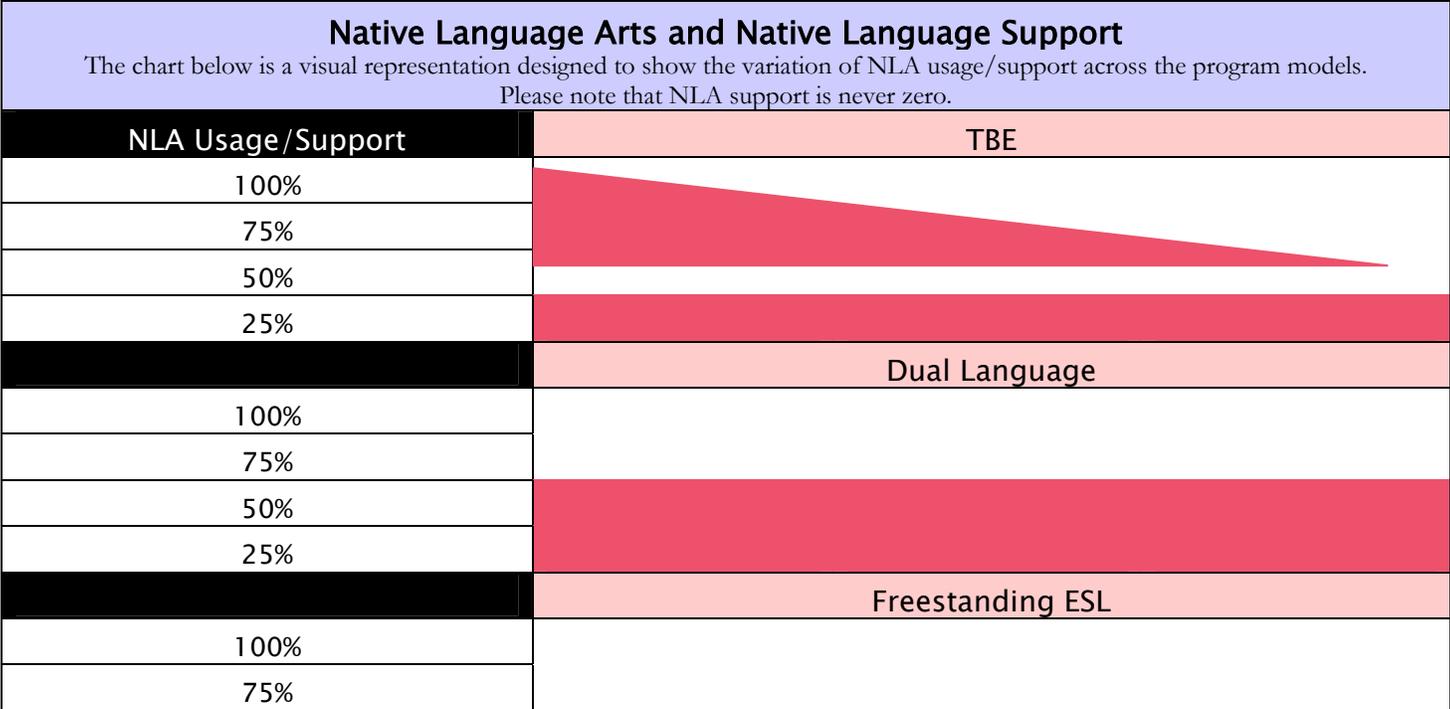
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish							11	16	13	40
Chinese							0	0	0	0
Russian							0	0	0	0
Bengali							3	6	8	17
Urdu							0	0	0	0
Arabic							1	0	1	2
Haitian Creole							0	0	2	2
French							1	0	1	2
Korean							0	0	0	0
Punjabi							0	0	0	0
Polish							0	0	0	0
Albanian							0	0	0	0
Other							0	0	1	1

Programming and Scheduling Information

TOTAL	0	0	0	0	0	0	16	22	26	64
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1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day



50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Parental Involvement

- Describe parent involvement in your school, including parents of ELLs.
- Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
- How do you evaluate the needs of the parents?
- How do your parental involvement activities address the needs of the parents?

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)							5	2	9	16
Intermediate(I)							3	6	8	17

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
	ELE (Spanish Reading Test)	5	1	2					
Chinese Reading Test									

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?

- c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. D. Johnson-Agu	Assistant Principal		
Ms. H. Haynes	Parent Coordinator		
Ms. M. Tarzik	ESL Teacher		
Ms. F. Bah	Parent		
Ms. Drakes/ELA	Teacher/Subject Area		
Ms. Bethel/ELA	Teacher/Subject Area		
Ms. France	Coach		
Ms. Cohen	Coach		
Ms. Brosman	Guidance Counselor		
Ms. Skop	School Achievement Facilitator		
Ms. D'Onofrio	Network Leader		
Ms. M. Friday/Assistant Principal	Other		
Ms. R. Hasberry/Assistant	Other		

Principal			
Mr. Boyce/Technology Coach	Technology Coach		
Ms. Fiorillo/Literacy Coach	Literacy Coach		
Ms. Milovich/ESL Teacher	ESL Teacher		
Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

Filename: 19K218 LAP Worksheet 2009-10_Final.doc
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Template: C:\Documents and Settings\partha\Application
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Title: OFFICE OF ENGLISH LANGUAGE LEARNERS
Subject:
Author: rbellis
Keywords:
Comments:
Creation Date: 1/6/2010 11:08:00 AM
Change Number: 2
Last Saved On: 1/6/2010 11:08:00 AM
Last Saved By: Administrator
Total Editing Time: 1 Minute
Last Printed On: 3/8/2010 4:05:00 PM
As of Last Complete Printing
Number of Pages: 10
Number of Words: 5,846 (approx.)
Number of Characters: 33,323 (approx.)



SINNOTT MAGNET SCHOOL FOR HEALTH AND HEALTH CAREERS

370 Fountain Avenue
Brooklyn, New York 11208
(718)647-9050

Mr. Joseph A. Costa, Principal

A Knowledge Network Teaching and Learning Organization

Principal

Mr. Joseph A. Costa

Assistant Principals

Ms. Marjorie Friday
Ms. Robbyn Hasberry
Ms. Dorett Johnson-Agu

I. Language Allocation Policy Team Composition:

<i>Principal:</i>	Mr. Joseph A. Costa	<i>ESL Teacher:</i>	Ms. M. Tarzik Ms. A. Milovich
<i>Assistant Principals:</i>	Ms. M. Friday Ms. R. Hasberry Ms. D. Johnson-Agu	<i>Literacy Coach:</i>	Ms. J. Fiorillo
<i>Guidance Counselor:</i>	Ms. K. Brosman	<i>Math Coach:</i>	Ms. K. France
<i>Parent Coordinator:</i>	Ms. H. Haynes	<i>Parent:</i>	Ms. F. Bah
<i>Content Area Teacher:</i>	Ms. Drakes	<i>Content Area Teacher</i>	Ms. Bethel
<i>Teacher Center Specialist:</i>	Ms. G. Cohen	<i>Technology Coach:</i>	Mr. C. Boyce

II. Teacher Qualifications

Two appropriately licensed ESL teachers facilitate English As A Second Language instruction to all 64 ELLs at Sinnott Magnet School, IS 218. The ESL teachers implement the ESL balanced literacy instructional prototype developed for Knowledge Network LSO schools. The prototype follows a balanced literacy approach for reading which consists of independent/paired reading, shared reading, guided reading literacy centers, literature circles, writer's workshop, interactive read aloud, word study and teacher/student reading and writing conferences.

III. ELL Demographics and School Description:

Sinnott Magnet School, I. S. 218 is a middle school serving students in grades 6 – 8 in District 19, in the East New York section of Brooklyn. I.S. 218K shows a student enrollment of 634 as of October 2009.

According to the latest available ethnic data, the pupil ethnic census is as follows: 0.63 % American Indian, 1.42% White, 17.35 % Asian/Pacific Islander, 32.33 % Hispanic, 47.48 % Black, .47% Multiracial and 0.31 % not reported.

The Hispanic student population is primarily from the Dominican Republic, Puerto Rico, and Central and South America. Sinnott Magnet School, I.S. 218K also serves recent immigrants from Bangladesh, Guyana, the Caribbean, and Africa. Approximately 10% of the school student population is English Language Learners (ELLs). Spanish as the dominant language among the vast majority of students followed by a large population of students from Bangladesh for whom Bengali is the dominant language. The socio-economic data for 2008 - 09 indicates that the poverty rate is 78.6%.

When reviewing the data as indicated on the NYSED Accountability Status Report for I.S. 218K, it was found that the English Language Learner subgroup did make AYP in ELA for 2008-09.

At Sinnott a total of 64 ELLs receive ESL instruction. Students are placed in the required program for ESL instruction according to their scores on the NYSESLAT and parent choice. Student participation in either the full service transitional bilingual program or one of the two ESL models is as follows:

FY 2009 - 2010

Grade	Number of ELLS	ESL
6	16	16
7	22	22
8	26	26

In summary, at James P. Sinnott Magnet School, I.S.218, the ELL students receive the NYSED required ESL instruction in the ESL program for grades 6, 7, and 8. Through the acquisition other supplemental funds and grants, the ELL students are offered additional opportunities to engage in learning activities beyond the school day hours and days.

