



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

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 19K218

ADDRESS: 370 FOUNTAIN AVENUE BROOKLYN, NEW YORK 11208

TELEPHONE: 718-647-9050

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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.....	11
SECTION VI: ACTION PLAN.....	12
REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....	16
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....	18
APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....	19
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING.....	25
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....	26
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....	27
APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....	28

SECTION I: SCHOOL INFORMATION PAGE

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

SCHOOL ADDRESS: 370 Fountain Avenue Brooklyn, NY 11208

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

SCHOOL CONTACT PERSON: Alison Breedy **EMAIL ADDRESS:** abreedy@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ms. Palmore Clarke

PRINCIPAL: Ms. Alison Breedy

UFT CHAPTER LEADER: Mr. Thomas Crean

PARENTS' ASSOCIATION PRESIDENT: Ms. Ann Marie Ash

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 19 **CHILDREN FIRST NETWORK (CFN):** 301

NETWORK LEADER: Ms. Joanne Brucella

SUPERINTENDENT: Ms. Rose Marie Mills

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Alison Breedy	*Principal or Designee	
Thomas Crean	*UFT Chapter Chairperson or Designee	
Palmore Clarke	UFT/SLT Chairperson/Teacher Grade Seven	
Elemenia Glover	UFT/Teacher Grade Six	
Una Drakes	UFT/Teacher Grade Six	
Maureen Lannan	UFT/Teacher Grade Seven	
Eric Archer	DC 37 Representative	
Ann Marie Ash	*PA/PTA President or Designated Co-President	
Latoya Webster	Parent	
Lukmon Kalejaiye	Parent	
Noel Osa	Parent	
Polanco Pedro	Parent	
Oria Morel	Parent	
Carlos Morel	Parent	
Bibi Sattaur	Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Part A. Narrative Description

Vision

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

Mission

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

Overview

Sinnott Magnet School, I.S. 218 is located in the East New York section of Brooklyn and is a member of Children's First Network 301. Sinnott has an established Health and Health Careers Magnet Program that consists of linkages with area daycare centers and nursing homes. Sinnott classes are arranged in an academy structure and students remain in one of two academies throughout their tenure at Sinnott. Teacher teams, coupled with extended day program, provides the conduit that ensures the individual learning needs of each child is met and supported.

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

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

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

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	J.H.S. 218 James P. Sinnott				
District:	19	DBN #:	19k218	School BEDS Code:	331900010218

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		87.9	91.0	89.9		
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		91.0	90.1	90.2		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	181	174	179	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	267	185	204		75.2	85.5	90.7		
Grade 8	269	277	216						
Grade 9	85	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		10	34	32		
Grade 12	0	0	0						
Ungraded	1	2	1	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	803	638	600		21	26	12		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	51	50	58						
No. in Collaborative Team Teaching (CTT) Classes	37	28	27	Principal Suspensions	137	91	3		
Number all others	51	34	31	Superintendent Suspensions	31	31	50		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)				
(As of October 31)	2008-09	2009-10	2010-11	2007-08	2008-09	2009-10		
# in Trans. Bilingual Classes	18	0	TBD	CTE Program Participants	0	0	0	
# in Dual Lang. Programs	0	0	TBD	Early College HS Participants	0	0	0	
# receiving ESL services only	87	62	TBD	Number of Staff: Includes all full-time staff				
# ELLs with IEPs	7	11	TBD	(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	79	74	55	
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	13	13	12	
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	3	3	4	
	8	6	25					
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2008-09	2009-10	2010-11	% fully licensed & permanently assigned to this school	100.0	100.0	98.0	
American Indian or Alaska Native	0.9	0.3	0.0	Percent more than two years teaching in this school	86.1	79.7	80.0	
Black or African American	45.6	47.8	43.0	Percent more than five years teaching anywhere	67.1	70.3	89.1	
Hispanic or Latino	35.5	32.3	36.5					
Asian or Native Hawaiian/Other Pacific Isl.	16.1	17.2	19.8	Percent Masters Degree or higher	86.0	85.0	92.7	
White	1.9	1.6	0.5	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	76.1	87.0	99.1	
Multi-racial								
Male	51.8	50.2	53.7					
Female	48.2	49.8	46.3					

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"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10	<input checked="" type="checkbox"/> 2010-11

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<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:	✓	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	✓	✓					
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	7	7	1	0	0		

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	B	Overall Evaluation:	NR
Overall Score	59.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	5.3	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	9.1	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	39	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6.3	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

2010 New York State Assessments – Summary of Data (End of School Year)

2010 NYS Test Results (Percentage of Students at Level One, Level Two, Level Three, Level Four)																
Grade	ELA				Math				Science				SS			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
6	25	47	27	2	12	43	28	16								
7	19	56	21	3	11	39	33	17								
8	19	53	25	3	17	42	28	13	23	44	30	4	60	14	22	4
ES	20	52	24	3	14	41	30	15								
SE-6	59	35	6	0	24	53	18	6								
SE-7	54	43	3	0	31	49	20	0								
SE-8	55	40	5	0	64	31	3	3	61	33	6	0	85	6	9	0
SE-ES	56	39	5	0	41	43	16	0								
ELL-6	59	41	0	0	43	38	19	0								
ELL-7	48	48	4	0	16	52	32	0								
ELL-8	29	67	4	0	10	59	24	7	35	58	8	0	86	11	4	0
ELL-ES	44	53	3	0	21	51	28									

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

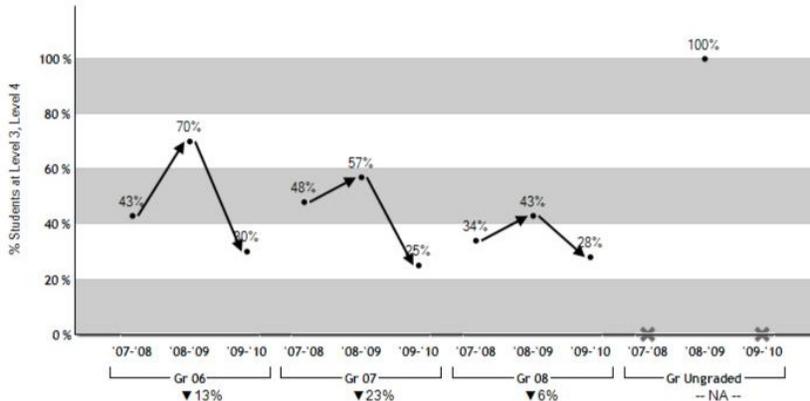
2010 New York State Assessments – Summary of Data (Current Students)

2010 NYS Test Results – Current Students (Percentage of Students at Level One, Level Two, Level Three, Level Four)								
Grade	ELA				Math			
	L1	L2	L3	L4	L1	L2	L3	L4
6	27	43	25	5	15	44	26	15
7	23	47	28	2	11	44	29	16
8	22	53	22	3	15	38	31	16
ES	24	48	25	3	14	42	28	16
SE-6	64	24	12	0	39	46	15	0
SE-7	57	38	5	0	23	54	18	5
SE-8	58	39	3	0	33	48	19	0
SE-ES	59	34	7	0	32	49	17	2
ELL-6	58	42	0	0	28	60	12	0
ELL-7	75	25	0	0	43	43	14	0
ELL-8	52	43	5	0	14	54	32	0
ELL-ES	60	38	2	0	26	54	20	0

Literacy – Performance

Report 4: Comparing Growth on 3-8 ELA NY State
By Grade For 19K218 - J.H.S. 218 James P. Sinnott

Population	Time	Measure
Networks: CHILDREN FIRST NETWORK 301 School: 19K218 - J.H.S. 218 James P. Sinnott	B: Enrollment at end of selected school year (Annual) 3 Years Current As Of: 08/13/2010 X No Results/ Restricted	3-8 ELA NY State Overall → % of students at: Level 3, Level 4
Advanced Filters: No Advanced Filters have been selected.		
▲ To Networks	To Ethnicity ▶	



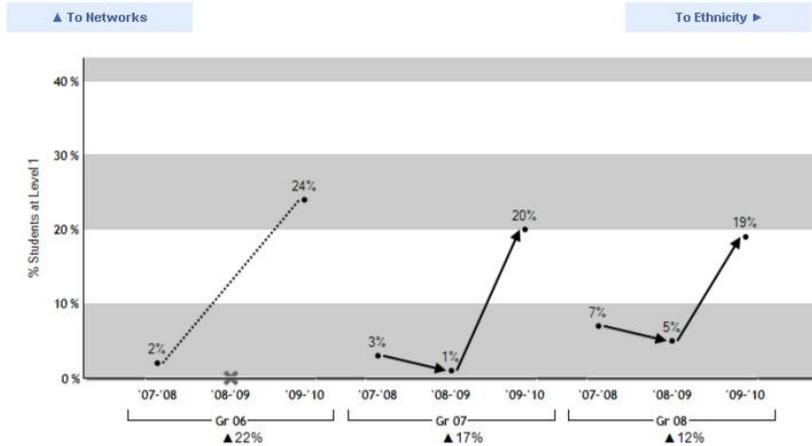
The percent of students performing at levels 3 and 4 on 2010 NYS ELA Exam showed a decline of 13% in the sixth grade, 23% in the seventh grade and 6% in the eighth grade compared to exam results in 2008.

Report 4: Comparing Growth on 3-8 ELA NY State

By Grade For 19K218 - J.H.S. 218 James P. Sinnott

Population	Time	Measure
Networks: CHILDREN FIRST NETWORK 301 School: 19K218 - J.H.S. 218 James P. Sinnott	B: Enrollment at end of selected school year (Annual) 3 Years Current As Of: 08/13/2010 X No Results/ Restricted	3-8 ELA NY State Overall → % of students at: Level 1

Advanced Filters:
No Advanced Filters have been selected.



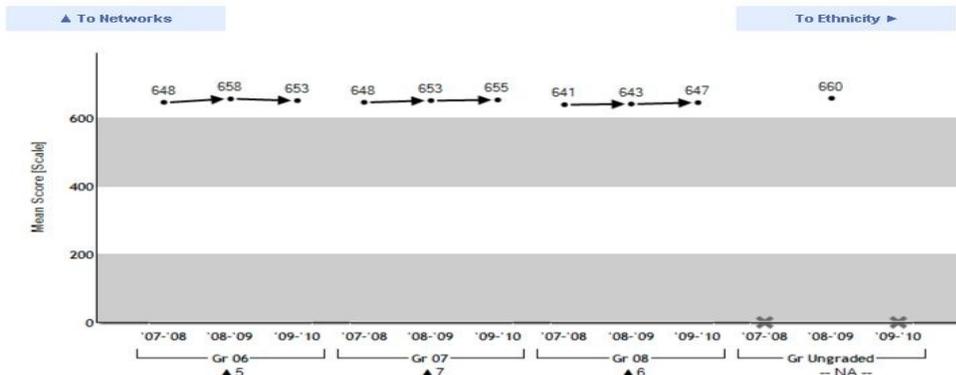
The percent of students performing at level 1 in 2009 – 10 ELA assessments results to 2007 – 08 show an increase of 22% in the sixth grade, 17% in the seventh grade and 12% in the eighth grade.

