



DITMAS INTERMEDIATE SCHOOL 62

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 20K062
ADDRESS: 700 CORTELYOU ROAD, BROOKLYN, NY 11218
TELEPHONE: (718) 941 - 5450
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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....14

SECTION VI: ACTION PLAN.....15

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....24

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....25

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....28

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....33

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....35

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....46**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)...48

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)....49

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....51

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 062 **SCHOOL NAME:** Ditmas Intermediate School

SCHOOL ADDRESS: 700 Cortelyou Road, Brooklyn, New York 11218

SCHOOL TELEPHONE: (718) 941 - 5450 **FAX:** (718) 693 – 7433

SCHOOL CONTACT PERSON: Barry Kevorkian **EMAIL ADDRESS:** bkevork@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Barry Kevorkian

PRINCIPAL: Barry Kevorkian

UFT CHAPTER LEADER: Beatrice DeSapio

PARENTS' ASSOCIATION PRESIDENT: Sylvena Clarke

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 20 **CHILDREN FIRST NETWORK (CFN):** 533

NETWORK LEADER: Nancy Ramos

SUPERINTENDENT: Karina Costantino

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Name	Position and Constituent Group Represented	Signature
Barry Kevorkian	*Principal or Designee	
Beatrice De Sapio	*UFT Chapter Chairperson or Designee	
Sylvena Clarke	*PA/PTA President or Designated Co-President	
Sharon Cayenne	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Kathleen Carroll	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Melida Mason	Member/Parent	
Selma Billey	Member/Parent	
Nancy Lizio	Member/Parent	
Michelle Esposito	Member/CSA	
Erin Lynch	Member/Teacher - UFT	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Ditmas Intermediate School 62, one of eight middle schools in Community School District 20, is located in the Kensington section of Brooklyn. Several years ago the school was restructured into three smaller learning communities: Academic, Performing and Visual Arts, Business, Finance and Technology and Law and Community Service.

Mission: Children First, High Expectation, No Excuses.

Vision: Our educational philosophy is to provide all students with an equitable education that allows each one to achieve excellence and become productive citizens, ready to participate in a democratic society, as well as foster a love of learning that will last a lifetime.

All students are mandated to attend the 37.5 minute early morning tutoring program which uses Kaplan materials (Kaplan Keys – Math and ELA) and New York Learning Standards in Math and ELA by Perfection Learning. All teachers have been trained in SIOP (Sheltered Instruction Observation Protocol).

Struggling students participate in the Wilson Program and Kaplan SpellRead and TextConnections. All special education students are taught by highly qualified content area specialists, and children are mainstreamed as a way to integrate them back into the general school population.

We are currently in year four of our new initiative, the “Principal’s Class for the Gifted and Talented” for incoming 6th graders. We have two classes on the eighth grade, two classes on the 7th grade and two classes on the 6th grade. These children are being prepared to take the specialized high school exam (SHSTP), the earth science and integrated algebra regents and the 3 year foreign language proficiency exam in either Spanish or French. Additionally they are involved in the talent and law programs.

Through The Ditmas Writing Institute Program, students are given the opportunity to publish a collaborative book. Additionally, this program provides for an Oral History Project, a Museum in a School, and involvement in a podcast for Law Studies. Selected students are provided the chance to publish solo books.

We are currently in our first year with Computers for Youth.

All children in the building are entitled to participate in the SES program since we have Universal School Meals (USM). Our three SES providers – Brienza, UFT Young People’s Academy, and New York City Learning Academy - service over 800 children. Additionally we have Flatbush Development four days a week serving over 150 children, and Title IV B 21st Century program twice a week serving over 100 students.

The 21st Century Program is threefold: Teen Entrepreneur Connection where students learn how to plan, create and run a functioning business, Urban Arts teaches ESL through literacy and a Leadership program, which develops leadership skills through chorus.

We have a Title III Saturday ELA/Science Academy that targets our ELL children and prepares them for the NY State ELA and Science exams. This program will run for several Saturdays from January through May. A CHAMPS program runs five mornings a week and a SIFE program that uses RIGOR and Achieve 3000 runs after school and on Saturdays.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:									
District:		DBN #:		School BEDS Code:					
DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		92.8	93.4	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		90.5	90.8	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	396	331	396	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	370	415	363		91.2	84.0	94.6		
Grade 8	365	399	445						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		7	82	TBD		
Grade 12	0	0	0						
Ungraded	1	2	2	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	1132	1147	1206		56	79	70		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	54	63	62						
No. in Collaborative Team Teaching (CTT) Classes	68	78	88	Principal Suspensions	87	92	TBD		
Number all others	48	56	80	Superintendent Suspensions	36	35	TBD		
<i>These students are included in the enrollment information above.</i>									
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number					
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10		
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0		
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0		

DEMOGRAPHICS							
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	209	220	301	Number of Staff: <i>Includes all full-time staff</i>			
# ELLs with IEPs	19	20	68	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	95	96	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	18	18	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	5	6	TBD
	4	5	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.4	0.3	0.2	Percent more than two years teaching in this school	75.8	75.0	TBD
Black or African American	41.3	38.6	34.5	Percent more than five years teaching anywhere	54.7	58.3	TBD
Hispanic or Latino	32.6	33.0	33.0				
Asian or Native Hawaiian/Other Pacific Isl.	18.9	19.1	23.2	Percent Masters Degree or higher	84.0	79.0	TBD
White	6.8	8.9	8.8	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	89.7	92.7	TBD
Multi-racial							
Male	56.7	56.5	56.1				
Female	44.3	43.5	43.9				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes No If yes, area(s) of SURR identification: _____
 Designated as a Persistently Lowest-Achieving (PLA) School: Yes No

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	X	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native							
Black or African American	✓	✓					
Hispanic or Latino	✓	✓					
Asian or Native Hawaiian/Other Pacific Islander	✓	✓					
White	✓	✓					
Multiracial	----	---					
Other Groups							
Students with Disabilities	---	✓					
Limited English Proficient	X	✓					
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	6	8	1				

Key: AYP Status

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

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

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	90.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	12	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	23.5	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	44.9	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	10.5	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

In reviewing our State Report Card we have failed to make AYP in ELA for our ELL's.

English Language Arts

Based on the available data we have observed the following:

Grade 6 English Language Arts – all students

- The mean score has increased from 628.9 in 2006 to 655.44 in 2010.
- There was a decrease in mean score from 658.60 in 2009 to 655.40 in 2010.
- 20.77 % (70 children) of our incoming 6th graders scored at Level 1.
- 65.78 % (200) had a scale score gain.
- 32.22 % (98) had a scale score loss.
- 2.00 % (6) had no change in scale score.

Grade 7 English Language Arts – all students

- The mean score has increased from 628.0 in 2006 to 654.60 in 2010.
- There was a decrease in mean scale score of 3.20 from 657.80 in 2009 to 654.60 in 2010.
- 23.66 % (93 children) scored at Level 1.
- 40.06 % (143 children) had a scale score gain.
- 55.74 % (199 children) had a scale score loss.
- 4.20 % (15 children) had no change in scale score.

Grade 8 English Language Arts – all students

- The mean score has increased from 629.3 in 2006 to 647.80 in 2010.
- There was a slight increase in mean scale score of 0.40 % from 647.40 in 2009 to 647.80 in 2010.
- 21.47 % (67 children) scored at Level 1.
- 43.56 % (115 children) had a scale score gain.
- 48.48 % (128 children) had a scale score loss.
- 7.96 % (21 children) had no change in scale score.

Data from 2009 – 2010 indicates that:

- Due to the renorming of the test there was a decrease in the mean scale score in grades 6 and 7.
- There was a slight gain in the mean scale score in the 8th grade.
- We now have 230 students in Level 1 that need to be targeted.
- Some of these children went from low Level 3 to high Level 1.

Grade 6 English Language Arts – ELL students

- The mean score has increased from 593.4 in 2006 to 641 in 2010.
- 53 % (47 children) scored at Level 1.
- 38 % (34 children) scored at Level 2.
- 9 % (8 children) scored at Level 3. .

Grade 7 English Language Arts – ELL students

- The mean score has increased from 602.9 in 2006 to 639 in 2010.
- 53 % (46 children) scored at Level 1.
- 43 % (37 children) scored at Level 2.
- 3 % (3 children) scored at Level 3.

Grade 8 English Language Arts – ELL students

- The mean score has increased from 608.1 in 2006 to 627 in 2010.
- 51 % (37 children) scored at Level 1.
- 45 % (33 children) scored at Level 2.
- 3 % (2 children) scored at Level 3.

The data from 2009 - 2010 indicates that there has been growth in mean scale score from 2006 – 2010.

The total number of ELL students on register as of October, 2010 is 295. Out of those 295 children, approximately one hundred sixty (160) have been in the country three (3) years or less. We have fifty-nine (59) SIFE children. Out of the two hundred and ninety-five (295) ELLs, there are fifty-seven (57) that are special education students.

The general trends of NYSESLAT scores in all grades show that our ELLs speaking and listening skills are stronger than their reading and writing skills. Further analysis of our sixth grade ELLs shows that while the majority of those who are not newcomers are able to achieve an advanced or even proficient score in listening and speaking, they may only score intermediate or advanced in the reading and writing portions. These trends are also consistently present in the seventh and eighth grade ELL population, though to a lesser degree.

Listening and Speaking

	Beginning	Intermediate	Advanced	Proficient
Grade 6	10 %	18 %	45 %	26 %
Grade 7/8	8 %	18 %	26 %	48 %

Reading and Writing

	Beginning	Intermediate	Advanced	Proficient
Grade 6	20 %	24 %	39 %	17 %
Grade 7/8	25 %	39 %	28 %	8 %

We have carefully analyzed student performance on each performance indicator of the English Language Arts exam for each grade. On the 2010 New York State ELA exam, our 6th grade ELLs are most in need of improving their ability to interpret information (interpret data from multiple sources, and interpret literary texts from a variety of genres), and to understand new vocabulary (determine the meaning of unfamiliar words by using context clues, a dictionary, or a glossary). ELLs in the 7th grade struggled to understand literacy devices (determine how the use and meaning of literary devices convey the author's meaning or intent) and to evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text. 8th grader ELLs performances on the 2010 ELA exam demonstrated that they struggle most with recognizing how the author's use of language creates images or feelings and to evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in texts.

Mathematics

Grade 6 Mathematics – all students

- The mean scale score for our incoming 6th grade increased from 665.60 in 2009 to 670.30 in 2010.
- 10.38 % (35 children) scored at Level 1.
- 36.31 % (114 children) had an increase in scale score.
- 62.42 % (196 children) had a decrease in scale score.
- 1.27 % (4 children) had no change in scale score.

Grade 7 Mathematics – all students

- The mean scale decreased from 669.20 in 2009 to 659.90 in 2010.
- 9.60 % (37 children) scored at Level 1.
- 46.57 % (163 children) had an increase in scale score.
- 51.43 % (180 children) had a decrease in scale score.
- 2.00 % (7 children) had no change in scale score

Grade 8 Mathematics – all students

- The mean scale score increased from 662.20 in 2009 to 671.80 in 2010.
- 15.57 % (50 children) scored at Level 1.
- 41.03 % (119 children) had an increase in scale score.
- 57.93 % (168 children) had a decrease in scale score.
- 1.04 % (3 children) had no change in scale score.

Based on the 2009 – 2010 data we find:

- We have 122 students that are in Level 1.
- The renorming of the test had a greater effect on our now seventh grade students. Some of this loss could be as a result of the transition to middle school.
- Some of these children went from low Level 3 to high Level 1.
- 6th, 7th and 8th grade ELLs made progress

Total Special Education

English Language Arts test results show that we tested 228 Special Education Students – eighty-seven (87) in the 6th grade, sixty-six (66) in the 7th grade, and seventy-five (75) in the 8th grade.

Grade	Total	Level 1	Level 2	Level ¾
6	87	53 %	43 %	5 %
7	66	48 %	44 %	8 %
8	75	37 %	61 %	1 %

Mathematics results show that we tested 229 Special Education students – eighty-eight (88) in the 6th grade, sixty-six (66) in the 7th grade, and seventy-five (75) in the 8th grade.

Grade	Total	Level 1	Level 2	Level 3/4
6	88	24 %	55 %	22 %
7	66	30 %	65 %	5 %
8	75	32 %	52 %	16 %

Special Education ELL's

English Language Arts test results for our Special Education ELL's

Grade	Total	Level 1	Level 2	Level 3/4
6	28	75 %	21 %	4 %
7	21	71 %	29 %	0 %
8	16	50 %	50 %	0 %

Mathematics results for our Special Education ELL's

Grade	Total	Level 1	Level 2	Level 3/4
6	29	31 %	66 %	3 %
7	21	29 %	67 %	5 %
8	16	31 %	56 %	13 %

Based on the results of the Spring, 2010 NYSESLAT in **Reading and Writing** for our ELL Special Education students, we found that out of the sixty-eight (68) Special Education ELL's, a total of 4 % scored proficient. Out of the thirty (30) 6th graders 7 % scored proficient, and out of the thirty-eight (38) 7th and 8th graders, 3 % scored proficient. Out of the three hundred and forty-five (345) General Education and Special Education ELL's a total of 12 % scored proficient. Out of the one hundred and twenty-three (123) 6th graders 17 % scored proficient, and out of the two hundred and twenty-two (222) 7th and 8th graders, 8 % scored proficient.