The full description of programs/services for ELLs at IS 218K includes the following:

- **ESL Program Model** - Students scoring at the beginning, intermediate and advanced levels in English proficiency on the NYSESLAT exam attend general education classes and are supported by an ESL teacher who supports ELL students in Push In / Pull-out model. In addition, a part time licensed ESL teacher provides instruction to intermediate and advanced students.
- **Title III** – An F Status ESL pull-out teacher supports ELL students. The teacher provides supplementary instruction for English Language Learners to ensure student progress in English language development.
- **SIFE** – Students from non-English speaking countries who have had an interruption in their formal education and Long Term English Language Learners are targeted for intense ESL instruction after school. Sinnott’s SIFE Grant allows for the implementation of three Structured SIFE Solutions to support the development of students with interrupted formal schooling and Long Term English Language Learners. The three components include: The

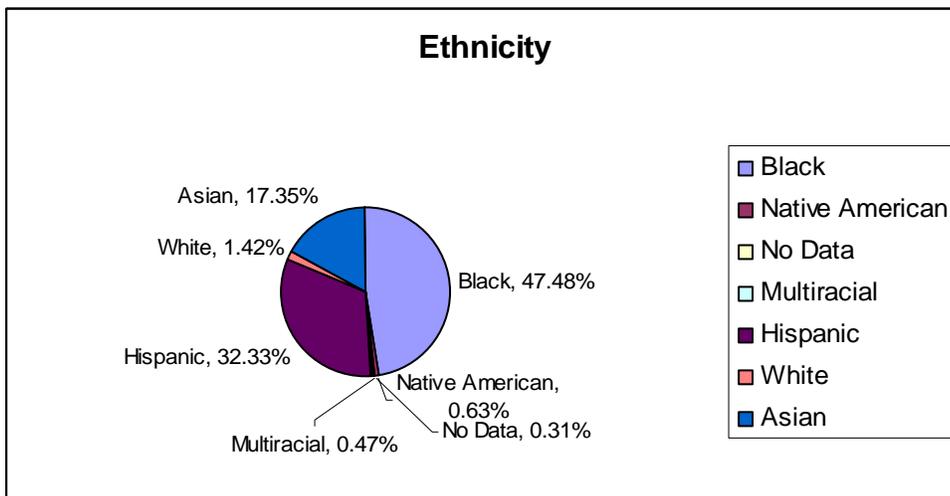
Literacy Program for Long Term ELLs that includes the utilization of the *Achieve 3000 Literacy Program* (technology based), a technology based math program (*Riverdeep Destination Math*) and the Pre-Literacy Program (Maria Calderon’s Rigor Program).

- **Destination Math** – A computer based math program in English and Spanish.
- **Achieve 3000** – Differentiated literacy program for Long Term ELL.
- **Rigor – Pre-literacy** – Preliterate program for SIFE students and newcomers.

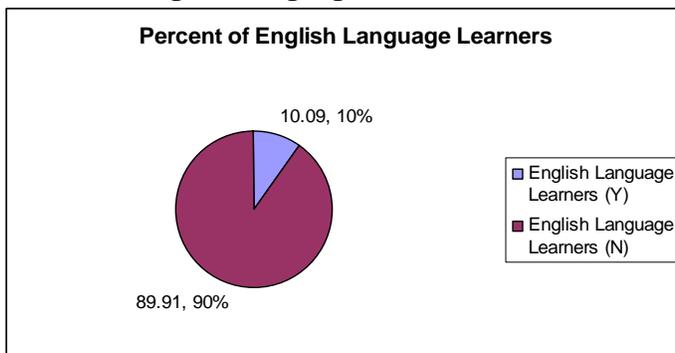
In addition services that are provided specifically for SIFE and/or long-term ELLs, offer a plethora of school-wide programs including: reduced registers, literacy and math blocks, teaming with team leaders and common planning time, 37 ½ minutes of tutoring, Academic Intervention Services (AIS), a Winter Vacation Academy, SES program. Sinnott is also an *iTeach iLearn* school. Each child in grades 6, 7 and 8 will receive a laptop for school year 2009 – 2010.

The following graphics illustrate the school data:

Ethnicity



Percent of English Language Learners at IS 218



ELL Identification Process

In NYC, all students, upon admission, complete a Home Language Identification Survey (HLIS). At IS 218, the school secretary provides the appropriate HLIS form in the parent’s native language and the ESL teacher / a pedagogogue conducts the interview in the parent’s language. The survey is conducted in an effort to better understand students and develop an instructional plan that is tailored to meet their

needs. A teacher / a pedagogue conducts the survey to ensure that parents understand the purpose of the survey and complete the questionnaire completely and accurately. Once the interview is completed, the information is used to determine student eligibility for further assessment using the LAB-R tool.

If the student is eligible for LAB-R, the test is administered to determine student language proficiency. For Spanish speaking ELLs, the Spanish LAB is also administered to determine language dominance and best instructional plan. The LAB-R is hand scored as well as submitted for official scoring and data entry. Once eligibility is determined and English proficiency level defined, parents are notified of the results. Parents of ELLs are encouraged to become actively involved members of the school community and to participate in decision-making process. Parents are invited to learn about programs for ELLS and to choose a program that is consistent with their child's needs and the parent's educational philosophy and goals. The parent choice is documented in writing and a record is kept in the ESL teacher's files. All ELLs are provided a placement in a program to meet their needs. Parents that express an interest in a program that is not offered at IS 218 are invited to meet with staff members at the placement center, OSEPO, to locate a site where the program is offered. If a program is selected that is not available at IS 218, parents are offered an opportunity to transfer to a school where the program of choice is available.

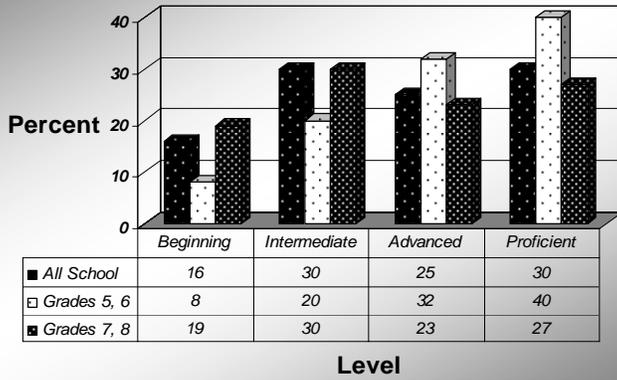
The ESL instructional program is the only program presently available to ELL students at IS 218K. ESL instruction is provided to ELLs as required by NYSED CR Part 154 regulations, 360 minutes or 180 minutes of ESL weekly. The number of ESL periods assigned to students is based on the student's level of proficiency as demonstrated by the students score on the LAB-R or the NYSESLAT. Parents that express an interest in a program that is not offered at IS 218 are invited to meet with staff members at the placement center, OSEPO, to locate a site where the program is offered.

Upon admission:

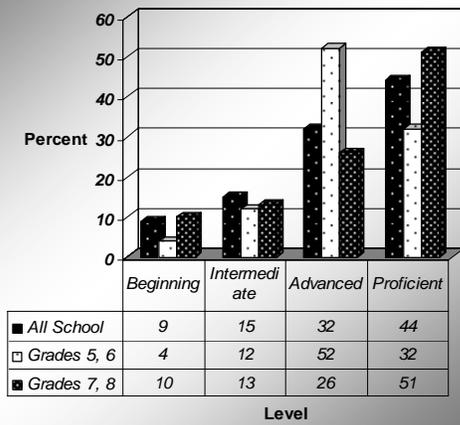
1. Parents complete a Home Language Identification Survey.
2. A teacher conducts the interview portion of the survey to secure accurate student information
3. Complete the questionnaire and follow up section to better understand student needs
4. The pedagogue determines student LAB-R eligibility upon review of HLIS
5. Lab-R test conducted if appropriate
6. Parents are informed of LAB-R assessment outcomes
7. Parents are invited to orientation/ information sessions for program choice; TBR, DL, ESL.
8. Parents make a program choice; TBR, DL, ESL.
9. Parents select the appropriate program for their child by filling out a selection form
10. Parents are invited to attend orientation sessions where they are informed of state standards, assessments, school expectations and general requirements for bilingual education and/or ESL programs.
11. Parents are encouraged to attend the open house meetings where they meet the teachers and are informed about the standards and teachers' expectations of student performance.

Parent orientation meetings are conducted at the beginning of the school year. Parents of ELLs are invited to learn about the programs that are available to their children both at IS 218 and other schools in the district. At the conclusion of the meeting, parents are offered an opportunity to meet with the ESL teacher to further discuss their choice or to schedule a visit to another program site if available. Parents together with their children's teacher(s) discuss the benefits of all programs to ensure that the best choice is made for each student.

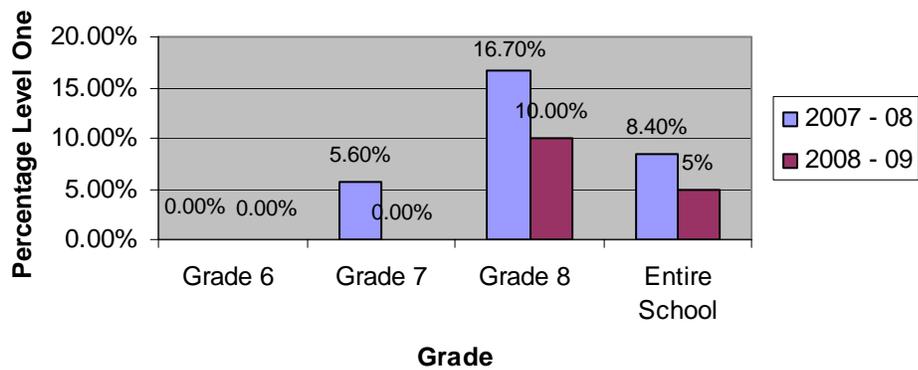
NYSESLAT Reading and Writing (2009)



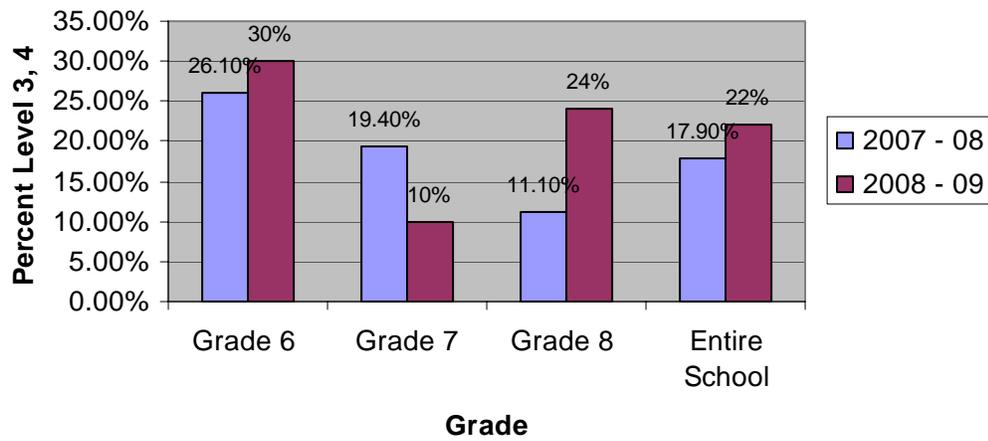
NYSESLAT Listening and Speaking 2009



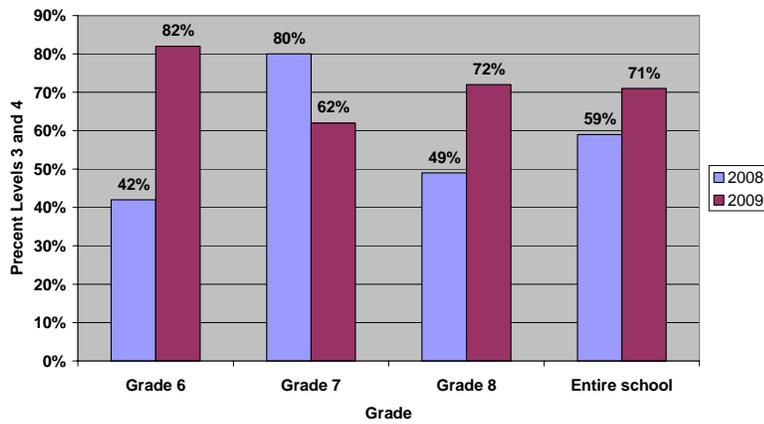
ELA Performance Data ELL (Level One)