Report 4: Comparing Growth on 3-8 ELA NY State

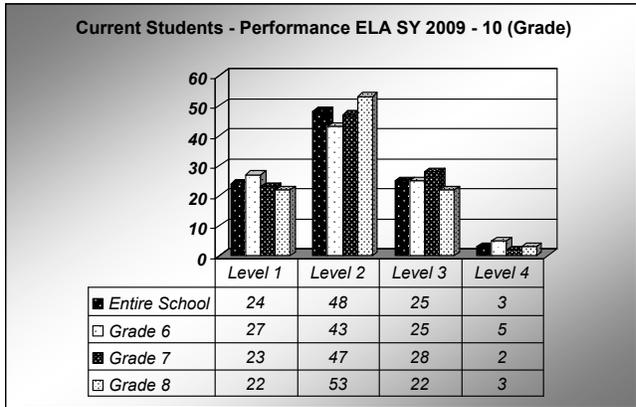
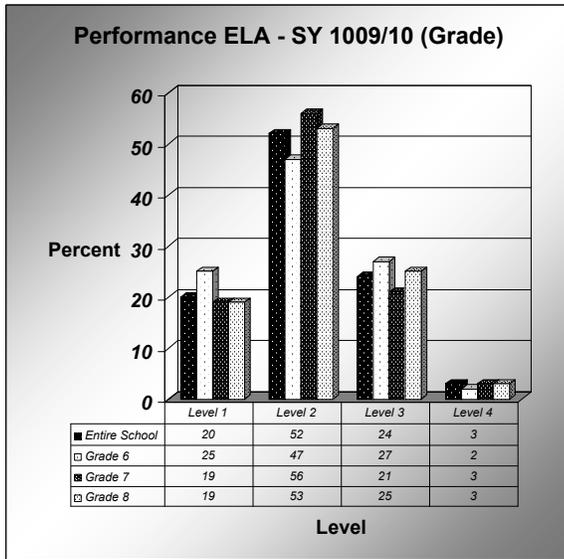
By Grade For 19K218 - J.H.S. 218 James P. Sinnott

Population	Time	Measure
Networks: CHILDREN FIRST NETWORK 301 School: 19K218 - J.H.S. 218 James P. Sinnott	B: Enrollment at end of selected school year (Annual) 3 Years Current As Of: 08/13/2010 X No Results/ Restricted	3-8 ELA NY State Overall → Mean Score [Scale] All Levels Reported

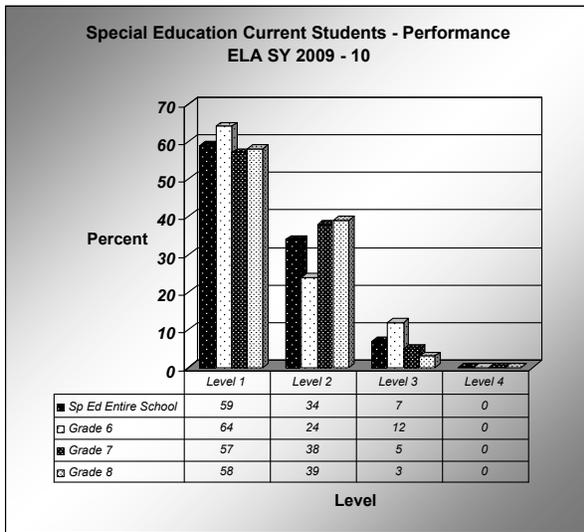
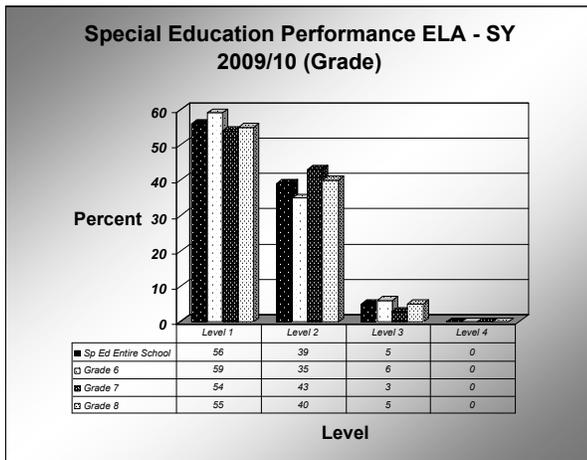
Advanced Filters:
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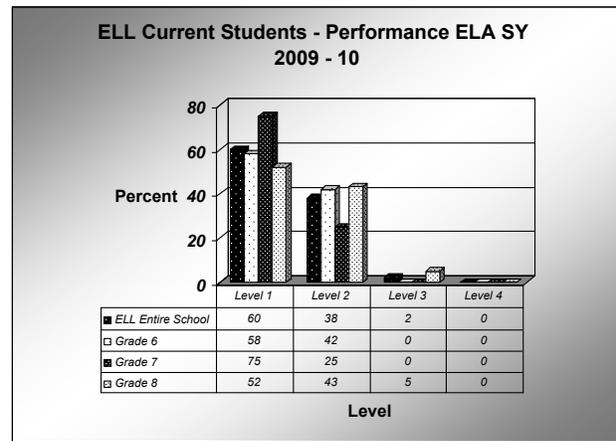
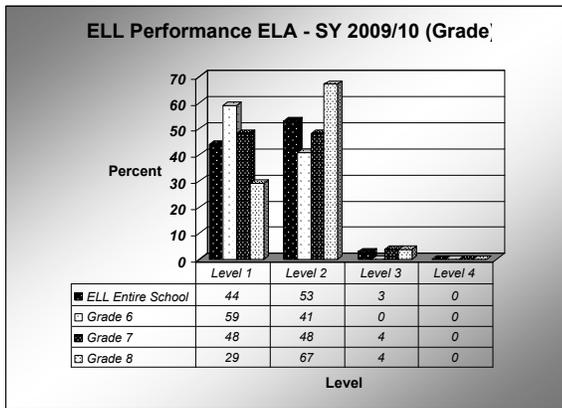
The mean scaled scores in 2009 – 10 ELA assessments results to 2007 – 08 showed an increase of 5 points in the sixth grade, 7 points in the seventh grade and 6 points in the eighth grade.



2009 – 10 ELA assessments results show that 20% of students performed at level one and 27% perform at level 3/4 while the current students at Sinnott have 24% performing at level one and 28% performing at levels 3 and 4.



2009 – 10 ELA assessments results (Students With Disabilities) show that 56% of students performed at level one and 5% perform at levels 3 and 4 while the current students at Sinnott have 59% performing at level one and 7% performing at levels 3 and 4.

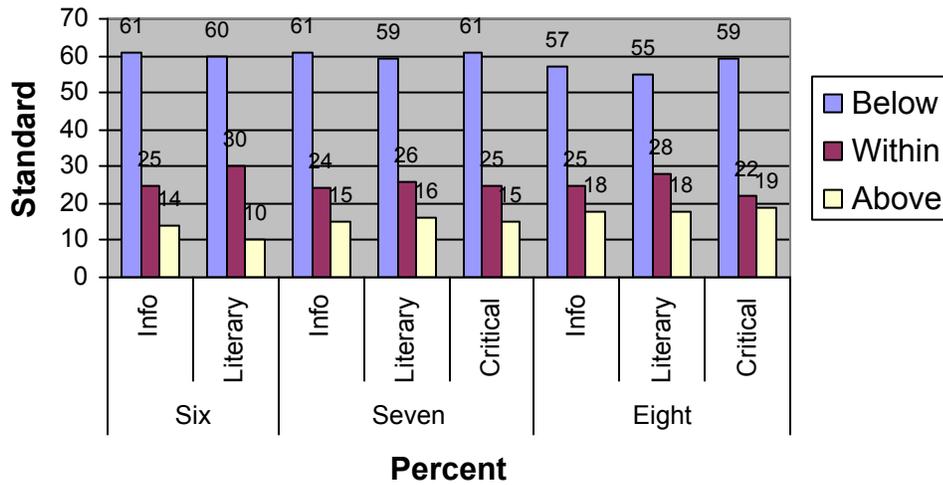


2009 – 10 ELA assessments for English Language Learners results show that 44% of students performed at level one and 3% perform at levels 3 and 4 while the current students at Sinnott have 60% at level one and 2% at levels 3 and 4.

New York State ELA Exam2010 – Analysis by Standard

Standard	Grade 6	Grade 7	Grade 8
Information/Understanding			
Below Target Range	61%	61%	57%
Within Target Range	25%	24%	25%
Above Target Range	14%	15%	18%
Literary Response & Expression			
Below Target Range	60%	59%	55%
Within Target Range	30%	26%	28%
Above Target Range	10%	16%	17%
Critical Analysis & Evaluation			
Below Target Range		61%	59%
Within Target Range		25%	22%
Above Target Range		15%	19%

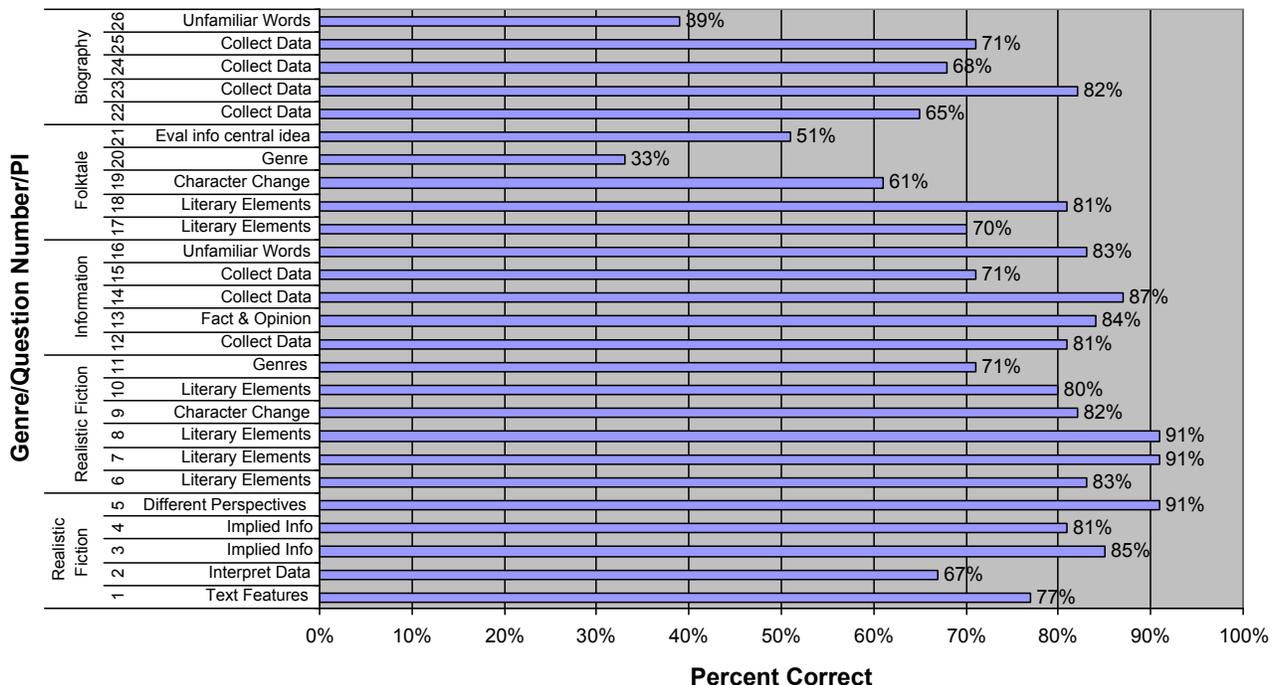
ELA 2010 Standard



Based on 2010 ELA Scores, each literacy standard (information/understanding, literary response and expression, critical analysis and evaluation) shows the percentage of students below target range decreases from grade six to grade eight, while the percentage scoring within + above target range increases.