Based on the results of the Spring, 2010 NYSESLAT in **Listening and Speaking** for our ELL Special Education students, we found that out of the sixty-eight (68) Special Education ELL's, a total of 57 % scored proficient. Out of the thirty (30) 6th graders 43 % scored proficient. Out of the thirty-eight (38) 7th and 8th graders, 68 % scored proficient. Out of the three hundred and twenty-six (326) General Education and Special Education ELL's a total of 43 % scored proficient. Out of the one hundred and fourteen (114) 6th graders 30 % scored proficient, and out of the two hundred and twelve (212) 7th and 8th graders, 50 % scored proficient.

SECTION V: ANNUAL SCHOOL GOALS

1. The total number of students scoring Level 4 on the New York State ELA exam will increase 3 % from 2.0 % to 3.5 % on the May, 2011 New York State English Language Arts exam.
2. To increase the number of 8th grade ELL students reaching the progress target of 65 % by 3 % (3 students) from 64 % to 67 % as measured on the June, 2011 New York State 8th grade Science exam.
3. To increase the number of Special Education students making exemplary proficient gains from 29.5 % to 35 % (8 students) on the May, 2011 New York State Math exam.
4. To decrease the number of students scoring at Level 1 on the New York State ELA exam from 15 % (150 students) to 12.5 % (138 students) as measured of the May, 2011 NYS ELA exam.
5. To decrease the number of students scoring at Level 1 on the New York State Math exam from 11.5 % (120 students) to 10.5 % (110 students) as measured on the May, 2011 NYS Math exam.
6. To decrease the number of Principal suspensions by 10 % (from 129 to 116); and to decrease the number of Superintendent suspensions by 10 % (from 36 to 32) as measured by the OORS report.

SECTION VI: ACTION PLAN

1. Subject Area: ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The total number of students scoring Level 4 on the New York State ELA exam will increase 3 % from 2.0 % to 3.5 % on the May, 2011 New York State English Language Arts exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Students will be aware of their current score and will be setting their goals for improvement • Kaplan Boot Camp Program for our Level 3 and 4 seventh graders - afterschool • Kaplan Specialized High School Test Prep (SHSTP) program supporting our high level 3 and Level 4 8th graders – afterschool and Saturday • Children are given the opportunity to improve their writing skills through the KidsWrite Program. In this program students collaboratively write their own published book • Differentiation of instruction in our Principal’s and Superintendent’s classes • Department meetings for G and T to discuss instructional strategies and curriculum • Assignment of Guidance Counselor to address specific educational concerns of students, parents and teachers in our Principal’s G and T program • BOOST students from PS 139 transition to Ditmas through talent program • Preparing high Level 3’s and 4’s to take the Earth Science and Integrated Algebra Regents and the 3-year French/Spanish Foreign Language Proficiency exam • SES providers, Brienza, UFT Young Peoples Academy and New York City Learning Academy use school desired materials to address high level 3’s and 4’s. • Teachers trained in ARIS and NYStart to better understand the specific needs of our Level 4 ELA students • All children are mandated to attend early morning 37.5 minutes tutoring.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Funding:</p> <ul style="list-style-type: none"> • Title I SWP, Fair Student Funding and 21st Century Grant • SINI grant – professional development

Indicators of Interim Progress and/or Accomplishment

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

- **Teacher observations**
- **Attendance Sheets, logs and journals**
- **Periodic Assessments using ACUITY and Performance Series**
- **Data binders**
- **Teacher performance data reports**
- **An improvement of at least 1.5 % for Level 3 students on each of the 2 periodic assessments given during the 2009 - 10 school year.**

2. Subject/Area (where relevant): Science/ELL

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of 8th grade ELL students reaching the progress target of 65 % by 3 % (3 students) from 64 % to 67 % as measured on the June, 2011 New York State 8th grade Science exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Students will be aware of their current level and will be setting their goals for improvement; • The entire school - all subject areas and grade levels - are using the SIOP model for instruction which includes a Literacy goal as well as a content goal; • SIOP (Sheltered Instruct Observation Protocol) Coach; • SIOP Consultant; • F-Status Science coach works with all science teachers; • Workshops for General Education and ELL teachers in Science; • HQ Science teachers are teaching Science to Advanced ELL students; • Feedback by SIOP Coach and Consultant to both ELL and Science Teachers on ability to differentiate instruction for ELL students; • SES providers, Brienza and UFT Young People’s Academy, are after school programs that target Level 2’s and 3’s in all subjects; • SES providers purchased school desired materials creating a seamless school day for students; • 37.5 minutes early morning tutoring addresses all subjects, including science, to all high 2’s and 3’s using Kaplan Keys and Perfection Learning materials; • Planning Committee for better instruction practices for ELL students has been formed.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Funding:</p> <ul style="list-style-type: none"> • Tax Levy Fair Student funding provides materials to support our enrichment/remedial curriculum during the regular school day and professional development for our teaching staff, supports an F-status Science Coach and the SIOP Coach. • Tax Levy SIFE ELL funds teacher per session for an afterschool program • Title III LEP/Immigrant funds provide for a before school and Saturday Science Academy for ELL 8th graders. • Title III LEP/Immigrant funding supports per sessions for teachers for a Saturday Science Academy for 8th grade ELL students.

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Teacher Observations • SIOP Coach Observations • SIOP Consultant Observations • F-Status Science Coach Observations • Periodic Assessments using ACUITY, Performance Series, and ELL Periodic Assessments • An improvement of at least 3.0 % performance for ELL students on each of the 2 periodic assessments given during the 2010 - 2011 school year.

3. Subject Area: Special Education/Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of Special Education students making exemplary proficient gains from 29.5 % to 35 % (8 students) on the May, 2011 New York State Math exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Students will be aware of their current score and will be setting their goals for improvement • Content specialized teachers teach the self-contained special education classes. • Teachers trained in ARIS and NewYorkStart to better understand the specific needs of our Level 1 math students. • Intern will conduct a series of workshops for paraprofessionals • Special Education supervisor will conduct workshops for Special Education self-contained and CTT teachers on the topic of Differentiated Instruction and the use of Differentiated Instruction • Special Education Supervisor and Restructuring Principal will visit classrooms to support teachers in the implementation of differentiated and data driven instruction techniques • Special Education supervisor and restructuring Principal will collaborate with the support staff and the administration and conduct training for general education and special education teachers in differentiated instruction and data based instruction • SES providers, Brienza, UFT Young Peoples Academy and New York City Learning Academy, use school desired materials - afterschool • All special education students are mandated to attend 37.5 minutes tutoring
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Funding: Title I SWP and Fair Student Funding provides teacher and paraprofessional training</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Teacher observations • Agendas and Attendance sheets of the professional development workshops • Periodic Assessments using ACUITY and Performance Series • Data binders • Teacher performance data reports

- | | |
|--|--|
| | <ul style="list-style-type: none">• An improvement of at least 2.0 % for Level 3 students on each of the 2 periodic assessments given during the 2010 – 11 school year. |
|--|--|

4. Subject Area: ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To decrease the number of students coring at Level 1 on the New York State ELA exam from 15 % (150 students) to 12.5 % (138 students) as measured on the May, 2011 New York State ELA exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Students will be aware of their current score and will be setting their goals for improvement • All ELL students who are taking the ELA test for the first time will participate in a before school/Saturday program • Targeted students will participate in SpellRead before and during the school day • Targeted students will participate in Wilson before, during and after school • Teachers trained in ARIS and NewYorkStart to better understand the specific needs of our Level 1 ELA students. • Additional ELA planning time used during the 37.5 minute professional development SBO. • SES providers, Brienza, UFT Young Peoples Academy and New York City Learning Academy use school desired materials - afterschool • All students are mandated to attend 37.5 minutes tutoring
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Funding: Fair Student Funding, Title I SWP and 21st Century provides teacher per session, Title III/LEP Immigrant</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Teacher observations • Periodic Assessments using ACUITY and Performance Series

5. Subject Area: Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To decrease the number of students scoring at Level 1 on the New York State Math exam from 11.5 % (120 students) to 10.5 % (110 students) as measured on the May, 2011 New York State Math exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Students will be aware of their current score and will be setting their goals for improvement; • Teachers will use differentiated instruction to target all Level 1 students; • An additional Math teacher has been hired to work with Level 1 students to increase math proficiency; • Teachers trained in ARIS and NewYorkStart to better understand the specific needs of our Level 1 Math students; • Additional Math planning time used during 37.5 minute professional development SBO; • Established a Chess Team to develop critical thinking skills; • SES providers, Brienza, UFT Young Peoples Academy, and New York City Learning Academy use school desired materials – afterschool; • All students are mandated to attend 37.5 minutes tutoring
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Funding: Fair Student Funding, Title I SWP and 21st Century</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Teacher observations • Periodic Assessments using ACUITY and Performance Series

6. Subject Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To decrease the number of Principal suspensions by 10 % (129 to 116), and to decrease the number of Superintendents suspensions by 10 % (36 to 32) as measured by the OORS report.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Students and staff will be aware of the schools suspension numbers and a goal will be set for improvement. • Assistant Principals, Deans, and Guidance Counselors review the previous year suspension report for trends and patterns that can be modified. • Hire full time Social Worker to provide “at-risk” counseling. • Hire additional ATR Guidance Counselor to provide “at-risk” counseling. • Review the Discipline Code with all students at a school assembly program. • Reinforce the importance of “Respect for All” during monthly PTA meetings; parent coordinator will reach out ot parents to reinforce “Respect for All” among children. • Utilize the School wide Peer Mediation program • Use student contracts, behavioral plans and Pupil Intervention Plan. • SAPIS worker and guidance Counselors will teach lessons on “Respect for All” and the importance of it’s effect on the school environment. • Guidance counselors will schedule guest speakers to discuss “Respect For All”. • Teachers will use the Overcoming Obstacles curriculum to emphasize respect in the classroom.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Funding: Fair Student Funding, Title I SWP</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Decrease in the number of both Superintendent and Principal suspensions • Fewer EIC reports which involve student disrespect. • Posters, flyers, art work and literature will be posted throughout the building • Reports will be reviewed each school quarter

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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 (SURRE)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

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	383	383	383	383	383			
7	436	436	436	436	436			
8	396	396	396	396	396			
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

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Wilson Reading Program – after school – small group Kaplan SpellRead – before school, during the school day – small group Kaplan TextConnections – during the school day – small group 21st Century Grant – after school, Saturday Classroom, Inc. – during the school day LEGO Robotics – during the school day, after school Greening of Ditmas – after school Flatbush Development – after school CHAMPS – before school SES Providers – Brienza, UFT – Young People’s Academy, and New York City Learning Academy – after school High School Test Prep – after school, Saturday – small group Show Chorus/Chess/Magic – after school Story Studio – during the school day SIFE – after school, Saturday – small group Title III ELA/Science – Saturday</p>
Mathematics:	<p>Classroom, Inc. – during the school day LEGO Robotics – during the school day, after school Achieve 3000 – during the school day Flatbush Development – after school SES Providers – Brienza, UFT – Young Peoples Academy, and New York City Learning Academy – after school, Saturday Chess Team – after school, Saturday High School Test Prep – after school, Saturday</p>
Science:	<p>Preparation for the 8th grade Science Performance Test – during the school day Preparation for the 8th grade Objective test – during the school day Preparation to the Earth Science Regents – Lab Practical – during the school day, after school Preparation for the Earth Science Regents Exam – during the school day, after school Title III ELA/Science – before school, Saturday Kaplan program – 37.5 minutes – all subjects</p>

Social Studies:	United Streaming Kaplan program – 37.5 minutes – all subjects
At-risk Services Provided by the Guidance Counselor:	Guidance counselors provide individual and group counseling to “at Risk” children – during the school day
At-risk Services Provided by the School Psychologist:	School Psychologist provide individual and group counseling to “at Risk” children – during the school day
At-risk Services Provided by the Social Worker:	Social Worker will provide “at-risk” services – during the school day
At-risk Health-related Services:	Speech Teacher – during the school day; does speech evaluations for children thought to be “at-risk”

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 (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information

Grade Level(s) 6, 7, 8 Number of Students to be Served: 295 LEP 0 Non-LEP
Number of Teachers 19 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction

program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

As per CR Part 154, all mandated services are fully provided for. All 6th, 7th, and 8th grade Beginners and Intermediate ELL's receive eight (8) periods a week of ESL Instruction. All Advanced students receive five (5) periods of ESL and up to eight (8) periods of English Language Arts.

In reviewing our State Report Card we have failed AYP in ELA for our ELL's. We plan to use our Title III funds to 1. Provide an intensive Saturday ELA Program; 2. Provide an intensive Saturday Science program and 3. Provide a .before school intensive Newcomers program.