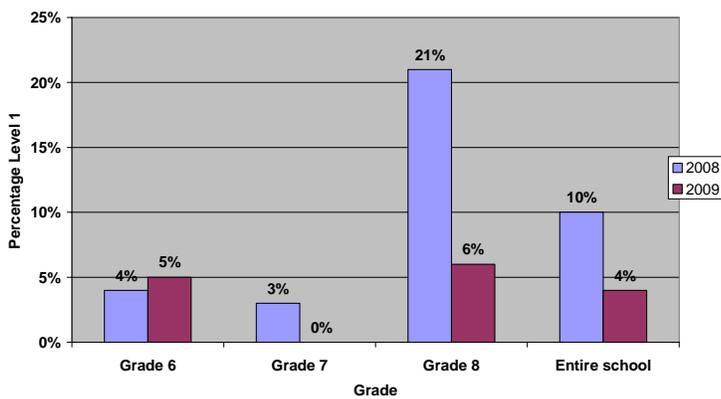
ELA Performance Data English Language Learners (Levels 3, 4)



I.S. 218 Math Performance Data Levels 3 and 4 ELLs 2007-2008 and 2008-2009



I.S. 218 NYS Math Performance Data Level 1 ELLs 2007-2008 and 2008-2009



IV. Parent Choice / Parent Involvement

Upon admission, parents complete a Home Language Identification Survey. The ESL teacher participates in the interview to ensure that parents understand the purpose of the survey and complete the questionnaire completely. This information is used to determine LAB-R eligibility. If ELL status is confirmed, parents are informed and invited to learn about and make a program choice. The parent choice is documented in writing and a record is kept in the ESL teacher files.

Parents of ELLs are meaningfully involved in the education of their children. They are informed about the New York State standards and assessments. Parents of ELLs are encouraged to become more active and involved members of the school community and to participate in decision-making activities.

Student placement in the ESL Program, depends on the amount of ESL support that is required as demonstrated by scores on the NYSESLAT and parent choice. Upon admission, parents complete a Home Language Identification Survey. The ESL teacher participates in the interview to ensure that parents understand the purpose of the survey and complete the questionnaire completely. This information is used to determine LAB-R eligibility. Students admitted from another NYC public school are identified through the NYSESLAT test administered in the spring each year. The student test history documents the student's most current score. If ELL status is confirmed, parents are informed and invited to learn about and make a program choice. The parent choice is documented in writing and a record is kept in the ESL teacher files. Parents that express an interest in a program that is not offered at IS 218 are invited to meet with staff members at the placement center, OSEPO, to locate a site where the program is offered.

- Parents select the appropriate program for their child by filling out a selection form and completing the HLIS survey (i.e. - TBE or ESL programs).
- Parents are invited to attend orientation sessions where they are informed of state standards, assessments, school expectations and general requirements for bilingual education and/or ESL programs.
- Parents are encouraged to attend the open house meetings where they meet the teachers and are informed about the standards and teachers' expectations of student performance.

A parent orientation meeting is conducted at the beginning of the school year. Parents of ELLs are invited to learn about the programs that are available to their children both at IS 218 and other schools in the district. At the conclusion of the meeting, parents are offered an opportunity to meet with the ESL teacher to further discuss their choice or to schedule a visit to another program site if available. Parents together with their children's teacher(s) discuss the benefits of all programs to ensure that the best choice is made for each student.

Parents of ELLs are invited to all school wide events throughout the year. A parent survey/questionnaire is used to survey the needs of parents early in the school year. Workshops and parent meetings are designed to meet the interests and needs of the parents. Often these reflect community issues, young adult concerns and academic planning including high school selection process and college preparations. Parent participation is documented through attendance records. Special events are conducted throughout the year to support and celebrate student achievements. Parents participate in these celebrations as well as other cultural events conducted for parents and students together.

V. Current English Language Learners Instructional Programs

The ESL instructional program is the only program presently available to ELL students at IS 218K. ESL instruction is provided to ELLs as required by NYSED CR Part 154 regulations, 360 minutes or 180 minutes of ESL weekly. ESL periods are scheduled for ELL students based on the student's level of proficiency as demonstrated by the students score on the LAB-R or the NYSESLAT.

Sinnott Magnet School, I. S. 218 is a middle school serving students in grades 6 – 8 shows a student enrollment of 634. There are approximately 64 ELL. This is 10 % of the student body. There are:

Group	Total	#ELLs SIFE	#ELLs SpEd
• Newcomers	25	13	2
• SIFE	18		
• ELLs (4-6 Years)	25	5	5
• Long Term ELLs	14	0	4
• Special Ed. ELLs	11		

The above chart shows the number of ELLs by subgroup and years of service.

All of the 64 ELLs receive ESL instruction. Students are placed in the required program for ESL instruction according to their scores on the NYSESLAT. Student participation in ESL as follows:

FY 2009 - 2010		
Grade	Number of ELLS	ESL
6	16	16
7	22	22
8	26	26

Through the acquisition other supplemental funds and grants, the ELL students are offered additional opportunities to engage in learning activities beyond the school day hours and days.

The ELL students reflect the following language / culture groups in each grade: FY 2009 – 2010

Grade	Total Number of ELLs	Spanish	Bengali	Arabic	French	Haitian Creole	Other
6	16	11	3	1	1	0	0
7	22	16	6	0	0	0	0
8	26	13	8	1	1	2	1

➤ Supplementary Programs

Services that are provided specifically for SIFE and/or long-term ELLs, offer a plethora of school-wide programs including: reduced registers, literacy and math blocks, teaming with team leaders and common planning time, 37 ½ minutes of tutoring, Academic Intervention Services (AIS), a Winter Vacation Academy, SES program. Sinnott is also an *iTeach iLearn* school. Each child in grades 6, 7 and 8 will receive a laptop for school year 2009 – 2010.

Direct supplemental instructional strategies are provided through:

- Before and after school programs
- Reduced class size
- Tutorials
- Additional time working with certified ESL teachers (part time/F-status teacher)

VI. Assessment Analysis

➤ *Implications for LAP in English Language Arts Area*

The firm belief in a comprehensive literacy approach at James P. Sinnott Magnet School, I. S. 218 has led to the full implementation of genre and author studies in each grade. This fosters an environment in which students develop the habits that good readers use to make meaning (summarizing/retelling, visualization, monitoring comprehension, etc.). Teachers impart these strategies through thinking aloud, use of graphic organizers, mini-lessons, and high order thinking questions. The program includes read-alouds, shared reading, guided reading and independent reading. Each teacher implements a daily schedule that has an opening, a work period and a closing (whole-small-whole structure).

During the Reader's Workshop, students apply the reading strategy that has been taught during the mini lesson and modeled during the read-aloud. Students participate in genre and author studies depending on their grades. Students also participate in literature circles/project groups in which they focus on a particular theme or author. Students write responses to literature in their Reader's Notebooks, as well as use post-its to make notes. In guided reading, teachers work with small groups of students using a common text to directly instruct the students in the application of a specific skill or strategy. An important element of this program is to ascertain at what level the students are currently functioning. The Gates-MacGinitie Reading Test and QRI IV will be administered to ensure that students are reading books on their level. Each student has an independent reading book appropriate to their reading level, and is required to read at least thirty minutes each night; this will enable students to achieve their goal of reading twenty-five books each year (in conjunction with the Strive for 25 Campaign).

During the Writer's Workshop, each student works in his or her Writer's Sourcebook to develop seed ideas for writing that they then bring through the writing process to a finished piece. Students complete writing in several genres including persuasive, narrative, and informational pieces. Four Square Writing plans are used to enforce a clear structure in student writing, and are implemented throughout the subject areas. In addition, teachers model writing using rubrics as an instructional tool. Students use the writing process to achieve "publishing" (standard) status.

Portfolios are used to monitor student progress, celebrate achievement and determine eligibility for promotion. Portfolios will contain student writing reflective of the Knowledge Network Genre of the Month, as well as evidence of the writing process from planning to final piece. Grade supervisors schedule periodic conferences with individual or small groups of teachers in order to monitor progress and ensure promotion.

In order to prepare students for the statewide ELA exams, Kaplan K-12 Learning Services Program for literacy (English and Spanish formats) was implemented as part of the regional prototype and literacy block. Kaplan K-12 is designed to identify and remediate student skill deficiencies and promote the acquisition of literacy skills. Teachers received intensive professional development before implementation began.

In addition to the aforementioned, there is an intensive and organized test preparation and test practice program which carefully aligns to last year's test and concentrates on reading comprehension skills. Test preparation is also aligned to a specific, designated strategy/skill of the week. The James P. Sinnott Magnet School, I.S.218 literacy team supervises and coordinates this program, and utilizes specific material that focuses on skill development. This program, in conjunction with our coordinated

classroom instruction, helps teachers focus instruction and students improve skills. Students are grouped by cohort, which allows for the identification of “hot list” students who are on the cusp of a higher reading level, as well as those students who are at levels 3 and 4 and who are ready for enrichment activities. Each classroom teacher receives a printout of data available including the New York State Parent Report, Acuity assessments, as well as standardized test scores from the previous three years; using this information, literacy teachers are able to differentiate instruction and address the needs of individual or small groups of students within the larger classroom context.

Research shows that struggling readers generally plateau at a fourth or fifth grade reading level; our own, in-house assessments reflect similar data. In order to address this stagnation in literacy, Sinnott has begun to utilize programs to help struggling readers in small group tutorial settings. Programs recently implemented include REWARDS, Recipe for Reading and Reading Advantage. Teachers received training in one or more of these programs, and have implemented them in various ways throughout the school.