Literacy Item Analysis Data

Grade Six ELA



Lowest Scoring Performance Indicators

- 33% Genre
- 39% Unfamiliar words
- 51% Evaluate Central Idea

Highest Scoring Performance Indicators

- 91% Literary Elements
- 91% Different Perspectives



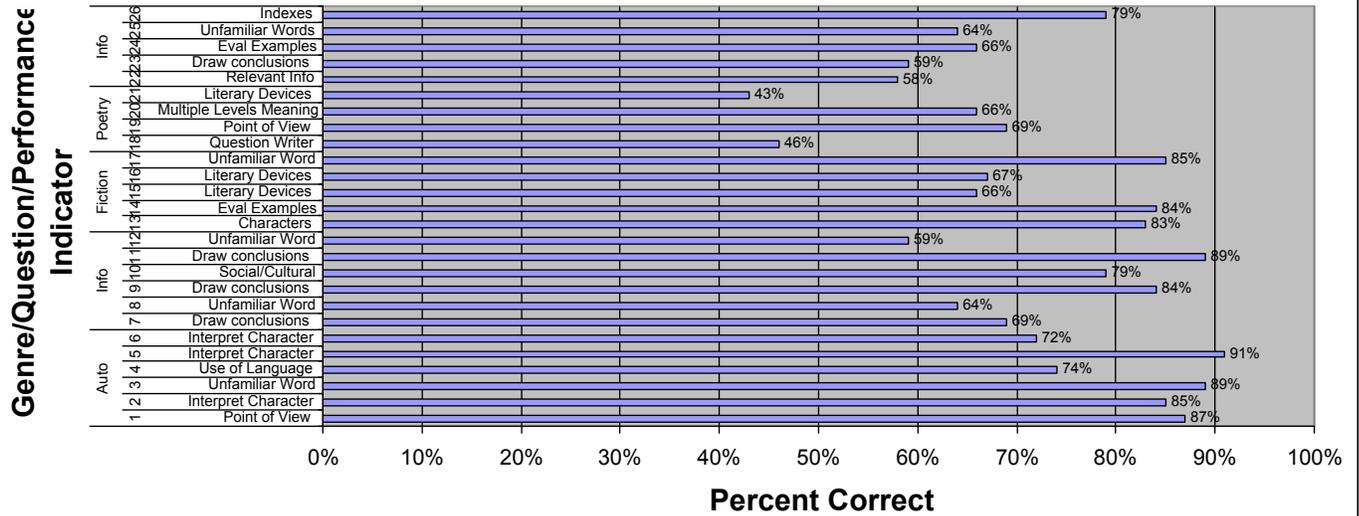
Lowest Scoring Performance Indicators

- 44% Evaluate Examples
- 62% Author's Perspective
- 64% Poetic Elements

Highest Scoring Performance Indicators

- 93% Interpret Characters
- 92% Unfamiliar Words
- 92% Interpret Data

ELA Grade 8

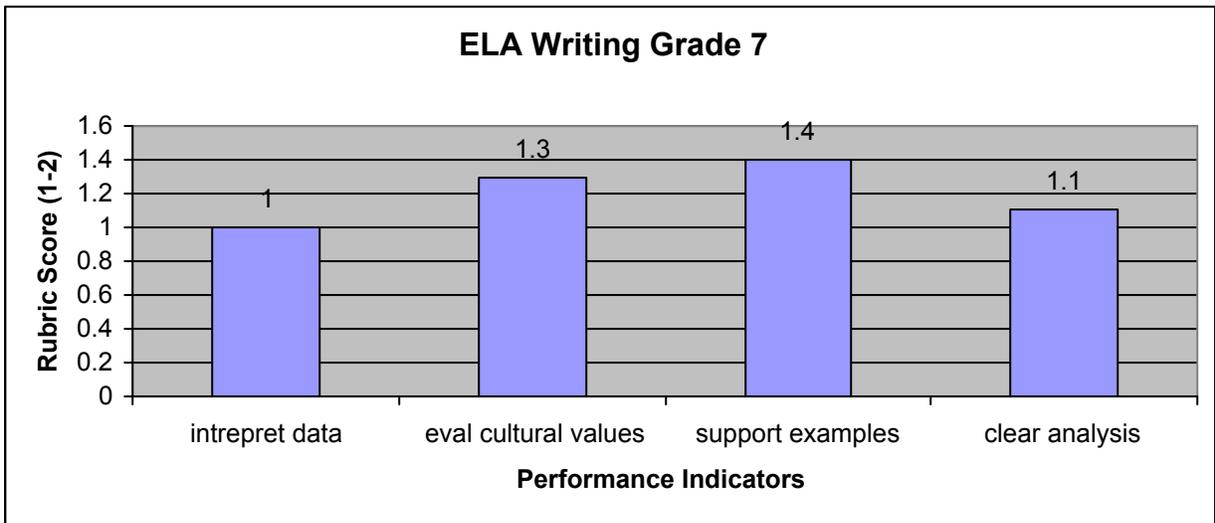
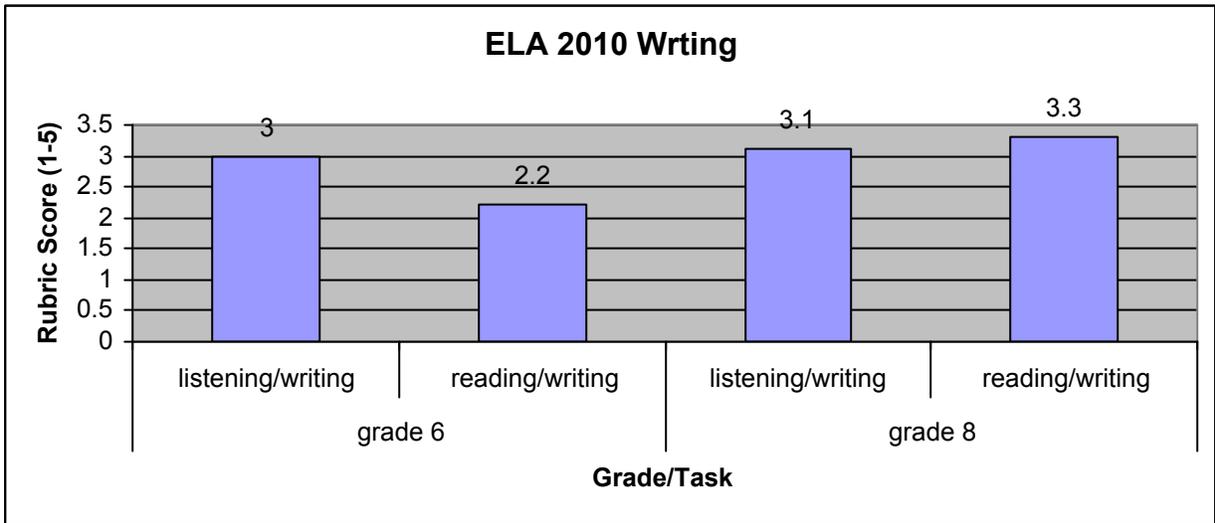


Lowest Scoring Performance Indicators

- 43% Literacy Devices
- 46% Question Writer
- 59% Unfamiliar Words
- 59% Draw Conclusions

Highest Scoring Performance Indicators

- 91% Interpret Character
- 89% Unfamiliar Words
- 89% Draw Conclusions
- 87% Point of View



Math Data

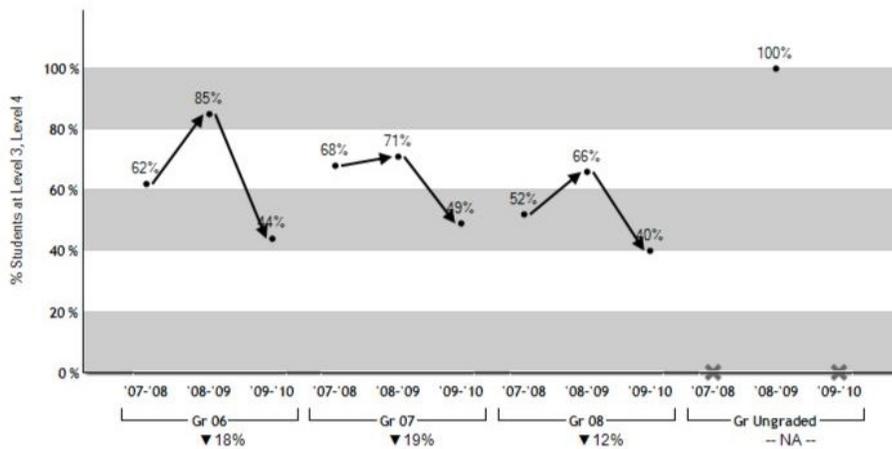
Report 4: Comparing Growth on 3-8 Math NY State By Grade For 19K218 - J.H.S. 218 James P. Sinnott

Population	Time	Measure
Networks: CHILDREN FIRST NETWORK 301 School: 19K218 - J.H.S. 218 James P. Sinnott	B: Enrollment at end of selected school year (Annual) 3 Years Current As Of: 08/13/2010 X No Results/ Restricted	3-8 Math NY State Overall → % of students at: Level 3, Level 4

Advanced Filters:
No Advanced Filters have been selected.

[▲ To Networks](#)

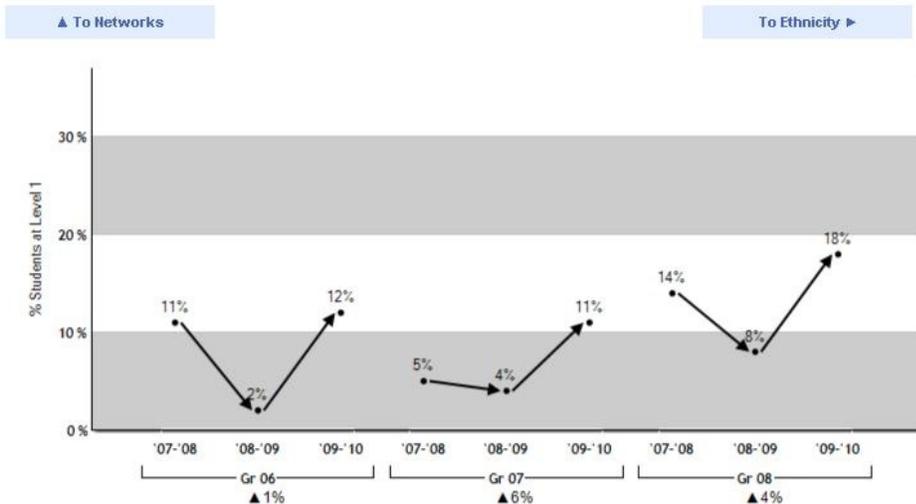
[To Ethnicity ▶](#)



The percent of students performing at levels 3 and 4 on the 2010 NYS Math Exam showed a decline of 18% in the sixth grade, 19% in the seventh grade and 12% in the eighth grade compared to the results of the 2008 exam.

**Report 4: Comparing Growth on 3-8 Math NY State
By Grade For 19K218 - J.H.S. 218 James P. Sinnott**

Population	Time	Measure
Networks: CHILDREN FIRST NETWORK 301 School: 19K218 - J.H.S. 218 James P. Sinnott	B: Enrollment at end of selected school year (Annual) 3 Years Current As Of: 08/13/2010 X No Results/ Restricted	3-8 Math NY State Overall → % of students at: Level 1
Advanced Filters: No Advanced Filters have been selected.		

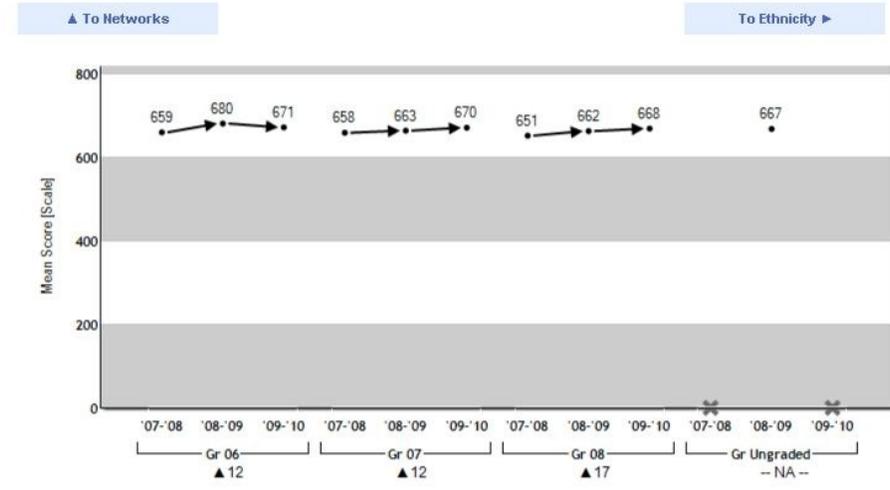


The percent of students performing at level 1 on the 2010 NYS Math Exam showed an increase of 1% in the sixth grade, 6% in the seventh grade and 4% in the eighth grade.