The ELA Saturday Academy will run for twelve (12) Saturdays beginning January 8, 2011 from 9:00 AM to 12:00. The program will target approximately 100 ELLs that that were admitted to New York City Public Schools between January 1, 2009 and April 1, 2010. These 6th, 7th and 8th grade students will be taking the New York State ELA exam for the first time in May, 2011. The regular school day does not provide for enough time to prepare these students for the high stakes New York State exam in ELA. It is necessary that we provide these students with supplementary services in a Saturday program. The intensive program will be taught by seven (7) highly qualified ESL and ELA teachers. The language of instruction is English. There will be a minimum of one (1) ESL teacher present at all times. We will purchase supplementary educational materials.

The Science Saturday Academy will run for five (5) Saturdays beginning April, 30, 2011 from 9:00 AM to 12:00. The program will target approximately 100 8th grade ELL's that will be taking the New York State Science Performance and Written exam. The program will be taught by highly qualified Science and ESL teachers. The language of instruction is English. There will be a minimum of one (1) ESL teacher present at all times. We will purchase Science supplementary materials especially targeting science content vocabulary.

The Before School ELA program for those children taking the ELA exam for the first time will run from November 3, 2010 through April 15, 2011 for one hundred and three (103) sessions, Monday through Friday from 7:30 to 8:00 AM.

The 8th grade Before School Science program will run from May 2, 2011 to May 27, 2011 for twenty (20) sessions, Monday through Friday from 7:30 – 8:00 AM.

The Before School Newcomers Intensive ESL program will run Monday through Friday, from 7:15 AM to 8:00 AM beginning November 3, 2010 through April 15, 2011 for one hundred and three (103 sessions). This program will be taught by five (5) Highly Qualified ESL teachers. This program is designed to meet the needs of newly arrived non-English speaking, pre-literate immigrant students. Many of these students have little or no literacy skills or knowledge. The language of instruction is English. The program will be taught by five (5) highly qualified ESL teachers in a small group setting of ten to fifteen students. The students will be instructed using ESL methodologies and strategies. The program is interdisciplinary, student-centered, and lends itself to mixed ability grouping. The following skills will be taught: sight vocabulary, phonics, reading, writing, listening, speaking, as well as an introduction to the core academic areas of English, Language Arts, Mathematics, Social Studies, and Science.

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.

Our teachers are afforded opportunities for professional development and to participate in peer focus groups. Many have been trained in Q-Tel and SIOP, and continue to attend workshops offered by the office of English Language Learners and the New York State Education Department. Ditmas coaches and staff developers conduct bi-monthly professional development sessions to prepare our teachers with tools to help the LEP student. Additionally, teachers are invited to attend district as well as city conferences and workshops that pertain to their subject area and to the ELL student’s particular learning needs.

At no cost to the Title III grant, we have purchased SIOP (Sheltered Instruction Observation Protocol) through our Middle School Improvement Grant. This grant provides the following Professional Development:

- A 6th, 7th and 8th grade subject teachers and all ESL teachers have been trained in the SIOP Model;
- The SIOP Consultant will come to IS 62 on 20 occasions to visit classrooms and provide feedback to individual teachers on the SIOP Model;
- The SIOP coach provides individual PD on a daily basis; and
- The Restructuring Principal provides additional PD.

At no cost to the Title III Grant, we plan to purchase an F-status Science coach for seventy (70) days through our anticipated Title I SINI Grant. The F-Status coach will model SIOP lessons that include a language objective and a content objective. The coach will coordinate an inter-visitation schedule so that our teachers can see best practices. The science coach will also work with our special education and general education teachers that serve our ELL learners.

At no cost to the Title III Grant, we have purchased additional Professional Development through our SIFE program (pending funding). Benchmark Educational Company will offer on-site demonstration lessons, coaching, and training on how to access and navigate the educational leader website. These meetings will include strategies and best practice for integrating the programs into the class and school curriculum, small group, and individual instructional strategies, including lesson planning, and software utilization, on-site support training for modeling solutions with groups and programs.

At no cost to the Title III Grant, the leadership program funded by our 21st Century Grant offers a series of workshops for parents to help create partnerships with schools and empower them with the necessary tools to contribute to the education and lives of our students. In order to better prepare parents and guardians for helping their child/ren’s physical, emotional, and academics growth. The Leadership program will offer a variety of workshops in the following content areas:

- Personal and Family Development
- Parents and their Children;
- Parents, Administrators, and PTA members; Academic Development;
- Health and Nutrition;
- Special Education.

Section III. Title III Budget

School: Ditmas I.S. 62 BEDS Code: 332000010062

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries - Per session teacher	\$41,857.71	<p>839 hours of Teacher per session for ESL and General Education teacher to support ELL students: 839 hours x \$49.89 = \$31,879.71</p> <p>The ELA Saturday Academy will run for 12 Saturdays beginning January 8, 2011 from 9 am to 12 noon. The program will target approximately 100 ELL's who were admitted to the NYC public schools between January 1, 2009 and April 1, 2010. These 6th, 7th and 8th grade students will be taking the New York State ELA exam for the first time. The intensive program will be taught by 7 Highly qualified English and ESL teachers. We plan to purchase supplementary instructional materials.</p> <p>A before school ELA program for those children taking the ELA exam for the first time will run from November 3, 2010 through April 15, 2011 for one hundred and three (103) sessions Monday through Friday from 7:30 – 8:00 AM.</p> <p>The Science Saturday Academy will run for 5 Saturdays beginning April 30, 2011 from 9 am to 12 noon. The program will target approximately 100 eighth grade ELLs who will be taking the NYS Science Performance and Written Exam. The program will be taught by highly qualified Science and ESL teachers. We plan to purchase Science supplementary materials especially targeting Science content vocabulary.</p> <p>The Before School Newcomer Program will run from November 3, 2010 to April 15, 2011 one hundred and three (103) sessions, Monday through Friday, 7:30 – 8:00 AM. The intensive program will be taught by five (5) Highly Qualified ESL teachers. We plan to purchase supplementary materials.</p> <p>The 8th grade Science before school program will run from May 2, 2011 to May 27, 2011 for twenty (20) sessions, Monday through Friday from 7:30 – 8:00 AM</p>

Purchased services		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$8,982.29	Purchase of consumable English Language Arts and Science Test Prep books. Purchase of Reading and Language Arts Glossary Purchase of Science Glossary Books. Purchase of foreign language dictionaries and picture dictionaries Classroom supplies - not limited to chart paper, sentence strips, index cards and rings, construction paper, and markers.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$50,840	

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.

Every incoming family is required to complete a Home Language Survey/Parent Selection Form. This form identifies the native language that is spoke and/or read at home. Using this information, we have found that our students come from 40 different countries and create a diverse student population. The student population is about 32.6 % African-American, 32.4 % Hispanic, 23.7 % Asian/Pacific Islander and 10.1 % White. Recent immigrants account for approximately 7 % of our enrollment, coming from Pakistan, Russia, Uzbekistan, and Mexico, with 26.0 % English Language Learners. As a result, we have assessed that there is a need for written and oral translations in these home

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.

Based on observations, documentation and parent requests, we have found a need for written translation and oral interpretation during face to face meetings, telephone conversations, parent-teacher conferences, and parent orientations.

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.

We currently have teachers on our staff fluent in the following languages: Spanish, Haitian-Creole, Japanese, Russian, Urdu, Arabic, Hebrew, French, Italian, and German.

Since we have the ability to provide the written translation services needed in our school, we would like to propose compensating our teachers in exchange for their translation services. This service is necessary because it is imperative to maintain communication with the

parents in our school. This unified collaboration between teachers, parents and administration will propel our students forward while creating a more concrete relationship between parents and the overall school community.

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.

Since we have the ability to provide the written translation services needed in our school, we would like to propose compensating our teachers in exchange for their translation services. We have found that parents have scheduled meetings with the guidance counselors, administrative personnel and teachers during the school day. Often these meetings demand a translator to facilitate communication between all parties concerned. Teacher translators are often pulled out of an instructional situation. Funding to provide for coverage for these circumstances is necessary.

Furthermore, teacher attendance is desired during parent orientation but is not a requirement of teaching responsibilities. We think it is important that our teachers attend these orientation sessions to facilitate translations for the comfort of our parents. We propose compensating our teachers for their time for attending parent orientation.

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>.

It is our plan to employ the services of our staff as well as the ones provided by our District to facilitate with the Chancellor's Regulations regarding parental notification requirements for translation and interpretation services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	1,152,722.	329,404.	1,482,126.
2. Enter the anticipated 1% set-aside for Parent Involvement:	11,574.	3,318.	14,892.
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	57,636,	*	
4. Enter the anticipated 10% set-aside for Professional Development:	115,273.	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 94%
6. 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Part A: School Parental Involvement Policy

I. General Expectations

The school 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. The school will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: meetings of the Parent Teachers’ Association, and School Leadership Meetings.
2. The school will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: meetings of the Parent Teachers’ Association, and the School Leadership Team

3. The school 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: meetings of the Parent Teachers' Association and the School Leadership Team
4. The school 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. We will design a parent survey evaluating the role of parents; the parent coordinator will be responsible for conducting the survey and the School Leadership Team will review the results.
5. The school 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: Guidance run workshops on the high school application process, helping your child in school, high stakes testing, understanding the GROW report, etc.
 - 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: parent computer training, Beehive, GED classes, Guidance 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: Guidance workshops, PTA meetings
 - d. 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: letters in appropriate languages, varied meeting schedules, translators at PTA meetings

III. Discretionary School Parental Involvement Policy Components

The School will:

- provide 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;
- pay 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;
- train 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;
- adopt and implement model approaches to improving parental involvement;
- provide 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 the Ditmas Parent Teachers' Association. This policy was adopted by the school on November 2, 2007 and will be in effect for the period of 2 years. This was reviewed and voted on at the November, 2009 Parent Teachers Association meeting. The school distributed this policy to all parents of participating Title I, Part A children at the first Parent Teachers Association meeting of the year.

1. School-Parent Compact

This school is a Schoolwide Programs School where all children participate in programs funded through a combination of Title I and other sources and all parents are Title I parents. The Schoolwide Programs School-Parent compact is as follows:

The School agrees:

1. To inform all parents of their right to be involved in the education of their children.
2. To offer a flexible number of meetings at various times so that all parents can have access to information and an opportunity to voice their concerns.
3. To actively involve parents in planning, reviewing and improving the Schoolwide Programs and the Parent Involvement policy.
4. To provide parents with timely information about all programs.
5. To provide school performance profiles and other similar information.
6. To provide high quality curriculum and instruction.
7. To provide parents with technology workshops.
8. To encourage parental communication via e-mail or in writing with teachers, counselors, and school administrators when seeking information or help regarding their children.
9. To engage parents in an annual review of parent policy.
10. To value parents as significant contributors to the schools educational function.
11. To provide parents with the resources necessary to become full participants in the education of their children.

The Parents agree:

1. To send their children to school on time every day.
2. To make sure that their children have the highest attendance possible.
3. To write notes explaining absence/lateness.
4. To join and support the Parent Teacher Association.
5. To submit Emergency Home Contact Cards and update as necessary.
6. To submit Lunch Forms, and a signed Internet Consent Form.
7. To support their child's teacher in promoting the school programs
8. To become familiar with the school's rules and regulations and review them with their children.
9. To inspect their child's notebook daily to review the quality of work.
10. To make sure that all homework is completed on time.
11. To be active participants in the School Leadership Team as required by New York State Law.

Child's Name _____ Class _____

Parent/Guardian Signature _____

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.

By studying the trends that have developed over the past five (5) years we can see that:

- a. There is a need in ELA to continue to move children out of Level 1 and to move them to Level 2 and above;
 - b. There is a need to get the children that have just “passed” the NYSESLAT into a more rigorous ELA program and get them to score beyond Level 1;
 - c. There is a continued need to have science taught to our ELL’s by licensed Science teachers so that they can score better on the 8th grade Science exam;
 - d. There is a need to continue to work on math skills so that we can continue to move children into Levels 3 and 4;
 - e. There is a need to have all children complete one (1) year of foreign language by the time they complete the 8th grade.
 - f. There is a need to improve the literacy/vocabulary skills of our ELL students in reading and writing.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - For the past three years we have mandated all children to attend the additional 37.5 minutes. This includes all Special Education and ELL’s.
 - We have an extensive extended day and Saturday program (not limited to): Brienza, UFT – Young Peoples Academy, SIFE, Title III, Kaplan Specialized High School Test Prep, City of the Future, LEGO Robotics, Flatbush Development, CHAMPS, New York City Learning Academy.
 - Earth Science Regents class available for qualified students
 - Integrated Algebra Regents available to qualified students
 - Three year Foreign Language Proficiency test is available for all qualified students in French and Spanish
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Our incoming 6th graders are offered an opportunity to attend a summer program (pending available funding);
 - Intensive Saturday Science and ELA program for ELL’s;
 - After school SIFE program;
 - Kaplan Specialized High School Test Prep program – spring and fall;

- Extended day programs such as, but not limited to: City of the Future, LEGO Robotics, 21st Century program, Wilson, SpellRead, CHAMPS; Chess, Magic Club, MOUSE;
 - 37.5 minutes mandated for all children
- Help provide an enriched and accelerated curriculum.
 - Earth Science Regents class meets Tuesday through Thursday for the 37.5 minutes. This class is offered to qualified students
 - Kaplan Specialized High School Test Prep program in the 7th (spring) and 8th (fall) grade;
 - KidsWrite Program;
 - Three year Foreign Language proficiency test given to qualified students in Spanish and French; and
 - Integrated Algebra Regents offered to qualified students.
- Meet the educational needs of historically underserved populations.
 - All children are mandated to attend 37.5 minutes
- 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.
 - Kaplan Specialized High School Test Prep class
 - Early morning programs
 - Extended day programs
 - Mandated 37.5 minutes
 - Wilson program
 - Kaplan SpellRead/TextConnections
 - “At Risk” Resource Room
 - “At Risk” Counseling
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

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.