➤ ***Implications for LAP in Mathematics Content Area***

Math instruction at James P. Sinnott Magnet School, I.S.218, is aligned with the New York State Math Standards. Instruction is designed to provide a solid foundation in basic math and algebraic skills in order to prepare students for high school and beyond. The scope and sequence of our sixth, seventh and eighth grade curriculum is focused by the performance indicators of the content and process strands of the “New” New York State Standards. The curriculum stresses traditional middle school math topics such as arithmetic, operations of rational numbers, geometry, and pre-algebra. Additionally, in order to address the changing needs of our students, Sinnott has placed additional emphasis on problem solving data analysis, mathematical reasoning and graphic representation.

In order to reach our instructional aims, the James P. Sinnott Magnet School, I.S.218 utilizes NTCM approved, contextually based, investigation driven curriculum. Impact Mathematics will continue to be implemented in grades 6, 7 and 8. It focuses on skill development through conceptual understanding, problem solving and reasoning. Impact Mathematics is a standards based, integrated curriculum that includes strands on number and numeration, proportional reasoning, geometry, probability and data with a focus on algebraic thinking. In addition to Impact Mathematics, teachers will utilize Hot Words, Hot Topics, a supplemental skill practice program and class sets of scientific calculators.

The grade eight curricula concentrates on the comprehension of algebraic concepts in preparation for Integrated Algebra. Accelerated eighth grade students will be offered the Integrated Algebra curriculum which consists of three semesters of study using *Integrated Algebra*, by Prentice Hall. They will take the Integrated Math A Regents at the end of three semesters. This curriculum focuses on algebra, geometry, measurement, data analysis and probability. Many ancillary materials are provided to supplement instruction. In addition, each teacher receives a class set of graphing calculators.

In School Year 2009-2010 James P. Sinnott Magnet School, I.S.218 will continue full implementation of the Knowledge Network balanced mathematics prototype core curriculum. The math prototype includes Problem of the Day with the use of Four Square Math to enhance problem analysis and solution. Modeling, strategic problem solving, and guided practice are also emphasized. Mathematics journals, interactive open-ended problem solving, mathematics word walls and teacher/student conferences are integral parts of the prototype. Classrooms are fully outfitted with

manipulatives, calculators and other exploratory mathematics tools. Additionally 6th and 7th grade classrooms will implement computer and Smart board technology via the iTeach iLearn program.

During the course of the year, students will be given four interim mathematics assessments from Acuity. Each student will further receive four practice standardized tests in mathematics, including two under testing conditions.

The workshop instructional model will continue in a sixth, seventh and eighth grade classrooms. This model supports the Knowledge Network mathematics prototype curriculum through a balanced numeracy approach, substantial professional development, ongoing assessment, standards based curriculum and methodology.

➤ ***Implications for LAP in Science Content Area***

Best literacy practices will be utilized in the content areas. Included will be an emphasis on content area vocabulary and reading using materials on reading level.

➤ ***Implications for LAP in Social Studies Content Area***

Best literacy practices will be utilized in the content areas. Included will be an emphasis on content area vocabulary and reading using materials on reading level.

VII. Plan for Newcomers

Students from non-English speaking countries who have had an interruption in their formal education and long term English Language Learners are targeted for intense ESL instruction after school and on Saturday.

Title III Targeted Learner- Students from English speaking countries who have been in the country less than three years are targeted for literacy instruction in small groups during the school day.

VIII. Plan for SIFE

- **Saturday Learning Center** – Reading and math intervention for level two students in grades 6, 7 and 8.
- **After school program** – Students will receive intensive reading and math instruction in a small group setting level one students will be seen on a 10:1 student/teacher ratio and level two students will receive services on a 15:1 student/teacher ratio.
- **Additional Staff to facilitate targeted instruction in small group settings and /or tutorial sessions. F Status Tutoring** – Students receive small group tutoring by part time F Status ESL teacher.
- **February Academies** –We will hold a three day February break vacation academy for grades 6, 7, and 8 to provide test preparation in math.
- **Tutorials** - Small groups of students selected from level 1 and level 2 cohorts. Strategies include: conferencing, guided reading, and independent reading, math skills, math problem solving. Assessed through benchmarks, lexile testing, and teacher evaluation. Scheduling determined by student and teacher programs. Teachers and other staff members will push into classrooms or pull students out for these intensive tutorial sessions.

IX. Plan for Long Term ELLs

- **Saturday Learning Center** – Reading and math intervention for level two students in grades 6, 7 and 8.
- **After school program** – Students will receive intensive reading and math instruction in a small group setting level one students will be seen on a 10:1 student/teacher ratio and level two students will receive services on a 15:1 student/teacher ratio.
- **Holiday Break Academies** –We will hold a three day February break vacation academy for grades 6, 7, and 8 to provide test preparation in math.
- **Tutorials** - Small groups of students selected from level 1 and level 2 cohorts. Strategies include: conferencing, guided reading, and independent reading, math skills, math problem solving. Assessed through benchmarks, lexile testing, and teacher evaluation. Scheduling determined by student and teacher programs. Teachers and other staff members will push into classrooms or pull students out for these intensive tutorial sessions.
- Extracurricular activities available to Long-term ELLs include art, music, sports, clubs, etc.
 - Spanish Spelling Bee
 - Sinnott Warriors Basketball Team
 - Ujoma Steppers
 - Sinnott Dance Ensemble
 - Sinnott School Chorus
 - Steel Band
 - The Beacon Program
 - PAL

X. Plan for Special Needs Students

Additional support structures that are in place in IS 218 which are available to ELLs include:

- **Saturday Learning Center** – Reading and math intervention for level two students in grades 6, 7 and 8.
- **After school program** – Students will receive intensive reading and math instruction in a small group setting level one students will be seen on a 10:1 student/teacher ratio and level two students will receive services on a 15:1 student/teacher ratio.
- **Additional Staff to facilitate targeted instruction in small group settings and /or tutorial sessions. F Status Tutoring** – Students receive small group tutoring by part time F Status ESL teacher.
- **February Academies** –We will hold a three day February break vacation academy for grades 6, 7, and 8 to provide test preparation in math.
- **Tutorials** - Small groups of students selected from level 1 and level 2 cohorts. Strategies include: conferencing, guided reading, and independent reading, math skills, math problem solving. Assessed through benchmarks, lexile testing, and teacher evaluation. Scheduling determined by student and teacher programs. Teachers and other staff members will push into classrooms or pull students out for these intensive tutorial sessions.
- **Beacon Program** – Homework help, tutorials

- **SIFE** – Students from non-English speaking countries who have had an interruption in their formal education and long term English Language Learners are targeted for intense ESL instruction after school and on Saturday.
- **Title III** - Students from English speaking countries who have been in the country less than three years are targeted for literacy instruction in small groups during the school day.

XI. Professional Development:

- I. Staff Development 2009-2010 activities—tentative dates and ELL-related topics: Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

All school personnel; assistant principals, supervisors, pedagogues, school secretaries, paraprofessionals and special providers including speech therapist, social worker, IEP teacher are included in training that supports ELLs student participation in school and community activities throughout. On-going training is provided to staff by the LSO ELL Specialist throughout the year at the school. Training sessions are conducted throughout the year to support each level staff member complete required components to ensure that ELL documentation and procedures are implemented as required for full compliance and accurate account of student services.

- During school year 2009 – 2010, we will participated in the Structured SIFE Solutions Grant and professional development will be offered on a continuous and ongoing basis for Destination Math, the Pre – Literacy Program, and the Achieve 3000 Literacy Program.
- During school year 2009 – 2010 we will implement Core Knowledge and ESL teacher will participate in ongoing professional development sessions offered monthly by the LSO ESL Specialist. In addition, ESL teachers participate work with teachers at the school to maintain a level of professional awareness of ELL learning strategies for all teachers at the school.
- A pacing calendar, and lessons are developed to incorporate the new content.
- During school year 2009 – 2010, teachers received professional development in the use of technology (*iTeach iLearn*). Adaptive and multisensory strategies will be explored in professional development.
- During school year 2009 – 2010 we will have ongoing workshops and study groups on differentiated education that will continue through out the school year. A component will be assessment of ELL students, the academic needs of ELL students, as well as using data to monitor academic progress.
- During school year 2009 – 2010, Sinnott administered the Gates MacGinitie Reading Examination as well as the Qualitative Reading Inventory IV. One The Gates MacGinitie Grade Equivalents showed the average English Language Learner to be two or more years below reading level and there was a great disparity between the vocabulary and comprehension subtest. Sinnott’s current math students’ results mirror those of literacy. The majority of the Long Term English Language Learners and SIFE students didn’t meet the standards. To that end we plan to stress vocabulary development during professional development.

Part C: For schools that will receive Title III ELL Supplemental Services for 2007-08:

Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students

Form TIII – A (1)(a)

19K218

Grade Level(s) 6, 7, 8 **Number of Students to be Served:** 64 **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.) Priority Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. These supplemental services should complement basic bilingual and ESL services required under CR Part 154. Direct supplemental services should be provided for: before/after-school and Saturday programs, reduced class-size, and/or push-in services. Supplemental instructional support for dual language programs is also permitted. Teachers providing the services must be certified bilingual education/ESL teachers. In the space provided below, describe

- I. school's language instruction program for limited English proficient (LEP) students**
- II. type of program/activities to improve mathematics, native and/or English language learning**
- III. number of students to be served**
- IV. grade level(s)**
- V. language(s) of instruction**
- VI. rationale for the selection of program/activities**
- VII. times per day/week**
- VIII. program duration**
- IX. service provider and qualifications**

Sinnott Magnet School, I. S. 218 is a middle school (grades 6 – 8) in District 19, in the East New York section of Brooklyn. I.S. 218K shows a student enrollment of 634 as of October 2009. According to the latest available ethnic data, the pupil ethnic census is as follows: 0.63 % American Indian, 1.42% White, 17.35 % Asian/Pacific Islander, 32.33 % Hispanic, 47.48 % Black, .47% Multiracial and 0.31 % not reported. The Hispanic student population is primarily from the Dominican Republic, Puerto Rico, and Central and South America. Sinnott also serves recent immigrants from Bangladesh, Guyana, the Caribbean, and Africa. Approximately 9.19% of the school population is English Language Learners. Spanish is the dominant language among the vast majority of students followed by a large population of students from Bangladesh for whom Bengali is the dominant language. The socio-economic data for 2008 indicates that the poverty rate is 78.6%. When examining the NYSED Accountability Status Report (2008 – 2009) for I.S. 218K, it was found that the English Language Learner subgroup made AYP in ELA.