**Report 4: Comparing Growth on 3-8 Math NY State
By Grade For 19K218 - J.H.S. 218 James P. Sinnott**

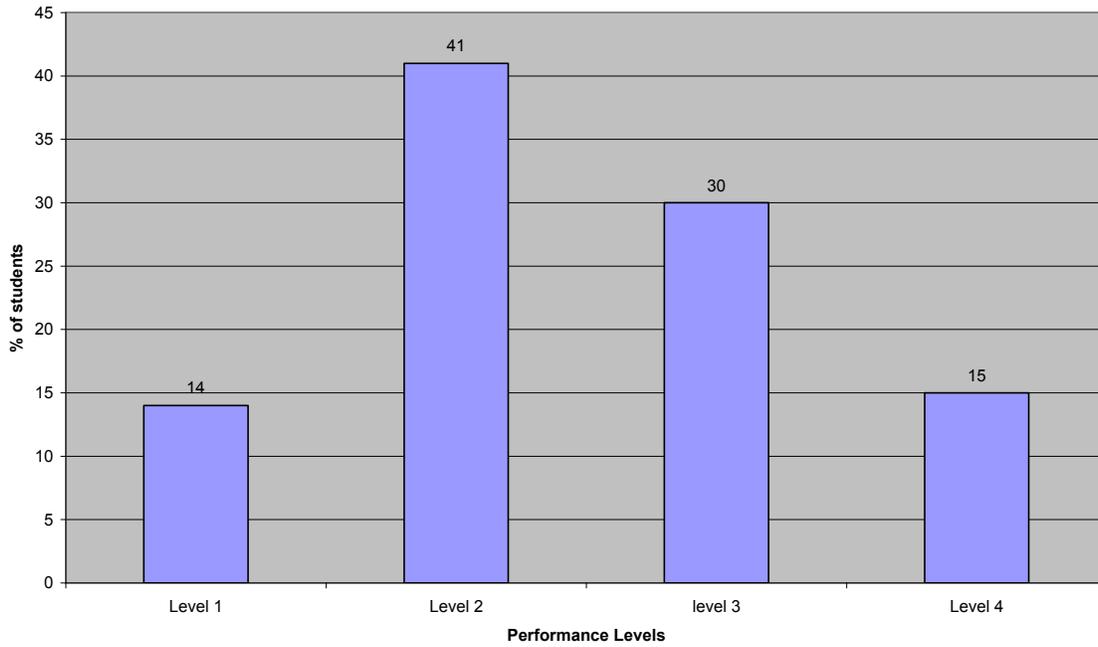
Population	Time	Measure
Networks: CHILDREN FIRST NETWORK 301 School: 19K218 - J.H.S. 218 James P. Sinnott	B: Enrollment at end of selected school year (Annual) 3 Years Current As Of: 08/13/2010 X No Results/ Restricted	3-8 Math NY State Overall → Mean Score [Scale] All Levels Reported

Advanced Filters:
No Advanced Filters have been selected.



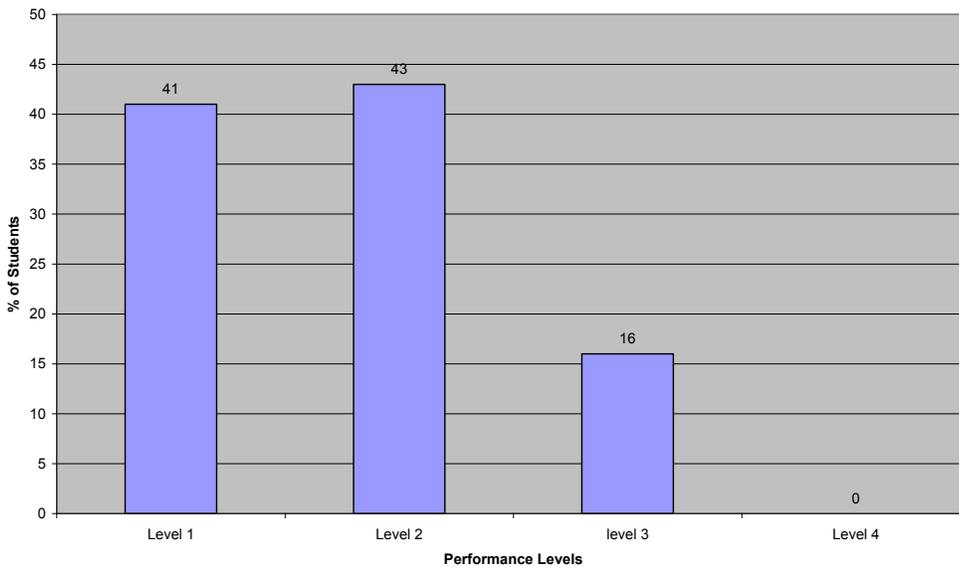
The mean scaled scores on the 2010 NYS Math Exam showed an increase of 12 points in the sixth grade, 12 points in the seventh grade and 17 points in the eighth grade from the 2007 – 2008 school year.

I.S. 218 New York State Math Test Results 2010/2011
All Students



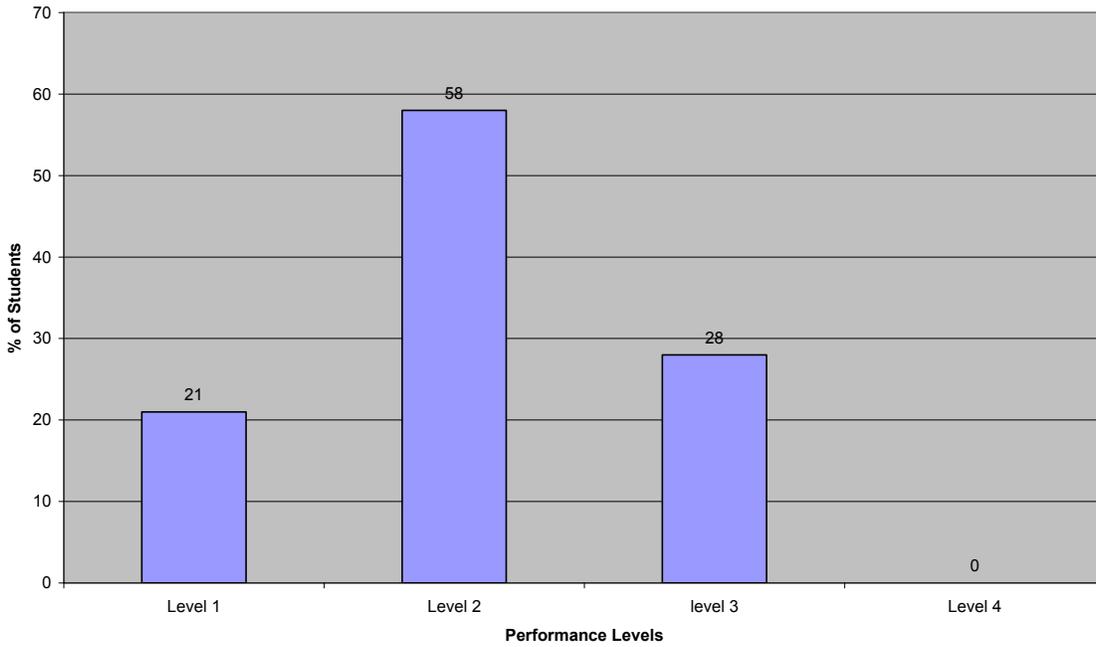
Fourteen percent of students performed at level one and forty five percent of students performed at levels three and four.

I.S. 218 New York State Math Test Results 2009/2010
Special Education Students



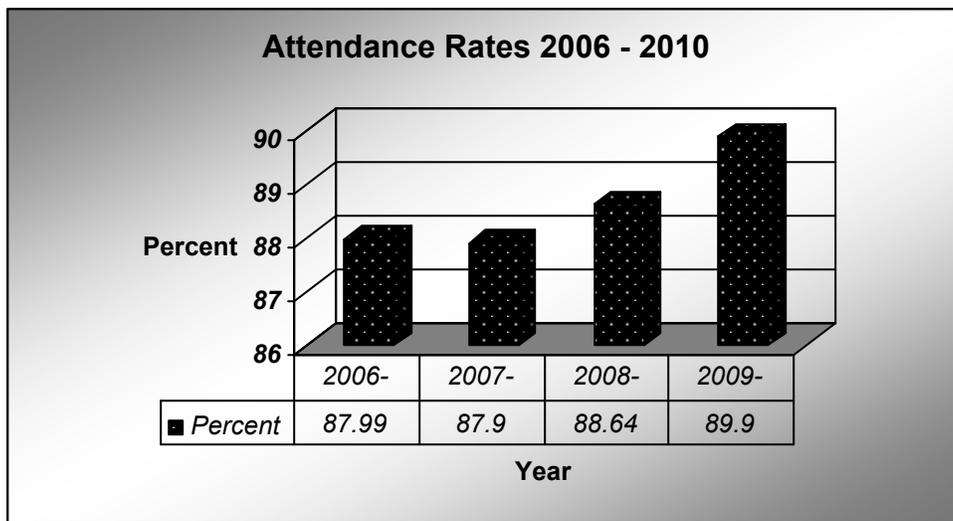
Forty one percent of students performed at level one and 16 percent of students performed at levels three and four.

I.S. 218 New York State Math Test Results 2009/2010
English Language Learners



Twenty- one percent of students performed at level one and twenty eight percent of students performed at levels three and four.

Attendance Data



During school year 2006-2007 attendance was 87.99%, during school year 2007-2008 attendance was 87.9%, during school year 2008-2009 attendance was 88.64% (Progress

Report Attendance Data – 91% cut off April 30 due to H1N1), 2009-2010 attendance was 89.9%.

Accomplishments

- Sinnott Magnet School’s status for school year 2010 – 2011 (based on 2009 – 2010 results) is a school s a New York State School in good standing.
- Sinnott Magnet School received a “B” on the New York City Progress Report for school year 2009 – 10 with an “A” in the Student Progress category. Students received extra credit in math do to exemplary proficiency gains in both self contained and CTT math and percent at 75% Growth Percentile or Higher in Literacy in English Language Learners, Lowest Third Citywide and Self-Contained/CTT/SETSS. Math received extra credit in self-contained/CTT/SETTS for students scoring at 75% Growth Percentile.
- 28 eighth graders took the Integrated Algebra regents. 100% of the students received a 65 and above with 32% receiving a score of 32% and higher.
- 50 eighth graders took the Physical Setting/Earth Science Regents with 92% receiving a score of 55 or higher, 72% receiving a score of 65 or higher and 8% receiving a score of 85% or higher.
- The mean scaled scores on the 2010 NYS ELA Exam showed an increase of 5 points in the sixth grade, 7 points in the seventh grade and 6 points in the eighth grade when compared to the 2008 exam results.
- Based on the 2010 NYS ELA results, each literacy standard (information/understanding, literary response and expression, critical analysis and evaluation) shows the percentage of students below target range decreased from grade six to grade eight, while the percentage scoring within + above target range increased.
- Grade Six - Highest Scoring Performance Indicators
 - 91% Literary Elements
 - 91% Different Perspectives
- Grade Seven – Highest Scoring Performance Indicators
 - Highest Scoring Performance Indicators
 - 93% Interpret Characters
 - 92% Unfamiliar Words
 - 92% Interpret Data
- Grade Eight Highest Scoring Performance Indicators
 - 91% Interpret Character
 - 89% Unfamiliar Words
 - 89% Draw Conclusions
 - 87% Point of View

- The mean scaled scores on the 2010 NYS Math Exam show an increase of 12 points in the sixth grade, 12 points in the seventh grade and 17 points in the eighth grade when compared to 2008 results.

Significant Aids

- Academy Structure
- Low Teacher Turnover

Barriers

- The percent of students performing at levels 3 and 4 on the 2010 NYS ELA Exam showed a decline of 13% in the sixth grade, 23% in the seventh grade and 6% in the eighth grade when compared to NYS ELA Exam results in 2008.
- The percent of students performing at level 1 on the 2010 NYS ELA Exam showed an increase of 22% in the sixth grade, 17% in the seventh grade and 12% in the eighth grade when compared to the 2008 NYS ELA Exam results.
- 2010 NYS ELA Exam results show that 20% of students performed at level one and 27% performed at level 3 and 4 while the current students at Sinnott have 24% at level one and 28% at levels 3 and 4.
- 2010 NYS ELA Exam results of Students With Disabilities showed that 56% of students performed at level one and 5% performed at level 3 and 4 while the current students at Sinnott have 59% performing at level one and 7% performing at levels 3 and 4.
- 2010 NYS ELA Exam results for English Language Learners show that 44% of students performed at level one and 3% performed at levels 3 and 4 while the current students at Sinnott have 60% performing at level one and 2% performing at levels 3 and 4.
- Grade Six Lowest Scoring Performance Indicators
 - 33% Genre
 - 39% Unfamiliar words
 - 51% Evaluate Central Idea
- Grade Seven Lowest Scoring Performance Indicators
 - 44% Evaluate Examples
 - 62% Author's Perspective
 - 64% Poetic Elements
- Grade Eight Lowest Scoring Performance Indicators
 - 43% Literacy Devices

46% Question Writer
59% Unfamiliar Words
59% Draw Conclusions

- The percent of students performing at levels 3 and 4 on the 2009 – 10 NYS Math Exam showed a decline of 18% in the sixth grade, 19% in the seventh grade and 12% in the eighth grade when compared to exam results from 2007-08.
- The percent of students performing at level one on the 2009 – 10 NYS Math Exam show an increase of 1% in the sixth grade, 6% in the seventh grade and 4% in the eighth grade when compared to exam results from 2007-08.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Goal One

After conducting a needs assessment, it was found that the percent of students performing at levels 3 and 4 on the 2010 NYS ELA Exam show a decline of 13% in the sixth grade, 23% in the seventh grade and 6% in the eighth grade when compared. As a result, we have made performance in literacy a priority goal for the 2010-11 school year. The percentage of current students performing at levels 3 and 4 as of October 2010 is 28%. The percent of all students performing at levels 3 and 4 will increase by three percent as measured by the NYS ELA Exam (May 2011).