- Professional development takes place through Lunch and Learn workshops, as well as team leadership meetings, faculty conferences, and department meetings and educational retreats, 37.5 minute SBO;
- Title IID provides off-site training in Technology;
- The Instructional Team coordinates all professional development activities including, but not limited to professional development in Impact Math – grades 6, 7, and 8, SIOP, Ditmas Writing Institute, Wilson Reading System, Kaplan

SpellRead, Kaplan TextConnections, United Streaming, Kaplan TEACH in all content areas, Literacy strategies in the content areas, and spiraled Science curriculum.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - We give on-site UFT assistance in obtaining permanent certification
 - We have established a relationship with the New York City Fellows program to attract new, highly qualified teachers
6. Strategies to increase parental involvement through means such as family literacy services.
 - Parents are invited to the orientation sessions held in September;
 - Parents are invited to parent teacher association meetings;
 - Parents are involved in the school leadership team;
 - Parents are requested to come to school for open school afternoon and evening conferences;
 - Parents workshops are designed to meet their needs ie. ESL classes, technology classes;
 - Parents are invited to attend the Technology Fair, school concerts/performances and art shows, etc.
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. NA
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.
 - All teachers will have access to New York Start and ARIS;
 - All teachers of Special Education students have copies of their students IEP's;
 - All teachers of ELL students review the NYSESLAT scores and students are placed according to their abilities;
 - All teachers have data binders for each of their classes.
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.
 - Mandated 37.5 minutes for all children
 - "At-risk" Resource Room services
 - "At-risk" counseling
 - Wilson program
 - SpellRead
 - TextConnections

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.
- Since many of the programs that we have had in the school were fragmented, we believe that we must take a whole school approach to coordinate and integrate Federal, State and local services. Several years ago we became a Schoolwide Programs School. All of our students became Title I students. All funds are coordinated whereby we created a cohesive, focused, aligned instructional program utilizing the flexibility of Schoolwide programs to meet the needs of all our students. For the 2010 – 11 school year we plan to commingle our Title I SWP funds, Contract for Excellence (C4E), Title I ARRA SWP funds, Tax Levy Fair Student Funding, and Title III LEP/Immigrant funds in order to provide a comprehensive extended day program. All students are targeted.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	(✓)			\$ 1,152,722	(✓)	ACTION PLAN PAGE
Title I, Part A (ARRA)	Federal	(✓)			\$ 329,409	(✓)	ACTION PLAN PAGE
Title II, Part A	Federal	(✓)			TBD	(✓)	ACTION PLAN PAGE
Title III, Part A	Federal	(✓)			\$ 41,600	(✓)	ACTION PLAN PAGE
Title IV	Federal			(✓)			
IDEA	Federal	(✓)			\$ 252,064	(✓)	ACTION PLAN PAGE
Tax Levy	Local	(✓)			\$ 5,414,178	(✓)	ACTION PLAN PAGE

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: Restructuring Advanced Focus **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

We have failed to make AYP for our ELL's in ELA.

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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.
 - ALL teachers have been trained in the SIOP model, we have a SIOP coach and a SIOP consultant
 - Refer to pages 31 - 32.
 - We have hired an F-Status Science coach to work exclusively with our ELL's.
 - We have purchased Science, Math, and Social Studies Glossaries as well as Native Language dictionaries
 - We are providing additional professional development to the Science teachers of ELL students to help them develop SIOP model lessons.
 - We are providing an intensive Saturday ELA Academy targeting our ELL students who will be taking the New York State ELA test for the first time.
 - We are providing an intensive Saturday Science program for our 8th grade ELL students.
 - Each science and ELA teacher is developing a Science word wall and all ELL students are creating their own set of Science vocabulary cards.

School Under Registration Review (SURR)

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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.

- We have purchased a full time Literacy coach that works on a day-to-day basis providing high quality professional development in ELA;
- We have provided additional SIOP coaching days for reflection and feedback for our 6th, 7th and 8th grade teachers;
- We have hired a full-time SIOP coach;

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

The Mentoring Plan:

- Provides an in house mentor that is experienced with Professional Teaching Standards and follows the Santa Cruz mentoring model;
- Identifies the new teachers that require mandated mentoring of two (2) periods a week;
- Weekly meetings between the school mentor and new teachers focus on the Professional Teaching Standards, Continuum of Teacher Development, reflective practice, and address individual needs such as, but not limited to, classroom management, lesson planning, and differentiating instruction for diverse groups;
- Monthly meetings between the school mentor and Lead Instructional Mentor analyze the ongoing mentoring plan in place; and
- The school mentor records all new teacher interactions online (NTIMS).

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.

Every year New York State issues a Report Card which included an Accountability and Overview Report. As a result of information gained from the NYS School Report Card 2009-10, we have failed to make Adequate Yearly Progress in English Language Arts for our Limited English Proficient students. We have been designated as a Restructuring Focused Advanced school. Every year when the new Comprehensive State Report Card is published, we send out a letter informing parents our accountability status and invite them to a meeting where we discuss the report card. At this meeting, we will have interpreters so that all parents can understand the report card as well as their rights.

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: 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.)

As of October, 2010 we have 10 children in temporary housing.

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

We are providing the following services to students in temporary housing:

- Appropriate placement (special education, ESL);
- Transportation services (metrocards);
- Referrals to health care, dental, and mental health services and other care providers are made;
- Help with immunizations;
- At-risk counseling, both group and individual, is provided ;
- Afterschool activities – tutoring and recreational are offered;
- School supplies, are offered, if necessary;
- Senior dues/school trips are paid for, if needed;
- Education rights of homeless children and youth are posted;
- School liaison collaborates with district liaison and social worker to ensure the needs of the student are met.

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 your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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
2010-11)**

Language Allocation Policy (LAP)

2010-2011 Language Allocation Policy: Ditmas Intermediate School I.S. 62

Part I: School Profile

The **Language Allocation Policy** provides guidance for language use as ELL's progress through their academic and language program. This language allocation policy provides a continuum through which instruction in English will gradually increase as ELL's develop proficiency. The language allocation policy (LAP) enables us to exceed the minimum requirements for English language development instruction by CR Part 154.

A. The goal of the LAP team is to maintain a focus that adheres to the CEP and the LAP. The team will ensure compliance to federal, state and city guidelines, regulations, and No Child Left Behind mandates which apply to all students, parents and teachers.

The 2010 - 2011 Ditmas IS 62 LAP team consists of the following staff members:

- Barry Kevorkian - Principal
- Miriam Mc Donald - Assistant Principal
- Raquel Diaz-Imhof – SIOP Coach
- Roselande Etienne - ESL Teacher
- Kristen Bengston-Mendoza – ESL Teacher
- Jane Bahnsen - Attendance Coordinator
- Beatrice De Sapio – UFT Chapter Leader/Budget Director
- Danielle Schillaci - Guidance Counselor
- Mary Dobrowsky - Related Service Provider/ Speech Therapist
- Marilyn Aybar - Parent Coordinator
- Parent Representative
- Student Representative
- Mary Piccolino - Literacy Coach
- Nancy Ramos – Network Leader

B. Teacher Qualifications

Our records indicate that we have seven (7) certified ESL teachers, zero (0) Content area teachers with Bilingual Extensions, four (4) Certified Bilingual Teachers, zero (0) Special Education Teachers with Bilingual Extensions, two (2) Certified NLA/FL Teachers, zero (0) Teachers of ELL's without ESL/Bilingual Certification.

C. School Demographics

The Ditmas IS 62 is one of eight middle schools in Community School District 20 servicing grades 6, 7, and 8 located in the Kensington section of Brooklyn. The building contains three separate “small” schools: the Institute for Academics, Performing and Visual Arts (APVA), the Institute for Law and Community Service (LCS), and the School for Business, Finance and Technology. Every school has developed its own philosophy and theme in a process that involves Assistant Principals, staff, and parents.

Smaller schools are at the forefront of today's educational reform. Each of our three (3) schools offers a nurturing environment and a strong sense of family. Such an environment encourages a positive and supportive interaction among the administration, teachers, students, and parents. Each week there is an Instructional/Informational meeting with the Principal's core

committee. These committees share concerns and to plan all professional development activities. They serve as a weekly review of all programs and plans

As of October, 2010 IS 62 had approximately 1,215 students 53.86 % male, and 46.13% female coming from various neighborhoods. Our stability rate of enrollment is 91.0 % and our current attendance rate is 93.4%. Our suspension rate is 3 %. We have 1,140 general education students, 76 full-time (self contained) and 90 part time (CTT) students. We have approximately 295 ELL's which accounts for 24.26 % of our population. Of these children, fifty-seven (57) ELL/LEP students have been identified as special education. We currently have fifty-nine (59) identified SIFE students: eight (8) in the 6th grade, fourteen (14) in the seventh grade and thirty-seven (37) in the 8th grade. Our students come from more than 40 different countries and create a diverse student population. The student population is about 32.6 % African-American, 32.4 % Hispanic, 23.7 % Asian/Pacific Islander, and 10, 1 % White. Recent immigrants account for approximately 7.0 % of our enrollment, coming from Pakistan, Russia, Uzbekistani, and Mexico. In September, 2008 our school received Universal Meal School status (UMS) designating all our children as 100 % economically disadvantaged, giving the school Title I status, and making all students eligible for free lunch and all SES programs. Currently we have approximately 10 children that are housed in shelters.

The following language groups exist:

- Albanian
- Arabic
- Bengali
- Cantonese
- Chinese
- Dutch
- French
- French Haitian Creole
- Fulani
- Georgian
- Haitian Creole
- Mandarin
- Nepali
- Pashto
- Polish
- Punjabi
- Russian
- Spanish
- Tadjik
- Tibetan
- Turkish
- Twi
- Ukrainian
- Uzbek
- Yonba
- Yoruba

Part II: ELL Identification Process

The steps followed at Ditmas I. S. 62 for the initial identification of those students who may possibly be ELL's are guided by CR Part 154 regulations that provides basic requirements and procedures for ELL education. The pedagogues responsible for conducting the initial screening and administration of the Home Language Identification survey (HLIS) and Lab-R (if necessary) include Raquel Diaz-Imhof (M.S. Ed. TESOL, Spanish speaking), Roselande Etienne (M.S. Ed. TESOL, Haitian-Creole speaking), Tatiyana Helms (M.S. Ed ESL, Russian speaking), and Zeb Khokhar (M.S. Ed. TESOL, Urdu speaking). If the home language is other than English or a student's native language is other than English an informal student interview in the native language and/or English is conducted. If a student does not speak any language other than English, then the student is not an ELL and the student enters a general education program. When a student speaks a language other than English and speaks little or no English, then an initial assessment, The Language Assessment Battery – Revised (LAB-R) is administered. Students who score at or above proficiency are not ELLs and enter a general education program. Students who score below the proficiency level are ELL's. If a student is an ELL parental options are exercised. Parents may opt for one for one of three educational programs: Transitional Bilingual Education Program, Dual Language Program, and Freestanding ESL. Students are placed within ten (10) days of enrollment. If the parent selects a bilingual program in the native language of the student and the school does not have a bilingual program at that time, parents are informed of a school where such a program exists. A running count is kept of all parent requests for Bilingual classes in the same language group. If fifteen (15) or more families in two contiguous grades were to request Bilingual Education, the team would plan on the formation of a Bilingual class. If parents do not select a program, the student is automatically placed in a Bilingual class if it is available, or an ESL class. The default program for students whose parents do not make a selection is transitional bilingual.

There are structures in place at our school to ensure that each parent or guardian of an ELL student understands all three program choices offered (transitional bilingual education, dual language, or freestanding ESL). We conduct an interview with the child and the parent or guardian, in native language, with an interpreter, if necessary. The "Orientation Video for Parents of English Language Learners" is shown in the native language or in English and the Parent Survey and Program Selection forms are completed by the parent or guardian. Teachers and staff who speak the native language of the family make themselves available for any questions or concerns by providing their contact information (phone extension or e-mail address) to parents or guardians. Entitlement, Continued Entitlement, and Transition letters are mailed home to parents or hand delivered to parents after the Parent Orientation Video is viewed. Additionally, in September and March we host an orientation open to all interested parents and guardians of ELL's who might have missed the Orientation Video upon enrollment in our school..