There are approximately 64 English Language Learners that participate in the ESL program at James P. Sinnott Magnet School, I.S.218 for Health and Health Careers. The ESL program is designed to strengthen English language proficiency and to support subject area knowledge, skills and vocabulary

development. The Sinnott Magnet School provides an ESL core program for 6, 7th, and 8th grades. There are two certified ESL teachers that work with ELLs in both a push-in and pull-out model. At James P. Sinnott Magnet School / I.S.218, ELL students scoring at the beginning, intermediate and advanced level in English proficiency on the NYSESLAT exam attend general education classes and are supported by ESL instructional services.

The NCLB, Title III of the No Child Left Behind Federal Provision on Educating Limited English Proficient and Immigrant students requires supplementary instruction to ELLs to increase English language development/proficiency and support student achievement in core academic subjects.

The program structure for Title III funds will include two important service components, a day time component and an after school program. The two will facilitate the best and most comprehensive supplementary services for those ELLs targeted for additional support.

The first is to hire an additional ESL certified part time (F Status) teacher. The part time (F Status) licensed ESL teacher will provide additional instruction to beginner ELL students and newcomers. The part time (F Status) ESL certified teacher will provide supplementary services above and beyond the mandated units of ESL coursework that are provided daily according to CRPart 154 regulations. The part time (F Status) ESL teacher will work with select ELLs one (1) day per week. Newcomers and ELLs scoring at the “beginner” level repeatedly over time on the NYSESLAT. The teacher will implement a supplementary instructional program for participating ELL students that would result in additional ESL periods per week. Therefore beginner ELLs, required to receive 360 minutes of ESL per week, will receive 450 minutes per week. The additional, supplementary instruction will be facilitated by the part time (F Status) licensed ESL teacher.

Secondly, an extended day/week/year program will facilitate additional instructional opportunities for select ELL students. An ESL teacher will provide supplementary instruction beyond the school day. One hour 2 days a week for 26 weeks, from November through June, to address areas of need in literacy, specifically Reading, and Writing. Data from the NYSESLAT will be used to identify those ELLs that need targeted instruction in Reading/Writing to achieve proficiency in ESL. The ESL teacher(s) will work before school and/or after school for one hour on two days a week for twenty six weeks.

Sinnott Magnet School implemented many new initiatives during school year 2009 – 2010 that are reflected in the Title III program. First and foremost there was a realignment of the curriculum based upon the New York State English Language Arts Core Curriculum. The standards were analyzed during the summer of 2009 and a committee selected reading and writing standards that would become known as the “Power Performance Indicators.” These standards would be inculcated into a pacing calendar. Curriculum was also broadened by adding reading strategies (questioning, determining importance, connecting, etc.) to augment skills of the week (cause and effect, details, etc.). Assessment would be ongoing as pre and post tests were designed and student work was reviewed collaboratively. Also the book room and individual libraries were leveled. Students were given the Gates MacGinitie Reading Test in September. This test gave Sinnott valuable information as to the grade equivalent of the students so they could be placed into a guided reading group on their level. The Gates MacGinitie Grade Equivalents also showed the average English Language Learner to be two or more years below reading level and there was a great disparity between the vocabulary and comprehension subtest. Scholastic Leveled Libraries were purchased and utilized by the ESL teachers. This year is the second year of the citywide Acuity Initiative. These predictive and instructionally targeted assessments are invaluable in analyzing student work and informing instruction. English Language Learners participate

in the ELL Periodic Assessment, administered three times during the school year. These assessment tools help teachers to better understand what students know and are able to do. Teachers adjust their instruction to meet the needs of their English Language Learners in listening, speaking, reading and writing, based on their review of the periodic assessment data. Professional development centers on reviewing the test data and planning for instruction. All these initiatives are inclusive of the English Language Learners.

Sinnott Magnet School was the recipient of a SIFE grant in FY 2008 – 2009. The current status for school year 2008 - 2009 is pending. The program design included the implementation of the following programs: Rigor, Destination Math, and Achieve 3000, a technology based computer literacy program. Teachers that received professional development in implementing these SIFE programs will also work in the Title III program. Therefore the benefits of this training and professional work will also influence and provide a positive impact on the Title III work/program. Two trips will be planned during the course of the year. The following table summarizes the logistics of the program.

More specifically, the students will receive differentiated instruction based upon their needs. Beginners will receive additional support from the pre-literacy program (Rigor), intermediate and advanced students will receive balanced literacy instruction and/or Achieve 3000 as well as Destination Math.

1. RIGOR - Pre – Literacy

Student Plan

- Develop Phonemic Awareness and Phonics Skills
- Build Vocabulary
- Reading Comprehension
- Writing
- Assessment

2. Math – Destination Math

Student Plan

- Direct Instruction
- Real world applications
- Math print activities
- Journal Writing

3. Achieve 3000

Student Plan

- Read and respond to the KIdBiz e-mail.
- Read the article of the day.
- Do the activity questions.
- Answer the thought question.
- Vote in the poll.

4. Balanced Literacy

Student Plan

- Minilesson
- Guided Reading/Writing
- Share

Title III Program funds will facilitate;

- A. small group instruction for newcomers, and long term English Language Learners during the day. One part time F-Status teacher will provide instruction one day a week. The part time F-Status teacher will provide supplementary instruction for ELL to ensure student progress in English language development and develop fundamental skills needed for academic success in content area classes.
- B. extended learning opportunities will be provided through an after school ESL / literacy program for ELLs. The ESL teacher will work with ELLs beyond the school day time to further support ESL.

The Title III program focuses on language acquisition, language development, academic language activities and reading/writing skills. An additional teacher funded through Title III will facilitate improved teacher-to-student ratio thereby allowing students to benefit from small group work and increased interaction with the teacher. The part time F Status teacher will facilitate additional instruction in ESL to beginner ELL students and newcomers. The results of the spring NYSESLAT 2009 and the LAB-R for newcomers were reviewed. Students who are predominantly beginner level students in grades six, seven, and eight were selected for Title III program participation. The program focuses on the four modalities including reading, writing, speaking, listening and parallels the aforementioned school-wide initiatives. The teacher meets with the literacy coach and the other ESL teachers on an ongoing basis. The pacing calendars are reviewed and instructional materials (novels, text excerpts, magazine articles) are located. These materials are modified to meet the needs of the beginner students. ESL strategies are used to meet the challenges of content area vocabulary. Graphic organizers are used to support ELLs in content area and language development. The objective is to review the progress of the individual students and match the students to specific instructional goals that are standards based and lead to improved performance in listening, speaking, reading and writing. The second objective is to support literacy achievement as evidenced by increased levels of proficiency on the New York State Examinations (ELA, NYSESLAT). Title III funds will also purchase instructional materials including leveled libraries, nonfiction libraries and supplies to support the supplementary services provided by the F Status teacher. The part time F-Status teacher will work one (1) day per week to supplement the ESL instruction that is provided daily to ELLs. The program will facilitate both additional periods of ESL, increase teacher time for ELL student and decrease student to teacher ratio by facilitating small group instruction throughout the day.

All appropriate documentation will be maintained. This documentation will include but is not limited to the Title III parent letters, student attendance, student progress and data, evidence of student work, student folders, teacher schedules, student program schedules, and copies of purchase orders if applicable.

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. Explain how the school will use Title III funds to provide professional development to support ELLs. Describe the target audience.

Professional development topics have included making classroom teachers cognizant of ELL students’ academic needs. There has also been professional development sessions designed to maintain open communication between the ESL teacher and his/her mainstream counterpart vis-à-vis ESL students. Professional development has had a significant focus on the need for development of science and social studies skills. NYS standards emphasize the need for vocabulary development in both social studies and science. As such, professional development has been used to form a collaborative effort between the ESL teacher and his/her science and social studies counterparts. Professional development is dedicated to improving the level of instruction for all our students. The ESL teachers attend monthly

workshops facilitated through the Knowledge Network LSO partnership. The ESL teachers will turnkey the information received at the workshops to other pedagogues in the school during faculty conferences and /or grade level meetings. The ESL teacher meet regularly with the classroom teachers to help the classroom teacher better understand the needs of the ELLs. A partnership between the ESL teacher and the classroom teacher is formed in order to help close the gap between the ELL student and his mainstream counterpart. Professional development activities are at no cost to Title III program. The plan includes opportunities for teacher training that are in school and /or provided through the LSO partnership. More specifically, the following Professional Development activities will be part of the program:

- The literacy and math coaches will meet with the ESL teachers once a month to review work generated from the program and provide support for administering Performance Diagnostic tests and interpreting student data.
- The literacy and Math coaches will review student data to support teachers identify resources, create customized tests and assign coursework material to meet the needs of ELLs. These joint efforts will support classroom instruction that is aligned with school goals for ELLs.
- The Teachers Center Specialist will formulate a study group that will meet bimonthly during a lunch and learn. The goal of the sessions is to support vocabulary development in content area classes.
- Professional Development sessions will address topics that support the instructional program for ELLs:

Month	Topic
September	Standards & Curriculum Planning
October	Data Review & Goal Setting for ELLs
November	Differentiation of Instruction
December	Assessment Driven Instruction
January	Reviewing Student Work/Rubrics
February	Academic Vocabulary
March	Best Practices for ELLs
April	Writing Process-Using Four Square
May	ELL Evaluations/NYSESLAT
June	Goal Review

Description of Parent and Community Participation—Explain how the school will use Title III funds to increase parent and community participation ELLs

Sinnott Magnet School, I. S. 218 sponsors an open house session during which parents have the opportunity to meet the teachers. Precisely because Sinnott recognizes the importance of family and community involvement, parents of ELLs are invited to an orientation. Parents have the opportunity to view a video in their native language where the ESL program is explained and there is an opportunity for dialogue. The District offers periodic parent orientation as well. Parents are informed of school expectations for both parents and students. They are informed of all the support programs that exist in the school and community /district to help students succeed such as:

- Morning Tutorial Program

- Extra Interventions – 37 ½ minute
- SIFE Program
- After School Instruction
- Saturday Programs
- Bilingual Program Options
- Title III Supplementary Program

Parents will be invited to visit the student extended day program and participate in a breakfast meeting at no cost to Title III. During this time, students will engage in the celebration phase of the writing process by sharing completed projects and assignments with parents. The languages of service will be English and Spanish.

In addition, the programs utilized by the students have a technology component. A technology workshop will be held to familiarize the parents with these programs. Students will teach the parents how the programs work. It is hoped that the students will then continue to use them on their own at home. This workshop will be held in February. The languages of service will be English and Spanish. Parents will be invited to accompany students on trips. Trips will take place in the spring. The languages of service will be English and Spanish.