Goal Two

After conducting a needs assessment, it was found that the percent of students performing at level 1 on the 2010 NYS ELA Exam showed an increase of 22% in the sixth grade, 17% in the seventh grade and 12% in the eighth grade with 55% of Students With Disabilities performing at a level one and 44% of English Language Learners performing at a level one. As a result, we have made performance of Students With Disabilities and English Language Learner subgroups in literacy a priority goal for the 2010-11 school year. The percentage of Students With Disabilities and English Language Learners who score at level one will decrease by three percent as measured by the NYS ELA Assessment (May 2011).

Goal Three

After conducting a needs assessment, it was found that students in the “All Students” category in the Preliminary New York State Report Card did make AYP during the 2009/2010 school year. The percent of current students performing at Levels 3 and 4 is 44%. We will increase this by 3 percent and decrease the current 14% level 1 by 3 percent as measured by the NYS Math Assessment (May 2011).

Goal Four

After conducting a needs assessment, it was found that Students With Disabilities underperformed other subgroups in Math. As a result, we have made the performance of Students With Disabilities a priority goal for the 2010-2011 school year. 32% of the current students are at level 1 and 19% are at levels 3 and 4. We will increase students performing at levels 3 and 4 by 3 percent and decrease students performing at level 1 by 3 % as measured by the NYS Math Exam (May 2011).

Goal Five

After conducting a needs assessment, it was found that the rate of attendance has decreased from 91.0% in 2008 – 2009 to 89.9% in 2009 - 2010. We want to regain our progress. Average attendance will increase to 91% for the 2010 - 11 school year by June 2011.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

English Language Arts – All

Subject/Area (where relevant): Students

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal One After conducting a needs assessment, it was found that the percent of students performing at levels 3 and 4 on the 2010 NYS ELA Exam declined 13% in the sixth grade, 23% in the seventh grade and 6% in the eighth grade as compared to the results in 2008. As a result, we have made performance in literacy a priority goal for the 2010-11 school year. The percentage of current students performing at levels 3 and 4 (October 2010) is 28%. The percentage of all students who score at levels 3 and 4 will increase by three percent as measured by the NYS ELA Exam (May 2011).</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>All students in grades 6-8 are targeted and administrators, the Literacy Coach, the Teacher Center Specialist, and Literacy teachers will implement the following strategies and activities beginning in September 2010:</p> <ul style="list-style-type: none"> • 90 minute Literacy Block (Summer 2010 Planning) • Balanced Literacy workshop model (Summer 2010 Planning) • Curriculum maps and pacing calendar focusing on skills, strategies and performance indicators • Reading strategies (questioning, summarizing, synthesis, etc.) through curriculum maps/ pacing calendars (Summer 2010 Planning) • Author Studies/Genre (September 2010) • Kaplan Testing Program (February 2011) • Use of Smart board and laptops (September 2010 – June 2011) • ELL Classes on each grade (low registers) (September 2010 – June 2011) • Long Term English Language Learner Interventions (SIFE – January 2011) <ul style="list-style-type: none"> ○ Achieve 3000

- Destination Math
- RIGOR
- Differentiated instruction
 - Students with Level I's and low Level II's (reading skills)
 - Parallel instruction and simulated testing for students with Level I's and low Level II's
 - Reinforcement targeted instruction for students with mid to high Level II's to low Level III's
 - Enrichment instruction students with high Level III's and IV's
- Assessment (September 2010)
 - Gates-MacGinitie Reading Tests
 - Common Formative Assessments (Monthly)
 - Acuity Predictive Exams (January), Two Instructionally Targeted Assessments (November, March) Customized off level Tests
 - Portfolio Assessment - Monitor of student work folders and portfolios to determine what standards are being met, and to target students not meeting standards. (Monthly writing pieces)
- Professional Development
 - Study Groups – unwrap standards, align curriculum map with standards, create common formative assessments (December)
 - Data workshop – Acuity, ARIS (December)
 - Model strategy lessons for adaptation
 - Intervisitation
 - Inquiry Teams (September)
 - PD 360
 - Online PD through distribution/sharing of instructional materials and strategies (September)
 - Collaborative Planning Team
 - Use of Smart boards and Laptops
 - One-on-one conferences
- Parent Workshops- Acuity, Test Awareness, Study Skills, Finding Support for their children, Book Club
- Provide extended day and/or after school support (January 2011)
 - Use Hot List to identify students with Level 1's and low Level 2's
 - Develop specific instructional plan for students Level 1's, low Level 2's
 - Identify and develop appropriate materials for use with these students
- Implement Wilson Reading Program for special needs students. (September 2010)
- Office of Special Education Initiatives – Professional Activities
 - Follow-up and conjointly, with the school administrative team, assess the staff

	<p>professional development needs and offer professional development on topics that will include: Wilson, PD 360, CTT, Differentiated Instruction, Effective Teaching Practices, Sound Instructional Strategies, and Accommodating Students with special needs</p> <ul style="list-style-type: none"> ○ Continue to support classroom instruction through observation-feedback-coaching methods, strategy modeling, and debriefing reviewing with classroom teachers and paraprofessionals ○ Follow-up to assess the professional development needs of the staff and offer professional development training and school support on several topics, including the following: CTT, The Continuum, and LRE. ○ Depending upon the assessed needs of the parent body, information sessions will be conducted, accordingly.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Administrators, teachers and materials – Tax Levy, Title I Literacy Coach – Tax Levy Stabilization Money Teacher Center Specialist - Tax Levy Stabilization Money, Title I ARRA SWP After School Program – Title I SWP</p>
<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"> ● Monthly Common Formative Assessments - 60% of students will master 60% of the material. ● Acuity Testing (One Predictive, Two Instructionally Targeted Assessments) - It is expected that 55% of students tested will have an average of 50% or greater on these assessments. ● Portfolio Review , linked to Common Formative Assessments, will improve one level as measured by a school rubric ● In September students took a baseline writing assessment, by June they will show one year’s growth based upon the New York State Writing Rubric. ● Students will be tested in September with the Gates-MacGinitie exam to give an entry point grade equivalent. ● By January 2011, the Acuity Testing Predictive – 55% of students tested will have an average of 50% or greater on this assessment.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English Language Arts – Special Education

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal Two After conducting a needs assessment, it was found that the percent of students performing at level 1 on the 2010 NYS ELA Exam showed an increase of 22% in the sixth grade, 17% in the seventh grade and 12% in the eighth grade with 55% of Students With Disabilities performing at a level one and 44% of English Language Learners performing at a level one. As a result, we have made performance of Students With Disabilities and English Language Learner subgroups in literacy a priority goal for the 2010-11 school year. The percentage of Students With Disabilities and English Language Learners who score at level one will decrease by three percent as measured by the NYS ELA Assessment (May 2011).</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>All students in grades 6-8 are targeted and administrators, the Literacy Coach, the Teacher Center Specialist, and Literacy teachers will implement the following strategies and activities beginning in September 2010:</p> <ul style="list-style-type: none"> • 90 minute Literacy Block (Summer 2010 Planning) • Balanced Literacy workshop model (Summer 2010 Planning) • Curriculum maps and pacing calendar focusing on skills, strategies and performance indicators • Reading strategies (questioning, summarizing, synthesis, etc.) through curriculum maps/ pacing calendars (Summer 2010 Planning) • Author Studies/Genre (September 2010) • Kaplan Testing Program (February 2011) • Use of Smart board and laptops (September 2010 – June 2011) • ELL Classes on each grade (low registers) (September 2010 – June 2011) • Long Term English Language Learner Interventions (SIFE – January 2011) <ul style="list-style-type: none"> ○ Achieve 3000

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- Office of Special Education Initiatives – Professional Activities
 - Follow-up and conjointly, with the school administrative team, assess the staff

	<p>professional development needs and offer professional development on topics that will include: Wilson, PD 360, CTT, Differentiated Instruction, Effective Teaching Practices, Sound Instructional Strategies, and Accommodating Students with special needs</p> <ul style="list-style-type: none"> ○ Continue to support classroom instruction through observation-feedback-coaching methods, strategy modeling, and debriefing reviewing with classroom teachers and paraprofessionals ○ Follow-up to assess the professional development needs of the staff and offer professional development training and school support on several topics, including the following: CTT, The Continuum, and LRE. ○ Depending upon the assessed needs of the parent body, information sessions will be conducted, accordingly.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Administrators, teachers and materials – Tax Levy, Title I Literacy Coach – Tax Levy Stabilization Money Teacher Center Specialist - Tax Levy Stabilization Money, Title I ARRA SWP After School Program – Title I SWP</p>
<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"> ● Monthly Common Formative Assessments - 60% of students will master 60% of the material. ● Acuity Testing (One Predictive, Two Instructionally Targeted Assessments) - It is expected that 55% of students tested will have an average of 50% or greater on these assessments. ● Portfolio Review , linked to Common Formative Assessments, will improve one level as measured by a school rubric ● In September students took a baseline writing assessment, by June they will show one year’s growth based upon the New York State Writing Rubric. ● Students will be tested in September with the Gates-MacGinitie exam to give an entry point grade equivalent. ● By January 2011, the Acuity Testing Predictive – 55% of students tested will have an average of 50% or greater on this assessment.

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Subject/Area (where relevant): Math – All Students

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal Three After conducting a needs assessment, it was found that students in the “All Students” category in the Preliminary New York State Report Card did make AYP during the 2009/2010 school year. The percent of current students performing at Levels 3 and 4 is 44%. We will increase this by 3 percent and decrease the current 14% level 1 by 3 percent as measured by the NYS Math Exam (May 2011).</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>All students in grades 6-8 are targeted and administrators, the Math Coach and Math teachers will implement the following strategies and activities beginning in September 2010:</p> <ul style="list-style-type: none"> ▪ Continued implementation of the Knowledge Network Math prototype. (September 2010) ▪ Continue implementation of the Impact Mathematics Curriculum Program for grades 6-8 supplemented by the Math Handbook , the New York Review series, and the Investigation Notebook and Reflection Journal as the developmental Math Program (September 2010) ▪ Alignment of Mathematics curriculum with the New York State Standards in Mathematics. (September 2010) ▪ Manipulatives will be used in every classroom to facilitate students understanding of mathematical concepts. (September 2010) ▪ Administer Periodic Assessments that consist of one Predictive (January) and two Instructionally Targeted Assessments. (November, March) ▪ Schedule additional math instruction during extended day. (September 2010) ▪ Integrated Algebra will be used in the Accelerated grade 8 class and the Grade 9 class. (September 2010) ▪ Momentum Math will be used with the Special Education classes. (September 2010) ▪ The Help Math and Destination Math programs will be used as supplementary materials especially for the English Language Learners during the 37.5 minutes am program. All students will use the Kaplan Test Prep and Review Workbooks. (September 2010)

- Continued implementation of interactive math word walls, math journals and the 4 –square approach to problem solving. (ongoing)
- Hold Pullout programs for targeted students, as assessed by the Periodic Assessments and teacher interviews. (January 2010)
- Provide a 75-minute block of instruction focusing on problem solving, conceptual understanding and basic skill mastery. (September 2010)
- Ongoing professional development tied to assessed needs and use of data.
- Hold grade level study groups to support the use of data to improve instructional practices. (January 2011)
- Demonstration lessons given by school-based professional development team and UFT Teacher Center. (Ongoing)
- Continue implementation of technology based instruction via *iTeach iLearn* programs. (Ongoing)
- Creation of cross academy Math fair to raise school spirit and promote math pride. (June 2011)
- Provide one to one tutorials during 37.5 minutes extended for level one and low level two students. (September 2010)
- Provide workshops in the following areas:
 - Classroom management
 - Writing learning objectives
 - Using Acuity to create and assign test and skill practice
 - Using the New York State two and three point rubrics to grade student work
 - Creating and using word problems to demonstrate understanding of concepts
 - Using the language of math in the classroom
 - The Impact Math Program
 - Using the smartboard tools and manipulatives to enhance the math lesson
 - Using the Impact Math Investigation Notebook and Reflective Journal
- Differentiate professional development in which the coach meets with new teachers or special needs teachers, while veteran teachers meet to discuss new and more effective ways to continue their professional growth. (September 2010)
- Continue the use of portfolios as an alternative form of assessment. (Ongoing)
- Utilize the Teacher Center to function as the hub of professional development activity, supported by the building coaches and stocked with appropriate instructional materials and equipment

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Administrators, teachers and materials – Tax Levy, Title I Math Coach – Tax Levy Stabilization Money Teacher Center Specialist - Tax Levy Stabilization Money, Title I ARRA SWP After School Program – Title I SWP</p>
<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"> • Students in Grades 6, 7 and 8 will take a Predictive Assessment in January 2011, as well as two Instructionally Targeted Assessments, one in November 2010 and the next in May 2011. It is expected that 75% of students tested will have an average of 50% or greater on these assessments. • Common Formative Assessments will be given bimonthly. 75% of students will master 80% of the material. • Impact Math Unit Assessments, Portfolios, schools based assessments and inventories, Scantron performance series, NYS Mathematics Assessments, NYS Regents Exam, Momentum Math Assessments, and Help Math Assessments will also be used to measure student performance.