. The freestanding ESL programs model at Ditmas IS 62 is aligned with parent requests based on the analysis of the Parent Survey and Program Selection forms. In recent years, nearly all parents have preferred to enroll their children in a freestanding ESL class; this is the program we currently offer. We have not had fifteen (15) or more requests for bilingual education in any language for two consecutive years at our school. Since there are not enough requests for transitional bilingual or dual language services in a single language to create a class, the few parents who do not request freestanding ESL for their children as their first choice are offered the options of either enrolling their children at our school in a freestanding ESL program or enrolling their children at another school that offers their first choice.

In the springtime, the New York State English as a Second Language Test (NYSESLAT) is administered. Annual steps taken to evaluate ELL's using the NYSESLAT include a one-on-one speaking assessment administered by a licensed E.S.L. pedagogues, as well

as the reading, writing, and listening portions administered in a group setting. We ensure a quiet, organized testing environment by creating a testing schedule for each grade level, including all required testing modifications. A separate make-up schedule is also created to ensure a similar environment for any students who were absent for any days/days of the exam.

Part III: ELL Demographics

There are currently approximately 182 ELL's enrolled in self-contained classes at our school. Approximately 53 6th graders, 64 7th graders, and 66 8th graders received services in self-contained ESL classes. These numbers will grow as the year progresses as additional newcomers are admitted throughout the school year. Additionally, there are approximately fifty-seven (57) special education students that are ELLs: grade 6 – 12:1/12:1:1 – 16 students; 7th grade 12:1/12:1:1 – 21 students; and 8th grade 12:1/12:1:1 – 20 student. CTT classes – grade 6 – 9 students; 7th grade – 11 students, and 8th grade 10 students.

There are currently approximately one hundred and sixty-one (161) newcomers enrolled at our school (3 years or service or less). We expect these numbers to grow as the year progresses and we admit additional newcomers. There are currently approximately sixty-three (63) ELL's in years 4-6 of service and seventy-one (71) long-term ELL's with more than 6 years of service at our school.

In the 6th grade, there are approximately 29 Spanish speaking, 5 Uzbek speaking, 19 Russian speaking, 11 Urdu speaking, 1 Arabic speaking, 5 Bengali speaking, 1 French speaking, 1 Albanian speaking, 9 Haitian Creole speaking, 1 Polish speaking, and 12 other ELLs.

In the 7th grade, there are approximately 31 Spanish speaking, 20 Russian speaking, 11 Urdu speaking, 3 Arabic speaking, 2 Chinese speaking, 9 Bengali speaking, 1 French speaking, 10 Haitian Creole speaking, 2 Polish speaking and 8 other ELLs

In the 8th grade, there are approximately 30 Spanish speaking, 19 Russian speaking, 19 Urdu speaking, 3 Chinese speaking, 10 Bengali speaking, 9 Haitian Creole speaking, and 9 other ELLs.

Programming and Scheduling Information:

Services to our ELL's are provided by highly qualified staff in all institutes within the building. Our advanced ESL children have been placed in each of the three (3) institutes. We have one (1) 6th grade beginner class, one (1) 6th grade intermediate class, and one (1) 6th grade advanced class. In the 7th grade we have (2) 7th grade beginner classes, (1) 7th grade intermediate class, and one (1) advanced class and in the 8th grade there are two (2) 8th grade beginner classes, one (1) Intermediate class and one (1) advanced class. The teachers share common planning time in order to collaborate on lesson plans which ensure that the instructional initiatives are aligned to best meet our ELL's needs.

All of our programs for ELL's adhere to a balanced approach to literacy. Our staff utilized high-quality instructional practices, incorporating the SIOP model into their lesson planning. We follow all state standards, including the New York state learning standards in all curriculum areas. .

Students are programmed for ESL services based on their LAB-R or NYSESLAT scores. Students that score at the beginner or intermediate level on the NYSESLAT exam receive 360 minutes per week or eight (8) class periods per week of small group ESL instruction. Our advanced students receive 180 minutes per week (four (4) class periods a week) of ESL small group instruction. These advanced students also receive eight (8) periods of ELA a week (beyond what is mandated at their proficiency level) in an effort to promote academic language and literacy. The instruction may be a combination of stand-alone, push-in, or pull-out services.

Collaboration and articulation during common P.D.'s with content area teachers is ongoing in an effort to prepare language learning activities to support the content area subjects. Each of our grade staff members meets once a week during a common prep period during which planning and implementation concerns are addressed and student work is looked at together. Furthermore, interdisciplinary projects and collaborations are presented and agreed upon at this time. Finally, 37.5 minutes of individualized tutoring is offered to all of our Level 1 and low Level 2 students between 8:00 and 8:37.5 in the morning.

Our ESL program is a strong, coherent, instructional plan that combines small group pull-out ESL teaching and a Push-in model into content area classes. Our goals in providing students with both instructional program models include, but are not limited to affording students content-area instruction in English using ESL instructional strategies and methodologies, to use native language support to make content comprehensible, to incorporate ESL strategic instruction, to assist students to achieve the state designated level of English proficiency for their grade, and to help ELLs meet or exceed New York State and City standards. Though we do not offer dual language or transitional bilingual programs at our school, we make every effort to support the many first languages of our diverse student population. Bilingual dictionaries, picture dictionaries, and glossaries in over ten (10) languages as well as fiction and nonfiction texts can be found in all of the self-contained ESL classrooms at our school, as well as in the school library. All teachers use best practices based on the SIOP model (identification of cognates, student grouping, native-language "buddies" for newcomers, and student-generated bilingual glossaries, for newcomers, and student generated bilingual glossaries, for example) to support language learning whenever possible. Though instruction is delivered primarily in English, we utilized the many languages spoken by our staff members for clarification, as well as when communicating with parents for resolving discipline or guidance issues.

We are unwavering about differentiating instruction for our ELL subgroups. We have run a comprehensive SIFE/Long Term ELL extended day and Saturday program at our school since 2005. We are optimistic about receiving endorsement for our rigorous plan this academic year which will continue to utilize Margarita Calderon's RIGOR Program and are expecting to continue to service our students with these resources. Our newcomers are placed in age appropriate beginner classes which are equipped with textbooks, workbooks, native language libraries and supplemental materials geared at helping our students understand challenging content and think critically while teaching them to communicate in the L2.

Our building houses three full technology labs and a state of the art science lab for use by all of our students, but with explicit ELL Intervention in mind. During their lab time, our ELL's use "ELLIS Essentials" software, Achieve2000, Destination Math, Classroom, Inc software and are taught basic Microsoft tools such as Excel and Power Point. We continue to support our ELLs who have reached proficiency on the NYSESLAT by providing test modifications and/or extended time and working closely with their teachers and within their classroom. We continue to improve our existing programs by building capacity and supporting the development of oral and written fluency, content knowledge, and the ability to communicate in the target language.

ELL's in our school for less than three years receive a wide range of additional services beyond their ESL instructional time. Every year, staff members identify beginner and intermediate students in all three (3) grades in need of additional support in phonics and decoding. These students receive extra pull-out services in small groups of five (5) students using the Kaplan SpellRead program. Some students with 2 – 3 years of service have also been identified for additional reading tutoring using the Wilson curriculum. All of our ELL teachers have received extensive training and coaching in SIOP, and they implement the SIOP model in their science, math, ELA, and social studies classes. Our school was also awarded a SIFE grant, which has enabled us to run an after school program for SIFE students to support literacy using RIGOR, and Destination Math for this high-need population. New this academic year is a collaborative project called Story Studio. Story Studio is arts integration programming at its most rigorous; with very specific goals focused on improving literacy and literacy test scores for English Language Learners. Story Studio teaching arts are collaborating with the 6th grade beginner, and 7th grade intermediate classroom teacher using their combined expertise to strategically employ the arts as a method of improving vocabulary, acquiring language, improving comprehension and fluency and helping students feel more comfortable at speaking in public. The artists are in our classrooms working with our students and teachers every Monday. We are excited about this unique opportunity to bring storytelling into the ELL classroom and are committed to using innovative methods to help our student achieve new skills

ELL's who have been receiving services for 4 – 6 years also receive a wide range of supports at our school. In addition to their self-contained, push-in, or pull-out ESL services, those who are in need of additional literacy support are pulled-out in a small group setting for reading and writing remediation using the Kaplan TextConnections program. All of our ELL teachers have received extensive training and coaching in SIOP, and they implement the SIOP model in their science, math, ELA, and social studies classes. A SIOP consultant supports our teachers throughout the year. Class visits, mini-training sessions, professional learning circles, coaching, follow-up recommendations are among the many services she provides our teachers. We also facilitate the formation of special classes with the UFT Young People's Academy SES program at our school for ELL's and match these groups with certified ESL teachers whenever possible. The 21st Century after school program, also located at our school, has targeted our ESL population for a music and drama enrichment program. Many members of our teaching staff have also been trained in the use of differentiated internet-based curricula such as Achieve3000, Writing Matters and Destination Math.

An early morning program has been designed with the explicit intention of providing our newcomers with the academic and social development required.

Long Term ELL's:

There are many interventions for our long term ELL students. One of them is our before school Title III program. These students receive extra hours of test preparation and project building/completion in Math and English in a small group setting. This allows for language deficits to be addressed in a non- threatening atmosphere as well as focused individual remediation.

Additional ELL programs for our long term ELL's include inclusion in the SIFE Program, RIGOR, Classroom Inc., Brienza, UFT Young Peoples Academy, New York city Learning Academy (NYCLA), 21st Century Grant, Destination Math, Achieve3000 and our own school gardening Program called the Greening of Ditmas.

Special Education Services for ELL'S:

Our ELL's are afforded special education services after being evaluated. The initial request for evaluation is made by teacher recommendation through our guidance counselor. Once our students are placed in a special education setting, they retain their ESL services by attending ESL classes.

Special Programs:

SIFE: This program is an extended day multifaceted, performance based project that is aligned to the NYS standards. The students meet two days a week from 3:00-4:30 and 2:20-4:20 on Fridays. The students utilize RIGOR and Destination Math to support their areas of need. Its purpose is to help SIFE designated students with their educational deficits at an accelerated pace. This project brings real life experiences into the cognitive realm of the participating students and emphasizes reading, writing speaking, listening and viewing. The program incorporates trips to cultural locations such museums, High Schools and Colleges, and walking tours of the neighborhood for the students and their families.

The SIFE students also used the **Achieve3000** program. Achieve3000 is a web-based individualized learning solution scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance on high stakes tests. The SIFE program stresses the SIFE students' unique situation by stressing an academic focus pm the students' country of origin.

Title III: The Title III program that will be instituted is an intensive Saturday morning Science program for our 8th grade ELL's. It will be held on seven (7) Saturdays from 9:00 – 12:00 in April and May. It will be designed to stress vocabulary development to meet the needs of this population.

Wilson Reading System: To service our ELL's and Special Education Students, we've incorporated various programs that helped our students to show progress in ESL, ELA and other content areas. One of these programs is the Wilson Reading System. The Wilson Reading System is a research-based reading and writing curriculum for teaching decoding and encoding beginning with phoneme segmentation. It provides an organized, sequential system with extensive controlled text to help teachers implement a multi-sensory structured language program.

RIGOR (Reading Instructional Goals for Older Readers): this is a program specifically geared for ELL's who are reading at the 1st and 2nd grade level. The primary goal of this program is to stimulate oral language, reading comprehension, writing and cognitive development using interactive lessons that combine a variety of instructional activities.

Kaplan Keys Unlock the Test builds on the critical thinking skills essential for success on the New York State ELA and Math Assessment.

Kaplan ELA and Math Advantage this program is a supplemental, research-based instructional program that introduces students to the content and structure of the NYS ELA and Math tests.

Kaplan SpellRead this program enables students to become more confident readers by emphasizing sequential development of reading through phonemic awareness, phonics, fluency, and reading comprehension, addressing the needs of non readers and students with limited reading ability, including ELL's and Special Education students.

Kaplan TextConnections is a reading support program that works to develop fluency, comprehension, vocabulary, writing and independent reading. It provides an inquiry-based curriculum with explicit instructions, Scaffolded activities, and leveled texts and trade books to create strategic and independent readers in all content areas.

Achieve3000 this program is a web-based individualized learning solution scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance on high stakes tests.

Destination Math helps students investigate how mathematical issues arise out of real-life situations in a highly engaging setting students work through tutorials in numbers, number sense, operations with numbers, fractions, decimals, geometry, data analysis and probability.