Form TIII – A (1)(b)

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

Allocation: <u>19K218</u>		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$10,929.93	<i>1 F-Status teacher x 33 day x \$331.66 = 10929.93</i>
	\$2,608.07	<i>1Tr. X 26 wks x 2 hours a wk X \$ 49.89 = \$2608.07</i>
Purchased services such as curriculum and staff development contracts	\$5,802	Content Libraries leveled libraries instructional materials language kits
Supplies and materials		
Travel		
Other		
TOTAL	\$19,340	

This entire section must be completed for each budget submitted.

SECTION XVII
BUDGET NARRATIVE

School District 19 For Title III

BEDS Code 19K218

*** MUST BE SUBMITTED WITH EACH BUDGET IN THIS DCEP ADDENDUM UPDATE**

If Transferability is used for 2007-2008, the Transferability Form must be submitted online and a hard copy must be submitted with the budget narrative to expedite the review of the FS-10.

Additionally, on the Budget Narrative and FS-10, please indicate the amount of funds to be included under transferability in the budget categories and the Title where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE. 35 - \$15,000.

Instructional Component

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)</i>
<i>Code 15 Professional Salaries</i>	<i>1 F-Status teacher x 33 day x \$331.66 = 10929.93 1 ESL Tr. X 52 days X \$ 49.89 = \$2608.07</i>
<i>Code 16 Support Staff Salaries</i>	
<i>Code 40 Purchased Services</i>	
<i>Code 45 Supplies and Materials</i>	<i>Enrichment materials = \$5,802</i>

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.

ATS was accessed to determine the ethnic/language needs of our students/families. The school was allotted \$1970 Title I Translation monies which was used to purchase supplies for translated materials and per session for the translations

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.

Our needs were to translate English into Spanish and Bengali. After having accomplished this and disseminated the information, parent responses were timely and appreciative.

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.

Written documents were distributed in the students' native language, along with workshops being held in Spanish. Native language documents are distributed with English documents. All mandated services are provided in-house.

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.

Spanish speaking staff members provide for native language oral interpretation. At this point, we do not have an in-house Bengali interpreter.

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>.

- Written parental notification in a student's native language is provided.
- Spanish speaking staff members make or receive phone calls.
- Students who speak Bengali serve as translators.

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

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	831,526	155,985	987,511
2. Enter the anticipated 1% set-aside for Parent Involvement:	8,315		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		1,559	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	41,576		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		7,795	
6. Enter the anticipated 10% set-aside for Professional Development:	83,152		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		15,599	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: **87%**
9. If the percentage of high quality teachers during 2008-2009 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.

All teachers hired in James P. Sinnott Magnet School, I.S.218, for the 2009-10 school year will be “highly qualified” as defined by NCLB. Highly qualified new teachers may include, NYC Teaching Fellows and Teach for America fellows.

We strongly adhere to the NYC Human Resources Teaching Initiatives Plan with all teaching candidates fulfilling their New York State teaching requirements prior to placement in our school and make every effort to assign teachers according to the area of their license.

All teachers that are not highly qualified will have a one on one interview with the assistant principal supervising this area. Teachers entitled to HOUSSE will complete the survey. Teachers that need additional courses will be encouraged to complete these courses with tuition reimbursement if approved.

James P. Sinnott Magnet School, I.S.218 provides extensive high quality professional development as well as, ongoing and sustained in class support for all teachers, especially those deemed not 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. 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 on the NYCDOE website.

I. General Expectations

James Peter James P. Sinnott Magnet School, I.S.218 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including

providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. James P. Sinnott Magnet School, I.S.218 for Health and Health Careers will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: discuss at leadership team meetings, PTA Executive Board Meetings, PTA Meetings.
2. James P. Sinnott Magnet School, I.S.218 for Health and Health Careers will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: have CEP training and planning sessions.
3. James P. Sinnott Magnet School, I.S.218 for Health and Health Careers will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: discussion at school leadership meetings, workshops on the interpretation and utilization of data, workshops on study skills, standardized testing.
4. James P. Sinnott Magnet School, I.S.218 for Health and Health Careers will coordinate and integrate Title I with parental involvement strategies under the following programs: Saturday Learning Center, After-school and morning program, tutorials, SIFE, Title III, Reading pull-out program, SES, Math pull-out program, Lunchtime math help, Test preparation workshops in literacy and math.
5. James P. Sinnott Magnet School, I.S.218 for Health and Health Careers will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents)

its parental involvement policies. The evaluation will be conducted in the following ways: Surveys will be distributed to all parents through mailings and student handouts. Parent Coordinator along with the PTA will be responsible for creating, distributing and collecting of the surveys. Parental roles will be determined by the results of the survey. The survey will be collected by the homeroom teachers and submitted to the leadership team. The leadership team members will compile the results into a table. Results will be discussed, a list of conclusions will be drawn and an action plan devised.

6. James Peter Sinnott will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: standardized test workshops, Acuity workshops, parent teacher conferences, dissemination of the New York State Parent Report, utilizing the Acuity.
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: offering workshops.
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by offering workshops to parents by the parent coordinator.
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Saturday Learning Center, After-school and morning program, tutorials, SIFE, Title III, Reading pull-out program, SES, Math pull-out program, Lunchtime math help, Test preparation workshops in literacy and, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: communicating with the home through the school agenda, notices, phone calls and direct mailing.
 - e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: utilize the Translation Unit., parent coordinator.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Leadership Team Meetings. This policy was adopted by the James Peter Sinnott on _____ and will be in effect for the period of 2009-2010. (please see attached letter). The school will distribute this policy to all parents of participating Title I, Part A children on or before _____.

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

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 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 on the NYCDOE website.

James P. Sinnott Magnet School, I.S.218 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-10.

Required School-Parent Compact Provisions

Sinnott Magnet School Parent Compact

School Responsibilities

James P. Sinnott Magnet School, I.S.218 will:

- Host monthly meetings for parents to inform them about Title I schoolwide programs
- Involve staff to make presentations at the abovementioned meetings on such topics as Literacy, Math, Science, Social Studies, and college and careers.
- Offer assistance in providing transportation for parents who encounter difficulty in attending meetings.
- Involve parents in planning, reviewing, and improving Title I schoolwide programs and the Parent Involvement Policy
- Provide parents with timely information about all programs
- Develop standards based curriculum, instruction and assessments
- Foster communication between teachers and parents through conferences in addition to those on Open School Night and Day, Interim Progress Reports, and reasonable access to staff
- Inform parents about relevant professional development activities
- Recruit parents to become Learning Leader volunteers
- Implement the CEP, in conjunction with the School Leadership Team
- Provide information to parents in a language that they understand

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Develop, implement, evaluate, and revise the school parent involvement policy
- Monitor their children's attendance, punctuality, test preparation and homework

- Share the responsibility for improved student achievement
- Communication with the teachers about their children's educational and social needs
- Ascertain what type of assistance or training they would like in order to become more involved in their children's education
- Participate in or request assistance in child rearing strategies provided by local educational or social organizations
- Select representatives to serve on the School leadership Team and C-30 committees, as per the mandated ratios
- Encourage volunteers to become Learning Leaders
- Respond in a reasonable time period to the school's attempts to arrange conferences
- Complete in a reasonable time period applications for eligibility for free and reduced lunch to maintain Title I status

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

Describe the ways in which students will support their academic achievement, such as:

- Do my homework every night and ask for help when I need to.
- Read at least 30 minutes every night.
- Give all notices received at school to my parents or guardians
- Read twenty-five book this school term.
- Maintain a reading log.

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.

James P. Sinnott Magnet School, I.S.218 will annually conduct a comprehensive needs assessment, as a critical part of the comprehensive educational planning process, to assess the effectiveness of instructional programs and educational strategies in supporting students toward meeting challenging State and City content and performance standards.

James P. Sinnott Magnet School, I.S.218 will use disaggregated student results on State and City assessments Grades 6-8, District benchmark assessments, the New York State Parent Report, and multiple classroom-level measures to assess the achievement of students in

relation to the State standards, and identify specific skills and areas of content knowledge and understanding in which students need additional support in order to meet State standards. Qualitative data will also be reviewed to identify other factors that may affect student performance, i.e., health, attendance, school climate, professional development, parent involvement, and student satisfaction. These data will help schools to determine which educational programs need to be improved.

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.

As a Schoolwide Program school, James P. Sinnott Magnet School, I.S.218, our CEP describes effective methods and instructional strategies that are based on scientifically based research, which will be incorporated to strengthen the core academic program of the school. Key strategies include: Emphasis on “quality first teaching” to ensure that all students, including students with special needs and English language learners, receive exposure to grade-appropriate standards-based curricula, using sound instructional strategies and proven methods and have sufficient opportunities to master State content standards.

- Implementation of the new citywide approaches for instruction in literacy and mathematics, which support a rigorous, high-quality curriculum in all classrooms, intensive instruction for all students, and an emphasis on literacy and math instruction in the integration of all subject areas.
- Use of all available data, including disaggregated State and City assessments grades 6-8, the New York State Parent Report, and multiple classroom-level measures, to monitor student progress and identify specific skills and areas of content knowledge and understanding in which our students need additional support, in order to meet State standards.
- The provision of Academic Intervention Services (AIS) to meet the needs of all students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies.
- Implementation of the New Continuum.
- Opportunities for applied learning.
- The use of appropriate instructional materials for English language learners (ELL/LEP) and special needs students.

- The use of culturally balanced instructional programs and materials.
- Effective use of technology to support instruction and student learning.
- Continuous high-quality professional development to provide pedagogical staff with the tools, methodologies, and content to ensure effective instruction in core academic subjects.

All school-wide reform strategies being implemented in James P. Sinnott Magnet School, I.S.218 are designed to implement the District Comprehensive Educational Plan NCLB Addendum.

3. Instruction by highly qualified staff.

- Teachers will be assigned to their area of certification when scheduling, with some limited flexibility, consistent with State regulations.
- Providing options/methods for teachers who are not HQ to become HQ through conversion programs and utilizing school's 5% Title I set aside.

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.

The literacy, math, technology coaches and Teacher Center Specialist support professional development needs across the staff. Professional development staff visits classrooms, models lessons and plan and reviews curricula implementation. Additionally, intervisitations are coordinated so that teachers may observe the full implementation of the Interactive Learning Model. Resource packets and professional articles are disseminated to the staff on a regular basis. All new teachers will be mentored by an appropriate member of the professional development staff. The Continuum of Teacher Development and Professional Teaching Standards from the New Teacher Center at the University of California, Santa Cruz will be used.