SECTION VI: ACTION PLAN

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Subject/Area (where relevant): Math – Special Education

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal Four After conducting a needs assessment, it was found that Students With Disabilities underperformed other subgroups in Math. As a result, we have made the performance of Students With Disabilities a priority goal for the 2010-2011 school year. 32% of the current students are at level 1 and 19% are at levels 3 and 4. We will increase students performing at levels 3 and 4 by 3 percent and decrease students performing at level 1 by 3 % as measured by the NYS Math Exam (May 2011).</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>All students in grades 6-8 are targeted and administrators, the Math Coach and Math teachers will implement the following strategies and activities beginning in September 2010:</p> <ul style="list-style-type: none"> ▪ Continued implementation of the Knowledge Network Math prototype. (September 2010) ▪ Continue implementation of the Impact Mathematics Curriculum Program for grades 6-8 supplemented by the Math Handbook , the New York Review series, and the Investigation Notebook and Reflection Journal as the developmental Math Program (September 2010) ▪ Alignment of Mathematics curriculum with the New York State Standards in Mathematics. (September 2010) ▪ Manipulatives will be used in every classroom to facilitate students understanding of mathematical concepts. (September 2010) ▪ Administer Periodic Assessments that consist of one Predictive (January) and two Instructionally Targeted Assessments. (November, March) ▪ Schedule additional math instruction during extended day. (September 2010) ▪ Integrated Algebra will be used in the Accelerated grade 8 class and the Grade 9 class. (September 2010) ▪ Momentum Math will be used with the Special Education classes. (September 2010) ▪ The Help Math and Destination Math programs will be used as supplementary materials especially for the English Language Learners during the 37.5 minutes am program. All students

will use the Kaplan Test Prep and Review Workbooks. (September 2010)

- Continued implementation of interactive math word walls, math journals and the 4 –square approach to problem solving. (ongoing)
- Hold Pullout programs for targeted students, as assessed by the Periodic Assessments and teacher interviews. (January 2010)
- Provide a 75-minute block of instruction focusing on problem solving, conceptual understanding and basic skill mastery. (September 2010)
- Ongoing professional development tied to assessed needs and use of data.
- Hold grade level study groups to support the use of data to improve instructional practices. (January 2011)
- Demonstration lessons given by school-based professional development team and UFT Teacher Center. (Ongoing)
- Continue implementation of technology based instruction via *iTeach iLearn* programs. (Ongoing)
- Creation of cross academy Math fair to raise school spirit and promote math pride. (June 2011)
- Provide one to one tutorials during 37.5 minutes extended for level one and low level two students. (September 2010)
- Provide workshops in the following areas:
 - Classroom management
 - Writing learning objectives
 - Using Acuity to create and assign test and skill practice
 - Using the New York State two and three point rubrics to grade student work
 - Creating and using word problems to demonstrate understanding of concepts
 - Using the language of math in the classroom
 - The Impact Math Program
 - Using the smartboard tools and manipulatives to enhance the math lesson
 - Using the Impact Math Investigation Notebook and Reflective Journal
- Differentiate professional development in which the coach meets with new teachers or special needs teachers, while veteran teachers meet to discuss new and more effective ways to continue their professional growth. (September 2010)
- Continue the use of portfolios as an alternative form of assessment. (Ongoing)
- Utilize the Teacher Center to function as the hub of professional development activity, supported by the building coaches and stocked with appropriate instructional materials and equipment

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Administrators, teachers and materials – Tax Levy, Title I Math Coach – Tax Levy Stabilization Money Teacher Center Specialist - Tax Levy Stabilization Money, Title I ARRA SWP After School Program – Title I SWP</p>
<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"> • Students in Grades 6, 7 and 8 will take a Predictive Assessment in January 2011, as well as two Instructionally Targeted Assessments, one in November 2010 and the next in May 2011. It is expected that 75% of students tested will have an average of 50% or greater on these assessments. • Common Formative Assessments will be given bimonthly. 75% of students will master 80% of the material. • Impact Math Unit Assessments, Portfolios, schools based assessments and inventories, Scantron performance series, NYS Mathematics Assessments, NYS Regents Exam, Momentum Math Assessments, and Help Math Assessments will also be used to measure student performance

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal Five After conducting a needs assessment, it was found that the rate of attendance has decreased from 91.0% in 2008 – 2009 to 89.9% in 2009 - 2010. We want to regain our progress. Average attendance will increase to 91% for the 2010 - 11 school year by June 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>All students in grades 6-8 are targeted and administrators, Guidance Counselors, Social Worker, SAPIS Worker, Family Worker, teachers will implement the following strategies and activities beginning in September 2010:</p> <ul style="list-style-type: none"> • Utilize ARIS to study monthly attendance data and analyze trends. (September – June 2011) • Create a system of incentives and reward students with perfect attendance (monthly breakfast, pizza party, certificate, perfect attendance bulletin board). (September - June) • Create letter to parents stressing the importance of attendance. (September - June) • Create policy for teacher handbook – teachers make initial call after second day of absence, collect absence notes. (September - June) • Create system for lateness. Latecomers sign in, bring in documentation, added to section sheet. The Parent Coordinator and Family Worker will monitor. (September - June) • Guidance counselors and School Social Worker will monitor the attendance of at risk students; conduct needed outreach services, family counseling and make referrals to support agencies. (September – June) • The family assistant will monitor the attendance of at-risk students and conduct necessary outreach services. (September – June) • A PPT made up of representatives of administration, instructional staff, support

	<p>providers and guidance counselors will meet on a regular basis to assess the needs of students, target services to meet individual needs, coordinate and plan for prevention and intervention services, and refer students for services as needed. (September – June)</p> <ul style="list-style-type: none"> • The SIFE Grant will allow for the implementation of activities to support the development of students with interrupted formal schooling including increasing attendance. (January – June) • Parent communication will be generated for each student identified and notify parent of initiation of service and/or progress student is making. Initial letters will be sent home, followed up with phone contact as needed. (September – June) • Teachers will be required to monitor their own homeroom and classroom attendance every day. (September – June) • Graduation will be changed to a later date in June to facilitate improved eighth grade attendance. (June) • Plan school events and morning activities to facilitate improved attendance rates in at-risk students. (September – June)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Administrators – Tax Levy, Title I Guidance Counselor 1 Fair Student Funding, Guidance Counselor 2 - IDA, 56,154 TL Mandated Counseling, Guidance Counselor 3 - Title I SWP, Tax Levy Fair Student Funding Social Worker Tax Levy Fair Student Funding, Children First Funding SAPIS Worker OASAS Substance Abuse, Title IV Drug Free Family Worker Children First</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Attendance will be monitored monthly. Attendance will reach 91% every month.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, 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, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

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

APPENDIX 7: 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	128	107	61	65	17	7	15	1
7	143	103	87	87	25	10	10	2
8	166	120	129	108	35	12	18	2
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

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

<i>Name of Academic Intervention Services (AIS)</i>	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, peer tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
	<p>After school Academy (Levels 1 and 2, including ELLs scoring below proficiency on NYSESLAT, General Ed., Special Ed.)</p> <ul style="list-style-type: none"> • Grades 6, 7, 8 • Skills Driven • Based on Assessed Student Needs • Extra ESL instruction • Intensive ESL instruction in small groups • Spanish Native Language Arts
	<p>SIFE Program (Students with Interrupted Formal Education, Long Term English Language Learners)</p> <ul style="list-style-type: none"> • Riverdeep Destination Math • Achieve 3000 • RIGOR • Individualized instruction
ELA:	<p>Tutorials (Including 371/2 Minutes)-grades 6, 7, & 8</p> <ul style="list-style-type: none"> • Small groups of students selected from level one and two cohorts, including students with IEPs, ELLs, holdovers and students with proficiency levels from 2.5 to 3.2. • Strategies include conferencing, guided reading, and teacher evaluation. • Assessed through benchmarks, lexile testing, DRA, QRI IV, Gates-MacGinitie and teacher evaluation. • Scheduling determined by student and teacher programs. <p>Summer School Grades 6-8 (Levels 1, including ELLs scoring below proficiency on NYSESLAT, General Ed., Special Ed.)</p> <ul style="list-style-type: none"> • Small Group Instruction • Differentiated instruction

<i>Name of Academic Intervention Services (AIS)</i>	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, peer tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
	<p>Placement in Reduced Size Class (Levels 1 and 2, including Ells scoring below proficiency on NYSESLAT)</p> <ul style="list-style-type: none"> • Reduced Student-Teacher Ratio Enabling Small Groups • Differentiated Instruction Based on Assessed Needs. • Grades 6-8 • Daily throughout school year <p>Extended Block (General Ed., Special Ed)</p> <ul style="list-style-type: none"> • Small Group Instruction Based on Needs (Levels 1 and 2) • Extended Time on Task • Grades 6-8- (120 minutes ELA) • Daily throughout the school year <p>After school Academy (Levels 1 and 2, including Ells scoring below proficiency on NYSESLAT, General Ed., Special Ed.)</p> <ul style="list-style-type: none"> • Grades 6- 8 (October – January) • Skills Driven • Based on Assessed Student Needs • Extra ESL instruction in content areas • Intensive ESL instruction in small groups • VITAL Program <p>SIFE Program</p> <ul style="list-style-type: none"> • Pre-Literacy Reading Program RIGOR (Maria Calderon) • Achieve 3000 • Individualized Instruction
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> • Behavior management/Goal Setting • PPT meetings • Conferencing with parents and teachers • Referrals to outside agencies • One on One - as needed

<p><i>Name of Academic Intervention Services (AIS)</i></p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, peer tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Peer Mediation Program</p> <ul style="list-style-type: none"> • All grade levels • Small Groups as needed
	<p>Attendance Intervention</p> <ul style="list-style-type: none"> • Monitor Attendance of At Risk Students (Less than 90% attendance) • Conducts Needed Outreach Services
<p>Guidance Counselor:</p>	<p>Guidance Counselor Intervention</p> <ul style="list-style-type: none"> • Group and Individual Counseling • Needs Based • Students not Meeting Promotional / Performance Standards • Students Experiencing Behavioral / Emotional / Family Issues Negatively Impacting on Learning • Referrals to Supportive Agencies
	<p>Attendance Intervention</p> <ul style="list-style-type: none"> • Monitor Attendance of At Risk Students (Less than 90% attendance) • Conducts Needed Outreach Services
<p>Science:</p>	<p>Tutorials-grades 6,7, & 8</p> <ul style="list-style-type: none"> • Small groups of students selected from level one and two cohorts. • Strategies include conferencing, and instructional support. • Teacher Evaluation based on classroom performance, science portfolios, and classroom tests scores. • Weekly guided group instruction (one period per week) • Content Area Reading and Writing (one period per week)
	<p>Summer School Grades 8</p> <ul style="list-style-type: none"> • Small Group Instruction • Students who fail Earth Science • July- August (Exit Projects) • Intensive academic support and portfolio development, with a strong emphasis on laboratory techniques

<i>Name of Academic Intervention Services (AIS)</i>	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, peer tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
Health:	Health Counseling <ul style="list-style-type: none"> • One on One • Asthma, diabetes and At Risk Sexual Behavior • As needed

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:	
Mathematics:	
Science:	
Social Studies:	
At-risk Services Provided by the Guidance Counselor:	

At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (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: 72 LEP _____ Non-LEP

Number of Teachers 2 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.