In addition, our school has Extended Day programs that include, but are not limited to:

- Brienza
- UFT Young Peoples Academy
- 21st Century Program
- New York City Learning Academy (NYCLA)
- Flatbush Development
- Story Studio
- C.H.A.M.P.S
- Preparation for the NY State exams

Materials:

Ditmas I. S. 62 uses a variety of ESL instructional materials:

- Visions Textbook, workbook and activity book published by Thomson/Heimle Publishers available in beginner, intermediate and advanced levels.
- ESL Dictionaries and Thesaurus' in a variety of languages
- Science glossaries
- Kaplan SpellRead and TextConnections
- Kaplan Momentum Math
- Achieve3000 program
- RIGOR
- Destination Math

- Test prep Getting Ready for the NYSESLAT on all three grade levels
- A Guide to Better English grammar workbook
- A plethora of ESL non fiction activity books published by Longman
- Class libraries
- Audio/visual equipment/ Listening Centers
- Essential Skills for Reading Success published by Rally
- Kits: published by Scholastics and Teacher Created Materials
- Explode the Code by Hall and Price for all 3 grade levels
- Expository, Narrative, Descriptive Writing : mini-lessons, strategies and activities by Scholastic
- Passwords in Social Studies and Science by Curriculum Associates
- Writers Thesaurus Middle School, Math tools, and Science Glossary by Options Publishing
- Scholastic Pocket Reference books
- Access ESL Science and History
- An eclectic selection of teacher preferred material

Professional Development::

All the personnel at our school who work with ELLs have received extensive training above and beyond the minimum 7.5 hours of ELL training through professional development in the SIOP model of sheltered instruction. Assistant principals, ESL coordinators, the school psychologist, speech therapists, paraprofessionals, and our parent coordinator have been trained in this methodology, as have all members of our teaching staff. Consultants have conducted group sessions, classroom visitations, informal observations, and one-on-one feedback sessions to staff. Our ESL content area and special education teachers also participate in professional development offered by the Office of English Language Learners and BETAC. We provide ongoing “Lunch and Learn” opportunities and coaching to our staff to support them in their work with students as the transition from one school level to another.

Parental Involvement:

Parental involvement is a priority at our school and we engage parents of ELLs in a variety of ways. Parents provide feedback to the school through the annual environment survey, and also respond to interest surveys which we use to develop our parent programming. We offer a range of evening and weekend classes for parents and guardians in G.E.D. preparation, English as a Second Language, computer literacy, financial literacy, and accessing the ARIS system. We also have an active and inclusive Parent-Teacher Association which meets monthly to celebrate student awards, present community resources, and discuss issues of concern. Parents of ELLs are invited to sit on PTA committees. We also make efforts to connect families of ELLs with community resources outside of the school, such as the Brooklyn Public Library, Learning Leaders, and the Flatbush Development Corporation. Our parents are invited to ongoing workshops on topics of interest including, but not limited to: Family Services, Health Insurance, and Middle School Success for Parents and Students. We use the School Messenger system to deliver important messages for parent via voice mail and text messages in multiple languages.

Assessment Analysis:

Instruction at our school is driven by the analysis of data. For example, students who have not met the performance standards in speaking are monitored during classroom instruction and instant feedback is provided for immediate self-correction. Teachers pose questions to the class to elicit responses that may be in one of the four levels of response. Level 1: Statement that is rephrased from the words of the prompt. Level 2: Reason is added to Level 1 response. Level 3: Proof from the text is added to the Level 2 response. Level 4: Elaboration, Vocabulary, Voice (E2V) Elaboration, Vocabulary and Voice are skills that the student utilized in order to “bump” a response to Level 4.

Additionally, students are guided and monitored while recording their own responses to prompts. These oral recordings are listened to by the student in a small group setting for cluster analysis and revision. All of these activities are provided four to eight times a week depending on the students NYSESLAT level under the supervision of a licensed ESL pedagogue.

Another example: LEP students who have not met the performance standard in reading are supported four to eight times a week depending on their NYSESLAT level under the supervision of a licensed ESL pedagogue. Our ESL specialists collaborate with the literacy and speech teacher to plan activities that will build reading stamina. We have implemented a Kaplan SpellRead program targeting our English Language Learners’ phonemic/phonetic deficiencies. These students meet with the trained educator several times a week for specific and individualized instruction. In addition, our school has purchased Achieve 3000, a web-based individualized reading and writing instruction solution for grades 6 – 12 that reaches every student at his or her Lexile Level.

The tools that our school uses to assess the early literacy skills of our ELLs are the RIGOR assessment, the ALLD in Spanish, in combination with the WRAP Assessment. We have learned that about 2 % of our newcomers are pre-literate and approximately 5 % are performing at a low literacy level in their native language.

We have noticed that a few students entering our building from Nepal and Bangladesh are reading, speaking and understanding English at a high beginner-low intermediate level.

The general trends of NYSESLAT scores in all grades show that our ELLs speaking and listening skills are stronger than their reading and writing skills. Further analysis of our sixth grade ELLs shows that while the majority of those who are not newcomers are able to achieve an advanced or even proficient score in listening and speaking, they may only score intermediate or advanced in the reading and writing portions. These trends are also consistently present in the seventh and eighth grade ELL population, though to a lesser degree.

We have carefully analyzed student performance on each performance indicator of the English Language Arts exam for each grade. On the 2010 New York State ELA exam, our 6th grade ELLs are most in need of improving their ability to interpret information (interpret data from multiple sources, and interpret literary texts from a variety of genres), and to understand new vocabulary (determine the meaning of unfamiliar words by using context clues, a dictionary, or a glossary). ELLs in the 7th grade struggled to understand literacy devices (determine how the use and meaning of literary devices convey the author’s meaning or intent) and to evaluate the validity and

accuracy of information, ideas, themes, opinions, and experiences in text. 8th grader ELLs performances on the 2010 ELA exam demonstrated that they struggle most with recognizing how the author's use of language creates images or feelings and to evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in texts.

On the 2010 New York State Mathematics exam (6th, 7th, and 8th grades) and social studies (8th grade) exams, ELLs in all three grades have made progress in all subgroups. In the 8th grade New York State Science exam, we are in the process of creating a measure that is aligned with the 8th grade science exam and can be used as a periodic formative assessment of our students' science vocabulary comprehension.

The Periodic Assessment is utilized to both provide a measure that addresses areas of deficiency among our ELLs and to assess growth and improvement in Listening, Speaking, Reading and Writing. School Leadership, Inquiry Team, and classroom teachers are using the results of the Periodic Assessment to help drive instruction. Results of these assessments are closely analyzed and lessons, projects, homework, and classroom assignments are tailored to the specific needs of a student. We expose the students to many project-based assignments, including but not limited to "A Book About Me" assignment designed to promote self esteem by requiring each student to investigate, interview, research, describe, organize, and write about his or her life. The students created computer generated graphics organizers for pre-writing/brainstorming activities, do internet research, complete a document based writing activity, and incorporate expository, narrative, descriptive, and persuasive writing genres. Memoir writing is another major focus of this project that celebrates the students' lives. Additionally, students write using writers workshop and vocabulary inclusion strategies. Writing is integrated into all content areas.

The success of our programs for ELL's are evaluated using multiple measures. We employ the results of formal, informal, formative and collaborative assessments at the beginning, midterm and at the end of our program. Scores are carefully analyzed and evaluated for future sustainability purposes. Additionally, we survey teachers for a more comprehensive approach to our program.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	J.H.S. 062 Ditmas					
District:	20	DBN:	20K062	School		332000010062

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded	v	
	2		6		v	10			

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		92.8	93.4	94.0
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		90.5	90.8	89.7
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	331	396	383	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	415	363	438		91.2	94.6	94.6
Grade 8	399	445	394				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		7	82	67
Grade 12	0	0	0				
Ungraded	2	2	2	Recent Immigrants - Total Number:			
Total	1147	1206	1217	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					56	79	70

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	63	62	67	Principal Suspensions	87	92	129
# in Collaborative Team Teaching (CTT) Classes	78	88	90	Superintendent Suspensions	36	35	36
Number all others	56	80	77				

These students are included in the enrollment information above.

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	220	301	TBD
# ELLs with IEPs	20	68	TBD

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	5	6	13

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	4	5	34	% fully licensed & permanently assigned to this school	100.0	100.0	98.9
				% more than 2 years teaching in this school	75.8	75.0	78.0
				% more than 5 years teaching anywhere	54.7	58.3	67.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	84.0	79.0	82.0
American Indian or Alaska Native	0.3	0.2	1.1	% core classes taught by "highly qualified" teachers	89.7	92.7	88.4
Black or African American	38.6	34.5	32.7				
Hispanic or Latino	33.0	33.0	32.5				
Asian or Native Hawaiian/Other Pacific	19.1	23.2	23.6				
White	8.9	8.8	10.2				
Male	56.5	56.1	54.0				
Female	43.5	43.9	46.0				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced				v	

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	X	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native			-			
Black or African American	v	v				
Hispanic or Latino	v	v				
Asian or Native Hawaiian/Other Pacific Islander	v	v				
White	v	v				
Multiracial	-	-				
Students with Disabilities	-	v	-			
Limited English Proficient	X	v				
Economically Disadvantaged	v	v				
Student groups making	6	8	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	A	Overall Evaluation:				NR
Overall Score:	66	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	9.9	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	8	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	42.3					
<i>(Comprises 60% of the</i>						
Additional Credit:	5.8					

KEY: AYP STATUS		KEY: QUALITY REVIEW SCORE				
v = Made AYP		U = Underdeveloped				
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features				
X = Did Not Make AYP		P = Proficient				
– = Insufficient Number of Students to Determine AYP		WD = Well Developed				
		NR = Not Reviewed				

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CEI/PEA	District 20	School Number 062	School Name Ditmas I.S. 62
Principal Barry Kevorkian		Assistant Principal Michelle Esposito	
Coach Raquel Diaz-Imhof		Coach Mary Piccolino	
Teacher/Subject Area Kristen BengstonMendoza/ESL		Guidance Counselor Danielle Schillaci	
Teacher/Subject Area Whitney Nowak		Parent Sonia Raymundo	
Teacher/Subject Area Nadia Leander/Math		Parent Coordinator Marilyn Aybar	
Related Service Provider Mary Dobrowsky		Other Beatrice De Sapio/ UFT Chapter	
Network Leader Nancy Ramos		Other Jane Bahnsen/Attendance Coordi	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	8	Number of Certified Bilingual Teachers	4	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	1	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	1215	Total Number of ELLs	295	ELLs as Share of Total Student Population (%)	24.28%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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 screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

The steps followed at Ditmas I.S. 62 for the initial identification of those students who may possibly be ELL's are guided by CR Part 154 regulation that provides basic requirements and procedures for ELL education. The pedagogues responsible for conducting the initial screening and administration of the Home Language Identification survey (HLIS) and Lab-R (if necessary) include Raquel Diaz-Imhof (M.S. Ed. TESOL, Spanish speaking), Roselande Etienne (M.S. Ed. TESOL, Haitian-Creole speaking), Tatiyana Helms (M.S. Ed ESL, Russian speaking), and Zeb Khokhar (M.S. Ed. TESOL, Urdu speaking). If the home language is other than English or a student's native language is other than English an informal student interview in the native language and/or English is conducted. If a student does not speak any language other than English, then the student is not an ELL and the student enters a general education program. When a student speaks a language other than English and speaks little or no English, then an initial assessment, The Language Assessment Battery – Revised is administered. LAB-R documents are handscored at the school and a list of handscores are maintained at the school. Students who score at or above proficiency are not ELL's and enter a monolingual program. Students who score below the proficiency level are ELL's. If a student is an ELL, parental options are exercised. Parents are invited to a Parent Orientation Meeting where the three programmatic models offered in the city of New York are fully explained to them. At the Orientation parents view a DVD explaining the program choices in a language they understand. Parents may opt for one of three educational programs: Transitional Bilingual Education Program, Dual Language Program, and Freestanding ESL. Students are placed within 10 days of enrollment. If a parent selects a bilingual program in the native language of the student and the school does not have a bilingual program at that time, parents are informed of a school where such a program exists. A running count is kept of all parent requests for Bilingual classes in the same language group. If 15 or more families in two contiguous grades were to request Bilingual Education, the team would plan on the formation of a Bilingual class. If parents do not select a program, the student is automatically placed in a bilingual class if it is available, or an ESL class. The default program for students whose parents do not make a selection is Transitional Bilingual.

There are structures in place at our school to ensure that each parent or guardian of an ELL student understands all three program choices offered (transitional bilingual education, dual language, or freestanding ESL). We conduct an interview with the child and the parent or guardian, in native language, with an interpreter, if necessary. The "Orientation Video for Parents of English Language Learners" is shown in the native language or in English and the Parent Survey and Program Selection forms are completed by the parent or guardian. Teachers and staff who speak the native language of the family make themselves available for any questions or concerns by providing their contact information (phone extension or e-mail address) to parents or guardians. Entitlement, Continued Entitlement, and Transition letters are mailed home to parents or hand delivered to parents after the Parent Orientation Video is viewed. Additionally, in September and March we host an orientation open to all interested parents and guardians of ELL's who might have missed the Orientation Video upon enrollment in our school. The Entitlement, Continued Entitlement and Transition (non-entitlement) letters are sent home annually to Parents of ELLs who took the NYSESLAT in the spring. HLIS forms, Parent Survey and Selection forms, and copies of Entitlement and Continued entitlement forms are placed in the students cumulative record folders and a separate copy of these documents are kept on file in a central location for monitoring purposes.