The UFT Teacher Center serves as a hub for professional development activity, supported by a UFT trained Teacher Center professional development specialist. The center is stocked with supplementary instructional materials, such as a professional library, materials to support the Core Knowledge Social Studies curriculum and balanced literacy. The Teacher Center serves all staff and provides support in all content areas. Among other resources, the Teacher Center makes computers, printers, a laminator, a poster maker and a copy machine available to teachers for professional activities. Additionally, the Teacher Center specialist runs study groups, one-on-one conferences and informal discussion groups to assist with differentiated teacher needs and to increase communication among teachers. In sy 2008-2009 an ongoing new teacher discussion group was initiated to offer support and practical assistance for all new teachers at James P. Sinnott Magnet School, I.S. 218. Also, the Teacher Center specialist will provide in-class assistance through demonstration lessons and intervisitation.

In addition to numerous ongoing and continuous formal workshops, less formal modes of staff development are employed. The principal, assistant principals, coaches, Teacher Center specialist, administrative interns and academy leaders formulate the Instructional Cabinet. The Instructional Cabinet meets to make curriculum decisions.

The analysis of data plays a significant part in our professional development program. James P. Sinnott Magnet School, I.S. 218 gathers a myriad of data and uses it to inform decision making. Data is analyzed from the Aris, Acuity Assessments, full length practice tests, and city and state test results. Data from practice tests is readily disseminated and analyzed. The Development Reading Assessment has also been used as well as the Gates-MacGinitie Reading Test. New York City and State standardized data was disseminated including the reading and math scaled scores/performance levels for the previous three years as well as item analysis reports. Data is disaggregated by grade, students with special needs, English Language Learners, gender and ethnicity.

Professional development is the cornerstone of improving the capacity of our instructional staff. To this end, the James P. Sinnott Magnet School, I.S. 218 is committed to ongoing professional development that supports both the Department of Education's core curriculum. Additionally, the James P. Sinnott Magnet School, I.S. 218 is committed to a comprehensive support program for all of its new teachers, as well as to differentiated professional development that meets the needs of our diverse body of educators.

Professional development is supervised by assistant principals but run by coaches, lead teachers, and teachers identified by coaches as particularly strong in their subject areas. This allows for the differentiation of instruction necessary for all faculty members to grow as teachers. Professional development for new teachers will include lesson planning, classroom management and basic literacy and math instruction. Professional development for more experienced teachers will focus on the development of inter-disciplinary units, instructional strategies, authentic assessment; standards based instruction, curriculum mapping, grant writing and leadership training. Experienced teachers will focus on the integration of best practices into the delivery of instruction while promoting the classroom conditions necessary for student-centered instruction, focused learning and higher-order thinking.

Grade 6, 7, 8 teachers will participate in iTeach-iLearn training under the supervision of the technology coordinator in order to develop a plan for incorporating technology into all areas of the curriculum.

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

Strategies launched in the past year and expected to continue through the upcoming year include:

- In cooperation with the NYCDOE, offering the Housing Support Program, which recruits experienced candidates in shortage areas with a housing support incentive of \$15,000. These teachers must teach in a high needs school.
- In cooperation with the NYCDOE, offering Teachers of Tomorrow grants to teachers in high needs schools, in collaboration with SED.

- Continuing to focus alternative and traditional teacher recruitment on shortage-area subjects and high-needs schools to improve equitable distribution.
- Using innovative recruitment methods to recruit shortage area teachers, like:
 - NYC Teaching Fellows <http://www.nycteachingfellows.org/>,
 - “Join New York’s Brightest: Teach NYC,” STEP (Summer Teaching Experience Program),
 - Science Immersion Teaching Fellows program to attract individuals with science backgrounds to teach in NYC public schools (based on our successful Math Immersion program), Focusing our national and international recruitment strategies on locations able to source shortage-area candidates.
 - Coordinating with innovative programs like Math for America and IBM’s Math program to recruit experienced individuals with math backgrounds to teach at the NYCDOE.
- Moving the staffing process earlier, which The New Teacher Project has shown improves teacher quality.
- Redesigning key business processes related to staffing.
- Supporting new teachers through a New Teacher Mentoring Program, Coaches, and UFT Teacher Center.

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

Parental involvement is encouraged in many ways at James P. Sinnott Magnet School, I.S.218. First of all, the position of Parent Coordinator will continue during school year 2008 – 2009. In addition to the role of Parent Coordinator, Sinnott has sought other ways to involve parents more deeply in their children’s education. As always, two formal parent/teacher conferences were scheduled, as well as another successful open house. These programs offer parents an opportunity to meet teachers and learn about Sinnott’s instructional program early in the school year and to touch base with teachers later in the year. Furthermore, a number of workshops for parents have been held over the past year. These workshops will expand in the upcoming school year. Monthly workshops focus on basic educational concerns, health care, and financial planning and housing. P.T.A. meetings and workshops will focus on middle school reform and creating a community for learning. Workshops introducing parents to Acuity and the New York State Testing Program are being planned.

The James P. Magnet School, I. S. 218 draws primarily from two zoned elementary schools. These schools are P. S. 159 and P. S. 214. Additionally we offer an outstanding magnet program for Health and Health Careers. Interested applicants completed student applications and were invited to an Open House, during which prospective students and their parents toured the school building, met teachers, and were presented with performances by the Umoja Steppers, the Sinnott Chorus, and the Dance Team. Parental involvement will be encouraged and expanded in all areas of the instructional program during sy 2009-2010, particularly in the following ways: honor roll celebrations of students with excellent academic and behavioral records draw a large crowd of parents

Conferences

- Parent Teacher Conferences
- Open House

Meetings

- Parent Teacher Association Meetings
- Parent Advisory Council
- School Leadership Team
- Academy Awards Ceremonies

Workshops

- Monthly workshops focused on basic educational concerns, health care, financial planning, and housing.
- Weekly job/ career preparation classes.

Weekly empowerment workshops for parents that focuses on strategies for improving and maintaining positive parent/child relationships.

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.

The Instructional Cabinet includes the Principal, Assistant Principals, Teacher Center Specialist, Academy Directors, Math, Technology, and Literacy Coaches, Administrative Interns and Parent Coordinator. The team meets weekly and shoulders the responsibility of implementing the instructional program as well as modifying certain aspects as the need arises. Focused walkthroughs are scheduled and are followed up by debriefing and planning meetings. They also examine portfolios; and make formal and informal observations (snapshots). All supervisory staff, as instructional leaders, are responsible for monitoring instruction, reviewing student work in portfolios, as well as making sure instruction is aligned with the staff development practices, curricular materials are used, and presentations of exemplary work are standards based. Sinnott Magnet School gathers a myriad of data and uses it to inform decision-making. Data is analyzed from the Acuity Periodic Assessments, full-length practice tests, ELL Periodic Assessments, Gates MacGinitie Exams, Development Reading Assessment (DRA). During Instructional Cabinet meetings, data is presented and an action plan is formulated. The Instructional Cabinet looks for trends and patterns. For example during pre-observation conferences with supervisory staff, it was found that teachers were inadequately preparing their lessons in the workshop model. A series of lesson planning workshops were developed. After focused walkthroughs, data is shared during debriefings and action plans are devised. While examining data from Acuity, the team found that the students are performing at relatively lower levels when reading nonfiction in certain grades. A plan to stress the reading of nonfiction was developed. The team spends an extensive amount of time in the classroom during the week, then brings back the observations to the meeting where strategies are devised to increase student learning. The

Instructional Cabinet shares its work with the academies, teams as well as individuals. Each member of the Instructional Cabinet works with its constituency.

Data Available

- **School Report Card (NYSTART Data)** – The school report card is given out school wide and reviewed at faculty conferences, School Leadership Meetings, Instructional Cabinet and Team meetings. Special emphasis is placed upon school wide results, trends, comparison to similar schools, and disaggregated data where subgroup performance is analyzed in terms of the groups that have met the annual yearly progress (AYP) goals.
- **ARIS** – Aris will be launched this year at a faculty conference. School experts will be trained and turnkey training to members of staff. Postcards will be disseminated with the URL and log in procedures.
- **New York City Progress Report** – The progress report is studied by the instructional cabinet and utilized in goal setting.
- **New York State Standardized Data** - At the beginning of the school year standardized data is disseminated including the reading and math scaled scores/performance levels for the previous two school years. Scaled scores from State Examinations are used to group students according to cohort to enable our teachers to differentiate instruction and “hot lists” are formed. These “hot lists” identify students who are on the cusp of a higher reading level, as well as those students who are in danger of falling back a reading level. Trends are noted in terms of students moving into level three and those slipping back a performance level. There is follow up with Academy Leaders as well as at team meetings.
- **Acuity** - In literacy and math Acuity is utilized both subjects have two predictive exams scheduled as well as Instructionally Targeted Assessments (ITA). Teachers can also make customized tests and assign work based on the needs of their students. This data will be used to differentiate lessons and ensure student progress.
- **Gates MacGinitie Reading Test** – In September, the Gates MacGinitie Reading Test is administered to all students. Reading grade equivalents and percentiles in vocabulary, comprehension, and total score are generated and utilized by the teachers to ensure students are reading a literature circle book or independent book on their grade level.
- **Full Length Practice Tests** – Full-length practice tests (previous New York State Examinations) in literacy and math are administered, scored by teachers and the data is readily disseminated and analyzed by grade, class, and student.
- **Portfolio Assessment** – Portfolios are maintained by students and reviewed by teachers, and Assistant Principals.
- **The Development Reading Assessment, Qualitative Reading Inventory IV** – Teachers assess students using these tools upon need.

- **Teacher, Student and Parent Survey** – Every spring students take the New York City Survey.
 - **Interim Progress Reports, promotion in doubt letters, holdover lists, AIS students** – This data is generated and reviewed by Team Leader and teams, Academy Leader (Assistant Principals) and Guidance Counselors.
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.