Sinnott Magnet School, I. S. 218 is a middle school (grades 6 – 8) in District 19, in the East New York section of Brooklyn. I.S. 218K shows a student enrollment of 601 as of October 2010. According to the latest available ethnic data, the pupil ethnic census is as follows: .50% White, 19.13 % Asian/Pacific Islander, 34.61 % Hispanic, 41.76 % Black, and 3.99 % not reported. The Hispanic student population is primarily from the Dominican Republic, Puerto Rico, and Central and South America. Sinnott also serves recent immigrants from Bangladesh, Guyana, the Caribbean, and Africa. Approximately 11.99% of the school population is English Language Learners. Spanish is the dominant language among the vast majority of students followed by a large population of students from Bangladesh for whom Bengali is the dominant language. The socio-economic data for 2009-10 indicates that the poverty rate is 85.5%. When examining the preliminary NYSED Accountability Status Report (2009 – 2010) for I.S. 218K, it was found that the English Language Learner subgroup did not make AYP in ELA.

There are approximately 72 English Language Learners that participate in the ESL program at James P. Sinnott Magnet School, I.S.218 for Health and Health Careers. The ESL program is designed to strengthen English language proficiency and to support subject area knowledge, skills and vocabulary development. The Sinnot Magnet School provides an ESL core program for 6, 7th, and 8th grades. There is one certified ESL teacher that works with ELLs in both a push-in and pull-out model. At James P. Sinnott Magnet School / I.S.218, ELL students scoring at the beginning, intermediate and advanced level in English proficiency on the NYSESLAT exam attend general education classes and are supported by ESL instructional services.

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

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

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

Secondly, an extended day/week/year program will facilitate additional instructional opportunities for select ELL students. An ESL teacher will provide supplementary instruction beyond the school day. One hour 2 days a week for 26 weeks, from November through June, to address areas

of need in literacy, specifically Reading, and Writing. Data from the NYSESLAT will be used to identify those ELLs that need targeted instruction in Reading/Writing to achieve proficiency in ESL. The ESL teacher(s) will work before school and/or after school for one hour on two days a week for twenty six weeks.

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

Sinnott Magnet School was the recipient of a SIFE grant in FY 2009 – 2010. The current status for school year 2010 - 2011 is pending. The program design included the implementation of the following programs: Rigor, Destination Math, and Achieve 3000, a technology based computer literacy program. Teachers that received professional development in implementing these SIFE programs will also work in the Title III program. Therefore the benefits of this training and professional work will also influence and provide a positive impact on the Title III work/program. Two trips will be planned during the course of the year. The following table summarizes the logistics of the program. More specifically, the students will receive differentiated instruction based upon their needs. Beginners will receive additional support from the pre-literacy program (Rigor), intermediate and advanced students will receive balanced literacy instruction and/or Achieve 3000 as well as Destination Math.

1. RIGOR - Pre – Literacy

Student Plan

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

2. Math – Destination Math

Student Plan

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

3. Achieve 3000

Student Plan

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

4. Balanced Literacy

Student Plan

- Minilesson
- Guided Reading/Writing
- Share

Title III Program funds will facilitate;

A. small group instruction for newcomers, and long term English Language Learners during the day. One part time F-Status teacher will provide instruction one day a week. The part time F-Status teacher will provide supplementary instruction for ELL to ensure student progress in English language development and develop fundamental skills needed for academic success in content area classes.

B. extended learning opportunities will be provided through an after school ESL / literacy program for ELLs. The ESL teacher will work with ELLs beyond the school day time to further support ESL.

The Title III program focuses on language acquisition, language development, academic language activities and reading/writing skills. An additional teacher funded through Title III will facilitate improved teacher-to-student ratio thereby allowing students to benefit from small group work and increased interaction with the teacher. The part time F Status teacher will facilitate additional instruction in ESL to beginner ELL students and newcomers. The results of the spring NYSESLAT 2010 and the LAB-R for newcomers were reviewed. Students who are predominantly beginner level students in grades six, seven, and eight were selected for Title III program participation. The program focuses on the four modalities including reading, writing, speaking, listening and parallels the aforementioned school-wide initiatives. The teacher meets with the literacy coach and the other ESL teachers on an ongoing basis. The pacing calendars are reviewed and instructional

materials (novels, text excerpts, magazine articles) are located. These materials are modified to meet the needs of the beginner students. ESL strategies are used to meet the challenges of content area vocabulary. Graphic organizers are used to support ELLs in content area and language development. The objective is to review the progress of the individual students and match the students to specific instructional goals that are standards based and lead to improved performance in listening, speaking, reading and writing. The second objective is to support literacy achievement as evidenced by increased levels of proficiency on the New York State Examinations (ELA, NYSESLAT). Title III funds will also purchase instructional materials including leveled libraries, nonfiction libraries and supplies to support the supplementary services provided by the F Status teacher. The part time F-Status teacher will work one (1) day per week to supplement the ESL instruction that is provided daily to ELLs. The program will facilitate both additional periods of ESL, increase teacher time for ELL student and decrease student to teacher ratio by facilitating small group instruction throughout the day.

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

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

Professional development topics have included making classroom teachers cognizant of ELL students’ academic needs. There has also been professional development sessions designed to maintain open communication between the ESL teacher and his/her mainstream counterpart vis-à-vis ESL students.

Professional development has had a significant focus on the need for development of science and social studies skills. NYS standards emphasize the need for vocabulary development in both social studies and science. As such, professional development has been used to form a collaborative effort between the ESL teacher and his/her science and social studies counterparts. Professional development is dedicated to improving the level of instruction for all our students. The ESL teachers attend monthly workshops facilitated through the CFN partnership. The ESL teachers will turnkey the information received at the workshops to other pedagogues in the school during faculty conferences and /or grade level meetings. The ESL teacher meet regularly with the classroom teachers to help the classroom teacher better understand the needs of the ELLs. A partnership between the ESL teacher and the classroom teacher is formed in order to help close the gap between the ELL student and his mainstream counterpart. Professional development activities are at no cost to Title III program. The plan includes opportunities for teacher training that are in school and /or provided through the CFN partnership. More specifically, the following Professional Development activities will be part of the program:

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

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

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

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

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

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

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

Section III. Title III Budget

School: 19k218 BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	\$10,929.93	1 F-Status teacher x 33 day x \$331.66 = 10929.93
- Per session	\$2,608.07	1 Tr. X 26 wks x 2 hours a wk x \$49.89 = \$2,608.07
- Per diem		
Purchased services		
- High quality staff and curriculum development contracts.		
Supplies and materials	\$1462	Content Libraries
- Must be supplemental.		Leveled Libraries
- Additional curricula, instructional materials. Must be clearly listed.		Instructional Materials
		Language Kits

Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$15,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

ATS was accessed to determine the ethnic/language needs of our students/families. The school was allotted \$566 Title I Translation monies which was used to purchase supplies for translated materials and per session for the translations

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

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

After reviewing ARIS, it was found the Sinnott has parents with the following home languages: Bengali, Spanish, French Haitian Creole and Dutch. Parents were in need of both oral and written translation. Assistant Principals will share this information with the teachers as well as provide them with translated materials and arrange oral translation services.

Grade	Home Language	Number of Parents
Six	Bengali	8
	Spanish	18
	Dutch	1
Seven	Spanish	11
	Bengali	8
Eight	Bengali	6
	French Haitian Creole	1
	Spanish	19
All School	Bengali	22
	Spanish	48
	Dutch	1
	French Haitian Creole	1

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

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

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
 - Written parental notification in a student's native language is provided.
 - Spanish speaking staff members make or receive phone calls.
 - Students who speak Bengali serve as translators.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	614,713	140,064	754,777
2. Enter the anticipated 1% set-aside for Parent Involvement:	6,147	1401	7548
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	30,735	*	
4. Enter the anticipated 10% set-aside for Professional Development:	61,470	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **99.1%**
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.
 All teachers hired in James P. Sinnott Magnet School, I.S.218, for the 2010-11 school year will be “highly qualified” as defined by NCLB. Highly qualified new teachers may include, NYC Teaching Fellows and Teach for America fellows.

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

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

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

* 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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

I. General Expectations

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

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. James P. Sinnott Magnet School, I.S.218 for Health and Health Careers will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: discuss at leadership team meetings, PTA Executive Board Meetings, PTA Meetings.
2. James P. Sinnott Magnet School, I.S.218 for Health and Health Careers will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: have CEP training and planning sessions.
3. James P. Sinnott Magnet School, I.S.218 for Health and Health Careers will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: discussion at school leadership meetings, workshops on the interpretation and utilization of data, workshops on study skills, standardized testing.
4. James P. Sinnott Magnet School, I.S.218 for Health and Health Careers will coordinate and integrate Title I with parental involvement strategies under the following programs: Saturday Learning Center, After-school and morning program, tutorials, SIFE, Title III, Reading pull-out program, SES, Math pull-out program, Lunchtime math help, Test preparation workshops in literacy and math.
5. James P. Sinnott Magnet School, I.S.218 for Health and Health Careers will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. The evaluation will be conducted in the following ways: Surveys will be distributed to all parents through mailings and student handouts. Parent Coordinator along with the PTA will be responsible for creating, distributing and collecting of the surveys. Parental roles will be determined by the results of the survey. The survey will be collected by the homeroom teachers and submitted to the leadership team. The leadership team members will compile the results into a table. Results will be discussed, a list of conclusions will be drawn and an action plan devised.

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

III. Discretionary School Parental Involvement Policy Components

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

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;

- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Leadership Team Meetings. This policy was adopted by the James Peter Sinnott on _____ and will be in effect for the period of 2010-2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before _____.

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

James P. Sinnott Magnet School, I.S.218 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2010-11.

Required School-Parent Compact Provisions

Sinnott Magnet School Parent Compact

School Responsibilities

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

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

Parent Responsibilities

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

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

Student Responsibilities

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

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

James P. Sinnott Magnet School, I.S.218 will use disaggregated student results on State and City assessments Grades 6-8, District benchmark assessments, the New York State Parent Report, and multiple classroom-level measures to assess the achievement of students in relation to the State standards, and identify specific skills and areas of content knowledge and understanding in which students need additional support in order to meet State standards. Qualitative data will also be reviewed to identify other factors that may affect student performance, i.e., health, attendance, school climate, professional development, parent involvement, and student satisfaction. These data will help schools to determine which educational programs need to be improved.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- 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.
- Are consistent with and are designed to implement State and local improvement, if any.

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

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

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

3. Instruction by highly qualified staff.

- Teachers will be assigned to their area of certification when scheduling, with some limited flexibility, consistent with State regulations.
 - Providing options/methods for teachers who are not HQ to become HQ through conversion programs and utilizing school's 5% Title I set aside.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

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

The UFT Teacher Center serves as a hub for professional development activity, supported by a UFT trained Teacher Center professional development specialist. The center is stocked with supplementary instructional materials, such as a professional library, materials to support the Core Knowledge Social Studies curriculum and balanced literacy. The Teacher Center serves all staff and provides support in all content areas. Among other resources, the Teacher Center makes computers, printers, a laminator, a poster maker and a copy machine available to teachers for professional activities. Additionally, the Teacher Center specialist runs study groups, one-on-one conferences and informal discussion groups to assist with differentiated teacher needs and to increase communication among teachers.

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

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

Professional development is the cornerstone of improving the capacity of our instructional staff. To this end, the James P. Sinnott Magnet School, I.S. 218 is committed to ongoing professional development that supports both the Department of Education's core curriculum.

Additionally, the James P. Sinnott Magnet School, I.S. 218 is committed to a comprehensive support program for all of its new teachers, as well as to differentiated professional development that meets the needs of our diverse body of educators.