The freestanding ESL programs model at Ditmas IS 62 is aligned with parent requests based on the analysis of the Parent Survey and Program Selection forms. In recent years, nearly all parents have preferred to enroll their children in a freestanding ESL class; this is the program we currently offer. We have not had fifteen (15) or more requests for bilingual education in any language for two consecutive years at our school. Since there are not enough requests for transitional bilingual or dual language services in a single language to create a class, the few parents who do not request freestanding ESL for their children as their first choice are offered the options of either enrolling their children at our school in a freestanding ESL program or enrolling their children at another school that offers their first choice.

In the springtime, the New York State English as a Second Language Test (NYSESLAT) is administered. Annual steps taken to evaluate ELL's using the NYSESLAT include a one-on-one speaking assessment administered by licensed E.S.L. pedagogues, as well as the reading, writing, and listening portions administered in a group setting. We ensure a quiet, organized testing environment by creating a testing schedule for each grade level, including all required testing accommodations. A separate make-up schedule is also created to ensure a similar environment for any students who were absent for any days/days of the exam.

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained							2	2	2					6
Push-In							6	7	6					19
Total	0	0	0	0	0	0	8	9	8	0	0	0	0	25

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	295	Newcomers (ELLs receiving service 0-3 years)	161	Special Education	57
SIFE	59	ELLs receiving service 4-6 years	63	Long-Term (completed 6 years)	71

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	161	45	5	63	5	25	71	1	27	295
Total	161	45	5	63	5	25	71	1	27	295

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0						29	31	30					90
Chinese							1	2	3					6
Russian							19	20	19					58
Bengali							7	9	10					26
Urdu							11	14	19					44
Arabic							1	3	2					6
Haitian							9	10	9					28
French							1	1	1					3
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							1	2	0					3
Albanian							0	1	1					2
Other							12	8	9					29
TOTAL	0	0	0	0	0	0	91	101	103	0	0	0	0	295

Part IV: ELL Programming

A. Programming and Scheduling Information

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.

The Ditmas IS 62 is one of eight middle schools in Community School District 20 servicing grades 6, 7, and 8 located in the Kensington section of Brooklyn. The building contains three separate “small” schools: the Institute for Academics, Performing and Visual Arts (APVA), the Institute for Law and Community Service (LCS), and the School for Business, Finance and Technology. Every school has developed its own philosophy and theme in a process that involves Assistant Principals, staff, and parents.

Smaller schools are at the forefront of today's educational reform. Each of our three (3) schools offers a nurturing environment and a strong sense of family. Such an environment encourages a positive and supportive interaction among the administration, teachers, students, and parents. Each week there is an Instructional/Informational meeting with the Principal's core committee. These committees share concerns and to plan all professional development activities. They serve as a weekly review of all programs and plans. Services to our ELL's are provided by highly qualified staff in all institutes within the building. Our advanced ESL children have been placed in each of the three (3) institutes. We have one (1) 6th grade beginner class, one (1) 6th grade intermediate class, and one (1) 6th grade advanced class. In the 7th grade we have two (2) 7th grade beginner classes, one (1) 7th grade intermediate class, and one (1) advanced class and in the 8th grade there are two (2) 8th grade ESL/Regular education advanced classes, two (2) beginner classes and one (1) intermediate class. The teachers share common planning time in order to collaborate on lesson plans which ensure that the instructional initiatives are aligned to best meet our ELL's needs.

All of our programs for ELL's adhere to a balanced approach to literacy. Our staff utilized high-quality instructional practices, incorporating the SIOP model into their lesson planning. We follow all state standards, including the New York state learning standards in all curriculum areas. .

Students are programmed for ESL services based on their LAB-R or NYSESLAT scores. Students that score at the beginner or intermediate level on the NYSESLAT exam receive 360 minutes per week or eight (8) class periods per week of small group ESL instruction. Our advanced students receive 180 minutes per week (four (4) class periods a week) of ESL small group instruction. These advanced students also receive eight (8) periods of ELA a week (beyond what is mandated at their proficiency level) in an effort to promote academic language and literacy. The instruction may be a combination of stand-alone, push-in, or pull-out services.

Collaboration and articulation during common P.D.'s with content area teachers is ongoing in an effort to prepare language learning activities to support the content area subjects. Each of our grade staff members meets once a week during a common prep period during which planning and implementation concerns are addressed and student work is looked at together. Furthermore, interdisciplinary projects and collaborations are presented and agreed upon at this time. Finally, 37.5 minutes of individualized tutoring is offered to all of our Level 1 and low Level 2 students between 8:00 and 8:37.5 in the morning.

4. Our ESL Program is a strong, coherent, instructional plan that combines small group pull-out ESL teaching and a Push-In model into content area classes. Our goals in providing students with both instructional program models include, but are not limited to affording academic content-area instruction in English using ESL instructional strategies and methodologies, to use native language support to make content comprehensible, to incorporate ESL strategic instruction, to assist students to achieve the state designated level of English proficiency for their grade, and to help ELLs meet or exceed New York State and City standards. Though we do not offer dual language or transitional bilingual programs at our school, we make every effort to support the many first languages of our diverse student population. Bilingual dictionaries, picture dictionaries, and glossaries in over ten (10) languages as well as fiction and nonfiction texts can be found in all of the self-contained ESL classrooms at our school, as well as in the school library. All teachers use best practices based on the SIOP model (identification of cognates, student grouping, native-language "buddies" for newcomers, and student-generated bilingual glossaries, for newcomers, and student generated bilingual glossaries, for example) to support language learning whenever possible. Though instruction is delivered primarily in English, we utilized the many languages spoken by our staff members for clarification, as well as when communicating with parents for resolving disciplines or guidance issues.

We are unwavering about differentiating instruction for our ELL subgroups. We have run a comprehensive SIFE/Long Term ELL extended day and Saturday program at our school since 2005. We are optimistic about receiving endorsement for our rigorous plan this academic year which will continue to utilizing Margarita Calderon's RIGOR Program and are expecting to continue to service our students with these resources. Our newcomers are placed in age appropriate beginner classes which are equipped with textbooks, workbooks, native language libraries, and supplemental materials geared at helping our students understand challenging content and think critically while teaching them to communicate in the L2.

Our building houses three full technology labs and a state-of-the-art science lab for use by all of our students, but with explicit ELL intervention in mind. During their lab time, our ELL's use "ELLIS Essentials" software, Achieve 3000, Destination Math, Classroom Inc software, and are taught basic Microsoft tools such as Excell, and Power Point. We continue to support our ELLs who have reached proficiency on the NYSESLAT by providing test accommodations and or extended time and working closely with their teachers and within their classroom. We continue to improve our existing programs by building capacity and supporting the development of oral and written fluency, content knowledge, and the ability to communicate in the target language.

Differentiation for our ELL Group:

a. SIFE: This program is an extended day multifaceted, performance based project that is aligned to the NYS standards. The students meet two days a week from 3:00-4:30 and 2:20-4:20 on Fridays. The students utilize RIGOR and Destination Math to support their areas of need in these areas. Its purpose is to help SIFE designated students with their educational deficits at an accelerated pace. This project brings real life experiences into the cognitive realm of the participating students and emphasizes reading, writing speaking, listening and viewing. The program incorporates trips to cultural locations such as museums, High Schools and Colleges and walking tours of the neighborhood for the students and their families.

The SIFE students also used the Achieve3000 program. This is a web-based individualized learning solution scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance on high stakes tests.

The SIFE program also stresses the SIFE students' unique situation by stressing an academic focus on the students' country of origin.

b. ELL's in our school for less than three years receive a wide range of additional services beyond their ELA and ESL instructional time. Every year, staff members identify beginner and intermediate students in all three (3) grades in need of additional support in phonics and decoding. These students receive extra pull-out services in small groups of five (5) students using the Kaplan SpellRead program. Some students with 2 – 3 years of service have also been identified for additional reading tutoring using the Wilson curriculum. All of our ELL teachers have received extensive training and coaching in SIOP, and they implement the SIOP model in their science, math, ELA, and social studies classes. Our school was also awarded a SIFE grant, which has enabled us to run an after school program for SIFE students to support literacy using RIGOR, and Destinaton Math for this high-need population. New this academic year is a collaborative project called Story Studio. Story Studio is arts integration programming at its most rigorous; with very specific goals focused on improving literacy and literacy test scores for English language learners. Story Studio teaching arts are collaborating with a 6th grade beginner, and a 7th grade intermediate classroom teacher using their combined expertise to strategically employ the arts as a method of improving vocabulary, acquiring language, improving comprehension and fluency and helping students feel more comfortable at speaking in public. The artists are in our classrooms working with our students and teachers every Monday. We are excited about this unique opportunity to bring storytelling into the ELL classroom and are committed to using innovative methods to help our students achieve new skills.

c. ELL's who have been receiving services for 4 – 6 years also receive a wide range of supports at our school. In addition to their self-contained, push-in, or pull-out ESL services, those who are in need of additional literacy support are pulled-out in a small group setting for reading and writing remediation using the Kaplan Text-Connections program. All of our teachers have received extensive training and coaching in SIOP, and they implement the SIOP model in their science, math, ELA, and social studies classes. A SIOP consultant supports our teachers throughout the year. Class visits, mini-training sessions, professional learning circles, coaching, follow-up recommendations are among the many services she provides our teachers. We also facilitate the formation of special classes with the UFT Young People's Academy and NYCLA, SES programs at our school for ELL's, and match these groups with certified ESL teachers whenever possible. The 21st Century after school program, also located at our school, has targeted our ESL population for a music and drama enrichment program. Many members of our teaching staff have also been trained in the use of differentiated internet-based curricula such as Achieve3000, Writing Matters and Destination Math.

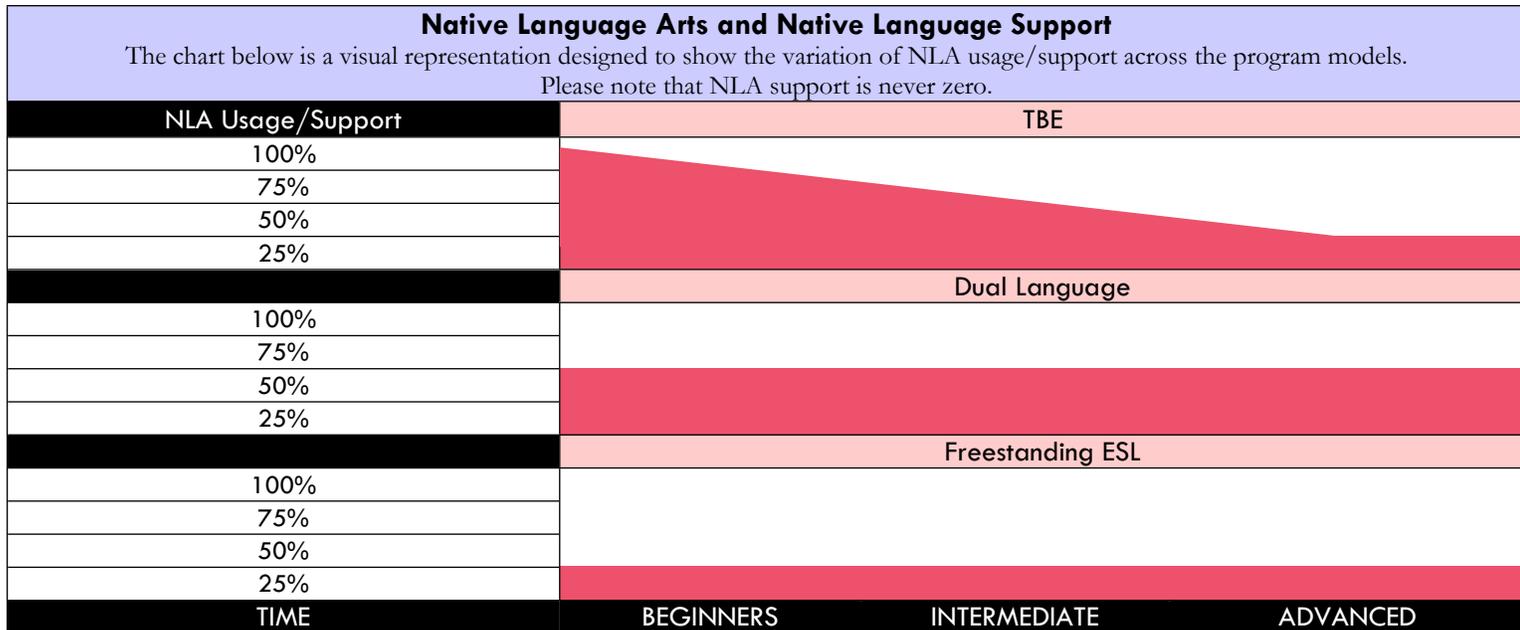
d. There are many interventions for our long term ELL students. One of them is our before school Title III program. These students receive extra hours of test preparation and project building/completion in Math and English in a small group setting. This allows for language deficits to be addressed in a non- threatening atmosphere as well as focused individual remediation. Moreover, Saturday Science and ELA classes will be available for our 8th graders in an effort to provide additional support.