Academic Intervention Services

- **After school Program** – Students receive intensive reading and math instruction in a small group setting. Materials – VITAL materials, Reading Advantage, test preparation materials, leveled books.
- **Tutorials** - Small groups of students selected from level 1 and level 2 cohorts. Strategies include: conferencing, guided reading, and independent reading. Scheduling determined by student and teacher programs. Materials – Acuity Materials, Step Up to Writing. (F Status Teachers, Professional Period, Early Morning Program – 37 ½ minutes)
- **SIFE and Long Term English Language Learner Program** – Students who have had an interruption in their formal education or Long Term English Language Learners are targeted for intense ESL instruction on Saturday. Sinnott was awarded three Structured SIFE Solutions Pilot Programs to meet the needs of our Long-Term ELLs and SIFE students. The programs are the following: Achieve 3000, Technology-Based Math Program (Destination Math), and The Pre-Literacy Program. Each of these programs has a pre-test and ongoing and continuous assessment to meet the needs of these students.
- **Title III** - Students from English speaking countries who have been in the country less than three years are targeted for literacy instruction.
- **Math**– Students with special needs utilized the VMath (a standards based math program that focuses on basic math skills and allows differentiation). English Language Learners utilize Help Math. Help Math is a computer based program that provides instruction in Spanish and English.
- **After School Math and Morning Program, Lunch time Math Help** - Small group instruction in math. Materials include Finish Line, Grade 8 Mathematics, New York State Mathematics (Grade 6 and 7), New York Mathematics Rehearsals, New York Coach
- **Parent Involvement** – Test preparation workshops in literacy and math

- **Winter and Midwinter Vacation Academies**

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.

- **Beacon Program** – Homework help, tutorials
- **Reach Out-** An on site substance abuse counselor to counsel students involved in substance abuse.
- **Sife** – Students from non-English speaking countries who have had an interruption in their formal education or are long term English Language Learners are targeted for intense ESL instruction on Saturday.
- **Title III** - Students from English speaking countries who have been in the country less than three years are targeted for literacy and math instruction during school.
- **SES** – Supreme Education provides SES services.
- **Extracurricular Activities**
 - Health Enrichment Club
 - Sinnott Warriors Basketball Team
 - Ujoma Steppers
 - TechKnow
 - Sinnott Dance Ensemble
 - Sinnott Chorus
 - Steel Band
 - The Beacon Program
 - PAL

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 IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
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.

Part B: For Title I Schools Identified for Improvement

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. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
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.

¹ School Under Registration Review (SURR)

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

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.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Sinnott Magnet School has an instructional cabinet that consists of the principal, assistant principals, academy leaders, math, literacy coaches, teacher center specialist and administrative interns. As part of the work for school year 2009 – 2010, the cabinet will review pacing calendars for English Language Arts to see how they align with the New York State Standards (competencies and performance indicators). The cabinet will look for evidence of skills, strategies and outcomes. In addition, the curriculum will be reviewed to see if it has ample opportunities for listening, speaking, writing and critical reading. The materials will be checked for cultural relevance. Special attention will be given to check to see if the curriculum maps have suggestions for differentiation for English Language Learners and are aligned to the standards for ESL.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Sinnott Magnet School's curriculum map is aligned with the performance indicators for reading and writing. Next steps require incorporating listening and speaking.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Sinnott Magnet School will do the following to address the relevant issues:

- Create instructional cabinet subcommittees by subject area that review the curriculum, data and plan.

- Review curriculum maps that are in existence.
 - Insert relevant performance indicators into each unit being sure to include listening, and speaking.
 - Incorporate critical reading into units.
 - Insert reading strategies including questioning, visualizing, clarifying, determining importance, making connections, making inferences, and synthesizing information into each unit.
 - Create common formative assessments based upon these performance indicators.
 - Measure students’ achievement.
-

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.

- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The Instructional Cabinet reviewed the math curriculum maps / pacing calendars with the aim of identifying instances of the process strands being made explicit. In addition, the content strands in the areas of measurement, geometry and number sense and operations were checked. Areas of strength and weakness were identified

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

2009 NYS Math indicates that students across all grades are performing poorly on questions that require explanations (Communications Strand) and work shown (Problem Solving Strand).

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Greater emphasis will be placed on writing in the math classroom. Teachers will use the Impact math reflective journals and journal writing will be emphasized. Students will be asked to explain the steps taken to solve problems and be held accountable to using the Language of Math as they write. Problem of the Day questions and Monthly Performance assessments will require written responses to questions.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Members of the Instructional Cabinet will visit classrooms and take written transcripts that will be analyzed for evidence of differentiated instruction, and student engagement. Administrators will hold focused walkthroughs and snapshots that will be analyzed as well. Areas of strength and weakness will be documented.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Sinnott Magnet School's ninety minute literacy block follows a whole small whole structure. The lesson starts with a minilesson (connect, teach, active engage and link) and incorporates a read aloud or shared reading. The work period is dedicated to students reading to apply the strategy that was previously taught. The lesson ends with a share out. The structure is replicated for writing. Students are assessed with the Gates-MacGinitie Reading test. Books are leveled according to the Fountas and Pinnell system. Next steps include increasing the amount of teacher conferencing and guided instruction.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Sinnott will do the following to increase differentiation:

- Sinnott will create grade level inquiry teams where each teacher studies a small group of students’ data, uses researched based strategies and meets to review progress.
 - Teachers will study the results of common formative assessments to guide instruction.
-

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

Members of the Instructional Cabinet visited classrooms and took written transcripts that were analyzed for evidence of differentiated instruction, student engagement and use of technology. Administrators held focused walkthroughs and snapshots that were analyzed as well. Areas of strength and weakness were documented.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

I.S. 218 is an iTeach, iLearn school. Teachers and students were given laptops for the 2008-2009 school. These computers were used to enhance and differentiate instruction in the Math classroom through the use of the technology based programs such as VMath, Help Math and Destination Math. Each classroom is equipped with a smart board which teachers use in the delivery of their lessons.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

School organization sheets will be reviewed for the past five years to ascertain the percentage of new and transfer teachers each year.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Sinnott Magnet School's population is declining making Finding Three irrelevant at this time.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many

teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The staff would be surveyed to see how many staff members have taken QTEL training and know about professional development opportunities being offered at the school and city level.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Sinnott has high level instructional programs for English Language Learners in conjunction with our SIFE grant. This program involves a small number of teachers. These programs include the following:

- Achieve 3000
- Rigor
- Destination Math

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Sinnott will spread the use of the aforementioned programs into the literacy block. The programs will be used by a wider group of teachers.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

New York City has a periodic assessment program for English Language Learners. The Instructional Cabinet will review the data and determine whether it is being utilized by the teachers.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

ELL students are evaluated using the periodic assessments in literacy, math and a ELL assessment based upon the NYSESLAT exam. The next step is interpreting the results and utilizing results for differentiated instruction.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Professional development (webinars) will be devoted to understanding the results of periodic assessments.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Survey the teachers to see if they are familiar with the contents of the IEP for students with disabilities, and know the accommodations and modifications the students should receive. Lessons will also be monitored for differentiation.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Teachers have access to the IEPs of special education students.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Teachers will utilize ARIS in order to identify special education students. Teachers will use text at various levels, read alouds, shared reading, and graphic organizers to instruct students. Programs such as Momentum Math, Text Connections, and Wilson will be utilized as well as technology.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

IEPs will be reviewed to determine if there are goals and objectives and if these goals are aligned with state assessments.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

IEPs are beginning to reflect goals aligned with standards in math and literacy. This will be strengthened and broadened to encompass all subject areas.
7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The New York State Standards and performance indicators will be reviewed and incorporated in pacing calendars for students with disabilities in all subjects.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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.)

Nine

2. Please describe the services you are planning to provide to the STH population.

Students who reside in temporary housing will be identified upon their entrance into the school based on Title I guidelines (issuance of the Residency Questionnaire along with the McKinney-Vento Homeless Assistance Guide to parents).

Each child will be given academic assistance by receiving four (4) extra periods of ELA and Math during the school week, as well as the extra periods of Science and Social Studies during the week.

Additional academic intervention is available in AIS before school, after school and on Saturdays (SIFE Program) and will be offered to all STH.

Incentives will be provided to students in temporary housing based on attendance for those children attending school regularly despite their hardship.

Such incentives can be:

- a) Pencils and pens with positive statements on them.

- b) Pizza party for each month of 100% attendance.
- c) Trips – one trip every 3 – 4 months based on 92% attendance. Such trips can be “UniverSoul Circus’ which is educational, as well as cultural. Another trip can be Madison Square Garden for a “Special Day Event” which can be both educational as well cultural for life skills development as well as social emotional development. Trips can also be to theatres and museums.
- d) Certificates and/or ribbons can be issued monthly by the attendance office.
- e) Trophies can be given at the end of the year to any STH child who has 100% attendance.

Group counseling can/will be provided to STH on a weekly basis to raise the student’s self-esteem via life skills development training and for social/emotional enrichment.

If more attention is needed based on an individual’s situation, they will be offered crisis intervention (short-term counseling for approximately 3-4 weeks).

Each group will be given incentives after meeting each week as a means of support and recognition for their attendance at school as well as their participation for their regular attendance in group.

Such incentives can be:

- a) Candy
- b) Pretzels or Chips
- c) Fruit Bars

All academic intervention services as well as group counseling will be available to all STH for September until June.

1. Identify
2. Interview them individually
3. Place them in a monthly group with Social Worker

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).
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 in the borough Integrated Service Center (ISC) or Children First Network.



**SINNOTT MAGNET SCHOOL FOR
HEALTH AND HEALTH CAREERS**

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Mr. Joseph A. Costa, Principal

A Knowledge Network Teaching and Learning Organization

Principal

Mr. Joseph A. Costa

Assistant Principals

Ms. Marjorie Friday

Ms. Robbyn Hasberry

Ms. Dorett Johnson-Agu

January 6, 2010

To Whom It May Concern:

The PTA of the James P. Sinnott Magnet School, IS 218k was not able to complete a Spring election of officers to the Executive Board of the PTA prior to June 30th 2009 and therefore, we currently do not have a functioning PTA. Sinnott Magnet School has convened four meetings during the current school year. In order to expedite nominations and hold an election, the meetings listed below took place on the following dates: Friday, September 18th, Thursday, October 1st, Saturday, October 24th, Monday, November 9th, and Saturday, December 5th. Mr. Raymond Pierre Louis, the Deputy Borough Director (OFEA) was in attendance at the October 24th, November 9th and December 5th meeting. A sixth meeting will be scheduled at which time it is hoped the matter is successfully resolved with the election of a President, Vice President, Secretary and Treasurer. If I can be of further assistance please contact me at (718) 647-9050.

Very truly yours,

Mr. Joseph A. Costa
Principal

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Directory: G:\CM-DIGI\2010\03_Mar_10\030510\CEP
Batch15\Process\CEP_K218
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