Additional ELL programs for our long term ELL's include inclusion in the SIFE Program, RIGOR, Classroom Inc., Brienza, UFT Young Peoples Academy, NYCLA, 21st Century Grant, Destination Math, Achieve 3000 and our own school gardening Program called the Greening of Ditmas.

e. Our ELL's are afforded special education services after being evaluated. The initial request for evaluation is made by teacher recommendation through our guidance counselor. Once our students are placed in a special education setting, they retain their ESL services by attending ESL classes.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

We have numerous targeted intervention programs for ELL's in ELA, math, and the other content areas. (See Programs listed Below) Moreover, as mentioned in our narrative above, we are a SIOP School. All of our programs for ELL's adhere to a balanced approach to literacy. Our staff utilizes high-quality instructional practices, incorporating the SIOP model into their lesson planning. All of our teachers have been trained in the SIOP model and our school continues to facilitate ongoing collaboration between a SIOP consultant and our teachers. We follow all state standards, including the New York state learning standards in all curriculum areas and are now preparing to introduce and gradually incorporate the Common Core Standards into our planning and Curriculum Maps.

Collaboration and articulation during common P.D.'s with content area teachers is ongoing in an effort to prepare language learning activities to support the content area subjects. Each of our grade staff members meets once a week during a common prep period during which planning and implementation concerns are addressed and student work is looked at together. Furthermore, interdisciplinary projects and collaborations are presented and agreed upon at this time. Finally, 37.5 minutes of individualized tutoring is offered to all of our Level 1 and low Level 2 students between 8:00 and 8:37.5 in the morning.

The continual transitional supports available for ELLs reaching proficiency on the NYSESLAT include access to the UFT Young People's Academy, BRIENZA and NYCLA SES program and the 21st Century after school program. These students' content area teachers also utilize the SIOP model to continue supporting English language development. They are also entitled to testing modifications on all state examinations for two years, and we ensure these modifications for each child when we create our testing schedule. Many members of our teaching staff have also been trained in the use of differentiated web-based curricula such as Achieve3000, Writing Matters and Destination Math.

As mentioned above we are embarking upon a new arts program, story studio, in our newcomer 6th grade class and in our intermediate 7th grade class. Our Title III program will address the needs of our newcomers and students who will be taking the ELA and Science State tests for the first time.

NO programs have been discontinued in our school.

Though we do not offer dual language or transitional bilingual programs at our school, we make every effort to support the many first languages of our diverse student population. Bilingual dictionaries, picture dictionaries, and glossaries in over ten (10) languages as well as fiction and nonfiction texts can be found in all of the self-contained ESL classrooms at our school, as well as in the school library. All teachers use best practices based on the SIOP model (identification of cognates, student grouping, native-language "buddies" for newcomers, and student-generated bilingual glossaries, for newcomers, and student generated bilingual glossaries, for example) to support language learning whenever possible. Though instruction is delivered primarily in English, we utilized the many languages spoken by our staff members for clarification, as well as when communicating with parents for resolving disciplines or guidance issues.

Newly enrolled ELL students are invited to participate in our Title III summer enrichment program each year (contingent upon funding). This opportunity to prepare new ELLs for the coming school year included thematic units that explore American language and culture, literacy and mathematics, and field trips to sites of cultural interest around New York City. Additionally, our Title III allocation for the 2010-2011

academic year will facilitate the availability of early morning programming for our newcomers and first time ELA Test takers.

Special Programs:

Wilson Reading System: To service our ELL's and Special Education Students, we've incorporated various programs that helped our students to show progress in ESL, ELA and other content areas. One of these programs is the Wilson Reading System. The Wilson Reading System is a research-based reading and writing curriculum for teaching decoding and encoding beginning with phoneme segmentation. It provides an organized, sequential system with extensive controlled text to help teachers implement a multi-sensory structured language program.

RIGOR (Reading Instructional Goals for Older Readers): this is a program specifically geared for ELL's who are reading at the 1st and 2nd grade level. The primary goal of this program is to stimulate oral language, reading comprehension, writing and cognitive development using interactive lessons that combine a variety of instructional activities.

Kaplan Keys Unlock the Test builds on the critical thinking skills essential for success on the New York State ELA and Math Assessment.

Kaplan ELA and Math Advantage this program is a supplemental, research-based instructional program that introduces students to the content and structure of the NYS ELA and Math tests.

Kaplan SpellRead this program enables students to become more confident readers by emphasizing sequential development of reading through phonemic awareness, phonics, fluency, and reading comprehension, addressing the needs of non readers and students with limited reading ability, including ELL's and Special Education students.

Kaplan TextConnections is a reading support program that works to develop fluency, comprehension, vocabulary, writing and independent reading. It provides an inquiry-based curriculum with explicit instructions, Scaffolded activities, and leveled texts and trade books to create strategic and independent readers in all content areas.

Achieve3000 this program is a web-based individualized learning solution scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance on high stakes tests.

Destination Math helps students investigate how mathematical issues arise out of real-life situations in a highly engaging setting students work through tutorials in numbers, number sense, operations with numbers, fractions, decimals, geometry, data analysis and probability.

In addition, our school has Extended Day programs that include, but are not limited to:

- Brienza
- UFT Young Peoples Academy
- 21st Century Program
- Flatbush Development
- C.H.A.M.P.S
- Preparation for the NY State exams
- NYCLA
- Story Studio

Materials:

Ditmas I. S. 62 uses a variety of ESL instructional materials:

- Visions Textbook, workbook and activity book published by Thomson/Heimle Publishers available in beginner, intermediate and advanced levels.
- ESL Dictionaries and Thesaurus' in a variety of languages
- Science glossaries
- Kaplan SpellRead and TextConnections
- Kaplan Momentum Math

- Achieve3000 program
- RIGOR
- Destination Math
- Test prep Getting Ready for the NYSESLAT on all three grade levels
- A Guide to Better English grammar workbook
- A plethora of ESL non fiction activity books published by Longman
- Class libraries
- Audio/visual equipment/ Listening Centers
- Essential Skills for Reading Success published by Rally
- Kits: published by Scholastics and Teacher Created Materials
- Explode the Code by Hall and Price for all 3 grade levels
- Expository, Narrative, Descriptive Writing : mini-lessons, strategies and activities by Scholastic
- Passwords in Social Studies and Science by Curriculum Associates
- Writers Thesaurus Middle School, Math tools, and Science Glossary by Options Publishing
- Scholastic Pocket Reference books
- Access ESL History and Science

Additionally there is an eclectic selection of teacher preferred material

The language electives offered to our students are French and Spanish. Both subjects are taught by a NYS certified foreign language pedagogue.

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

Our Professional Development Plan for the 2010-2011 Academic School year includes but is not limited to the following:
 1) Understanding the Common Core State Standards 2) Success for Ell's in the Content Classes 3) Understanding the Screening, Placement and Assessment Policy for Ell's 4) What is the LAP? 5) ATS Reports and how to use the data to align instruction 6) Using Achieve 3000, SIOP, and Destination Math in our classrooms 6) Navigating NYstart and ARIS to streamline instruction for students individual needs

All the personnel at our school who work with ELLs (and those who don't) have received extensive training above and beyond the minimum 7.5 hours of ELL training through professional development in the SIOP model of sheltered instruction. Assistant principals, ESL coordinators, the school psychologist, speech therapists, paraprofessionals, and our parent coordinator have been trained in this methodology, as have all members of our teaching staff. Consultants have conducted group sessions, classroom visitations, informal observations, and one-on-one feedback sessions to staff. Our ESL content area and special education teachers also participate in Q-TEL, and other professional development offered by the Office of English Language Learners and BETAC. We provide ongoing "Lunch and Learn" opportunities and coaching to our staff to support them in their work with students as the transition from one school level to another.

E. Parental Involvement

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

Parental involvement is a priority at our school and we engage parents of ELLs in a variety of ways. Parents provide feedback to the school through the annual environment survey, and also respond to interest surveys which we use to develop our parent programming. We offer a range of evening and weekend classes for parents and guardians in G.E.D. preparation, English as a Second Language, computer literacy, financial literacy, and accessing the ARIS system. We also have an active and inclusive Parent-Teacher Association which meets monthly to celebrate student awards, present community resources, and discuss issues of concern. Parents of ELLs are invited to sit on PTA committees. We also make efforts to connect families of ELLs with community resources outside of the school, such as the Brooklyn Public Library, Learning Leaders and the Flatbush Development Corporation. Our Parents are invited to ongoing workshops on topics of interest including but not limited to: Family Services, Health Insurance, and Middle School Success for Parents and Students. We have instituted a school message board that delivers important messages for parents via voice mails and text messages in multiple languages.

Part V: Assessment Analysis

A. Assessment Breakdown

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	9	10	11	12	TOTAL
Beginner(B)							35	35	37					107
Intermediate(I)							38	31	35					104
Advanced (A)							44	38	40					122
Total	0	0	0	0	0	0	117	104	112	0	0	0	0	333

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							12	10	17				
	I							10	18	29				
	A							18	8	29				
	P							5	9	6				
READING/ WRITING	B							40	36	35				
	I							11	20	22				
	A							32	24	24				
	P							9	7	9				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
6	53	38	9	0	100
7	53	43	3	0	99
8	51	45	3	1	100
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	18		63		14		5		100
7	38		48		9		5		100
8	22		50		26		2		100
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	33		63		8		2		106
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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

the student in a small group setting for cluster analysis and revision. All of these activities are provided four to eight times a week depending on the students NYSESLAT level under the supervision of a licensed ESL pedagogue.

Another example is LEP students who have not met the performance standard in reading are supported four to eight times a week depending on their NYSESLAT level under the supervision of a licensed ESL pedagogue. Our ESL specialists collaborate with the literacy and speech teachers to plan activities that will build reading stamina. We have implemented a Kaplan Spell Read Program targeting our English Language Learners' phonemic/phonetic deficiencies. These students meet with the trained educator several times a week for specific and individualized instruction. In addition, our school has purchased Achieve 3000, a Web-based, individualized reading and writing instruction solution for grades 6-12 that reaches every student at his or her Lexile Level Powered by a proprietary software engine that distributes assignments to the entire class, but tailors them according to each student's reading level.

The tools that our school uses to assess the early literacy skills of our ELLs are the RIGOR assessment, the ALLD in Spanish, in combination with the WRAP Assessment. We have learned that about 2% of our newcomers are pre-literate and approximately 5% are performing at a low literacy level in their native language.

We have noticed that a few students entering our school from Nepal and Bangladesh are reading, speaking and understanding English at a high beginner- low intermediate level.

The general trends of NYSESLAT scores in all grades show that our ELLs' speaking and listening skills are stronger than their reading and writing skills. Further analysis of our sixth grade ELLs shows that while the majority of those who are not newcomers are able to achieve an advanced or even proficient score in listening and speaking, they may only score intermediate or advanced in the reading and writing portions. These trends are also consistently present in the seventh and eighth grade ELL population, though to a lesser degree.

We have carefully analyzed student performance on each performance indicator of the English Language Arts exam for each grade. On the 2010 ELA exam, our 6th grade ELLs are most in need of improving their ability to interpret information (interpret data from multiple sources, and interpret literary texts from a variety of genres), and to understand new vocabulary (determine the meaning of unfamiliar words by using context clues, a dictionary, or a glossary). ELLs in the 7th grade struggled to understand literary devices (determine how the use and meaning of literary devices convey the author's message or intent) and to evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text. 8th grade ELLs' performance on the 2010 ELA exam demonstrated that they struggle most with recognizing how the author's use of language creates images or feelings and to evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in texts.

On the 2010 mathematics (6th, 7th, and 8th grades) and social studies (8th grade) exams, ELLs in all three grades have made progress in all subgroups. In 8th grade science, we are in the process of creating a measure that is aligned with the 8th grade science exam and can be used as a periodic formative assessment of our students' science vocabulary comprehension.

The Periodic Assessment is utilized to both provide a measure that addresses areas of deficiency among our ELL's and to assess growth and improvement in Listening, Speaking, Reading and Writing. School Leadership, Inquiry Team and classroom teachers are using the results of the Periodic Assessment to help drive instruction. Results of these assessments are closely analyzed and lessons, projects, homework, and classroom assignments are tailored to the specific needs of a student. For example, if a student is found to be deficient in Writing . We expose our students to many project based coursework, including but not limited to "A Book About Me" assignment designed to promote self-esteem by requiring each student to investigate, interview, research, describe, organize and write about his or her life. The students create computer generated graphic organizers for pre-writing/brainstorming activities, do internet research, complete a document based writing activity, and incorporate expository, narrative, descriptive, and persuasive writing genres. Memoir writing is a major focus of this project that celebrates the student's lives. Additionally, students write using writers workshop and vocabulary inclusion strategies. Writing is integrated into all content areas.

The success of our programs for ELLs are evaluated using multiple measures. We employ the results of formal, informal, formative and collaborative assessments at the beginning, midterm and at the end of our programs. Scores are carefully analyzed and evaluated for future sustainability purposes. Additionally, we survey teachers for a more comprehensive approach to our programs.

Additional Information

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

Additional Information

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

	Other		
	Other		
	Other		