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

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

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

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

- In cooperation with the NYCDOE, offering the Housing Support Program, which recruits experienced candidates in shortage areas with a housing support incentive of \$15,000. These teachers must teach in a high needs school.
- In cooperation with the NYCDOE, offering Teachers of Tomorrow grants to teachers in high needs schools, in collaboration with SED.
- Continuing to focus alternative and traditional teacher recruitment on shortage-area subjects and high-needs schools to improve equitable distribution.
- Using innovative recruitment methods to recruit shortage area teachers, like:
 - NYC Teaching Fellows <http://www.nycteachingfellows.org/>,
 - “Join New York’s Brightest: Teach NYC,” STEP (Summer Teaching Experience Program),
 - Science Immersion Teaching Fellows program to attract individuals with science backgrounds to teach in NYC public schools (based on our successful Math Immersion program), Focusing our national and international recruitment strategies on locations able to source shortage-area candidates.
 - Coordinating with innovative programs like Math for America and IBM’s Math program to recruit experienced individuals with math backgrounds to teach at the NYCDOE.

- Moving the staffing process earlier, which The New Teacher Project has shown improves teacher quality.
- Redesigning key business processes related to staffing.
- Supporting new teachers through a New Teacher Mentoring Program, Coaches, and UFT Teacher Center.

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

Parental involvement is encouraged in many ways at James P. Sinnott Magnet School, I.S.218. First of all, the position of Parent Coordinator will continue during school year 2010 – 2011. In addition to the role of Parent Coordinator, Sinnott has sought other ways to involve parents more deeply in their children’s education. As always, two formal parent/teacher conferences were scheduled, as well as another successful open house. These programs offer parents an opportunity to meet teachers and learn about Sinnott’s instructional program early in the school year and to touch base with teachers later in the year. Furthermore, a number of workshops for parents have been held over the past year. These workshops will expand in the upcoming school year. Monthly workshops focus on basic educational concerns, health care, and financial planning and housing. P.T.A. meetings and workshops will focus on middle school reform and creating a community for learning. Workshops introducing parents to Acuity and the New York State Testing Program are being planned.

The James P. Magnet School, I. S. 218 draws primarily from two zoned elementary schools. These schools are P. S. 159 and P. S. 214. Additionally we offer an outstanding magnet program for Health and Health Careers. Interested applicants completed student applications and were invited to an Open House, during which prospective students and their parents toured the school building, met teachers, and were presented with performances by the Umoja Steppers, and the Dance Team. Parental involvement will be encouraged and expanded in all areas of the instructional program during sy 2010-2011, particularly in the following ways: honor roll celebrations of students with excellent academic and behavioral records draw a large crowd of parents

Conferences

- Parent Teacher Conferences
- Open House

Meetings

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

Workshops

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

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

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

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

Data Available

- **School Report Card (NYSTART Data)** – The school report card is given out school wide and reviewed at faculty conferences, School Leadership Meetings, Instructional Cabinet and Team meetings. Special emphasis is placed upon school wide results, trends, comparison to similar schools, and disaggregated data where subgroup performance is analyzed in terms of the groups that have met the annual yearly progress (AYP) goals.

- **ARIS** – Aris will be launched this year at a faculty conference. School experts will be trained and turnkey training to members of staff. Postcards will be disseminated with the URL and log in procedures.
 - **New York City Progress Report** – The progress report is studied by the instructional cabinet and utilized in goal setting.
 - **New York State Standardized Data** - At the beginning of the school year standardized data is disseminated including the reading and math scaled scores/performance levels for the previous two school years. Scaled scores from State Examinations are used to group students according to cohort to enable our teachers to differentiate instruction and “hot lists” are formed. These “hot lists” identify students who are on the cusp of a higher reading level, as well as those students who are in danger of falling back a reading level. Trends are noted in terms of students moving into level three and those slipping back a performance level. There is follow up with Academy Leaders as well as at team meetings.
 - **Acuity** - In literacy and math Acuity is utilized both subjects have two predictive exams scheduled as well as Instructionally Targeted Assessments (ITA). Teachers can also make customized tests and assign work based on the needs of their students. This data will be used to differentiate lessons and ensure student progress.
 - **Gates MacGinitie Reading Test** – In September, the Gates MacGinitie Reading Test is administered to all students. Reading grade equivalents and percentiles in vocabulary, comprehension, and total score are generated and utilized by the teachers to ensure students are reading a literature circle book or independent book on their grade level.
 - **Full Length Practice Tests** – Full-length practice tests (previous New York State Examinations) in literacy and math are administered, scored by teachers and the data is readily disseminated and analyzed by grade, class, and student.
 - **Portfolio Assessment** – Portfolios are maintained by students and reviewed by teachers, and Assistant Principals.
 - **The Development Reading Assessment, Qualitative Reading Inventory IV** – Teachers assess students using these tools upon need.
 - **Teacher, Student and Parent Survey** – Every spring students take the New York City Survey.
 - **Interim Progress Reports, promotion in doubt letters, holdover lists, AIS students** – This data is generated and reviewed by Team Leader and teams, Academy Leader (Assistant Principals) and Guidance Counselors.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students’ difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Academic Intervention Services

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

Winter and Midwinter Vacation Academies

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

- **Beacon Program** – Homework help, tutorials

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

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

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which

program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that
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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
TEMPLATE - MAY 2010

	<i>or Local)</i>	in the Schoolwide Program (✓)			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	the school has met the intent and purposes² 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	✓			\$614,713	✓	
Title I, Part A (ARRA)	Federal	✓			\$140,064	✓	
Title II, Part A	Federal	✓				✓	
Title III, Part A	Federal	✓			\$15,000	✓	
Title IV	Federal	✓				✓	
IDEA	Federal	✓			\$171,565	✓	
Tax Levy	Local	✓			\$3,327,863	✓	

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

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:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title 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.

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: _____ **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.
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.

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.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

APPENDIX 7: 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.)

We have ten students in temporary housing at the current time.

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

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

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

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

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

Such incentives can be:

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

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

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

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

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

Such incentives can be:

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

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

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

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

Part B: FOR NON-TITLE I SCHOOLS

4. 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).
5. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
6. 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)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	J.H.S. 218 James P. Sinnott					
District:	19	DBN:	19K218	School		331900010218

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		87.9	91.0	89.9
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	181	174	179				
Grade 7	267	185	204				
Grade 8	269	277	216				
Grade 9	85	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	1	2	1				
Total	803	638	600				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	91.0	90.1	90.2

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	75.2	85.5	90.7

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	10	34	32

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	21	26	12

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	51	50	58	Principal Suspensions	137	91	3
# in Collaborative Team Teaching (CTT) Classes	37	28	27	Superintendent Suspensions	31	31	50
Number all others	51	34	31				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<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	18	0	TBD	Number of Teachers	79	74	55
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	13	13	12
# receiving ESL services only	87	62	TBD				
# ELLs with IEPs	7	11	TBD				

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	3	3	4

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
	8	6	25	% fully licensed & permanently assigned to this school	100.0	100.0	98.0
				% more than 2 years teaching in this school	86.1	79.7	80.0
				% more than 5 years teaching anywhere	67.1	70.3	89.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	86.0	85.0	92.7
American Indian or Alaska Native	0.9	0.3	0.0	% core classes taught by "highly qualified" teachers	76.1	87.0	99.1
Black or African American	45.6	47.8	43.0				
Hispanic or Latino	35.5	32.3	36.5				
Asian or Native Hawaiian/Other Pacific	16.1	17.2	19.8				
White	1.9	1.6	0.5				
Male	51.8	50.2	53.7				
Female	48.2	49.8	46.3				

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		v	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					

Individual Subject/Area AYP Outcomes:

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

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
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	-	-	-				
Multiracial							
Students with Disabilities	v	v					
Limited English Proficient	v	v					
Economically Disadvantaged	v	v		-	-		
Student groups making	7	7	1	0	0		

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:				NR	
Overall Score:	59.7	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	5.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	39						
<i>(Comprises 60% of the</i>							
Additional Credit:	6.3						

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 301	District 19	School Number 218	School Name Sinnott
Principal Ms. Alison Breedy		Assistant Principal Ms. Johnson-Agu	
Coach Ms. France		Coach Ms. Fiorillo	
Teacher/Subject Area Ms. Milovich/ESL		Guidance Counselor Ms. Brosman	
Teacher/Subject Area Mr. Herbert/Math		Parent Ms. Ash	
Teacher/Subject Area Ms. Semple/Science		Parent Coordinator Ms. Haynes	
Related Service Provider type here		Other type here	
Network Leader type here		Other type here	

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	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	601	Total Number of ELLs	72	ELLs as Share of Total Student Population (%)	11.98%
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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.

ELL Identification Process

In NYC, all students, upon admission, complete a Home Language Identification Survey (HLIS). At IS 218, the school secretary provides the appropriate registration package including HLIS form in the parent's native language and the ESL teachers, Ms. Milovich and Ms. Zachary or the Literacy coach, Ms. Fiorello conduct the interviews with parent and student. The survey is conducted in an effort to better understand students and develop an instructional plan that is tailored to meet their needs. The assigned staff assist parents in completing the survey to ensure that parents understand the purpose of the survey and complete the questionnaire completely and accurately. Once the interviews are completed, the information is used to determine student eligibility for further assessment using the LAB-R tool. If translation is needed we contact various staff members that speak other languages and if a parent that speaks a language that there are no translators in the school we contact the NYC Translation unit for assistance.

Once the student is identified as eligible for LAB-R, the parent is notified and the test is administered to determine student language proficiency. For Spanish speaking ELLs, the Spanish LAB is also administered to determine language dominance and best instructional plan. The LAB-R is hand scored as well as submitted for official scoring and data entry. Testing is done by the ESL teachers and Ms. Baxter the testing coordinator. Once eligibility is determined and English proficiency level defined, parents are notified of the results and invited to a Parents Orientation. Parents are invited to learn about the available NYC programs for ELLs and to choose a program that they would like their child to be enrolled in. The parent choice is documented in writing and a record is kept in the student cumulative record and the ESL teacher's files. Students are placed based on parent option. If we do not have sufficient students to offer a bilingual program we meet with the parents to explain that at this time we can not offer this program but if we have additional students in the future we will call them and ask them if they still would like their child in the program. Parents that express an interest in a program that is can not be offered due to low registers at IS 218 are offered the option to meet with staff members at the placement center, OSEPO, to locate a site where the program is offered. If a program is selected that is not available at IS 218, parents are offered an opportunity to transfer to a school where the program of choice is available.

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

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

Parent Choice / Parent Involvement

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

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

Student placement in the ESL Program, depends on the amount of ESL support that is required as demonstrated by scores on the NYSESLAT and parent choice. Upon admission, parents complete a Home Language Identification Survey. The ESL teacher participates in the interview to ensure that parents understand the purpose of the survey and complete the questionnaire completely. This information is

used to determine LAB-R eligibility. Students admitted from another NYC public school are identified through the NYSESLAT test administered in the spring each year. The student test history documents the student's most current score. If ELL status is confirmed, parents are informed and invited to learn about and make a program choice. The parent choice is documented in writing and a record is kept in the ESL teacher files. Parents that express an interest in a program that is not offered at IS 218 are invited to meet with staff members at the placement center, OSEPO, to locate a site where the program is offered.

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

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

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	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	0	0	0	0	0	0	27	19	26	0	0	0	0	72
Total	0	0	0	0	0	0	27	19	26	0	0	0	0	72

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	72	Newcomers (ELLs receiving	32
Special Education	14		

		service 0-3 years)			
SIFE	15	ELLs receiving service 4-6 years	25	Long-Term (completed 6 years)	15

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	32	10	3	25	5	6	15	0	5	72
Total	32	10	3	25	5	6	15	0	5	72

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	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0	0	0	0	0	0	0	0	0	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:
Native American:	White (Non-Hispanic/Latino):
	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							18	11	19					48
Chinese														0
Russian														0
Bengali							8	8	6					22
Urdu														0
Arabic														0
Haitian							0	0	1					1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	0	0					1
TOTAL	0	0	0	0	0	0	27	19	26	0	0	0	0	72

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.

One appropriately licensed ESL teacher facilitates English As A Second Language instruction to all 72 ELLs at Sinnott Magnet School, IS 218. The ESL teachers implement the ESL balanced literacy instructional prototype. The prototype follows a balanced literacy approach for reading which consists of independent/paired reading, shared reading, guided reading literacy centers, literature circles, writer's workshop, interactive read aloud, word study and teacher/student reading and writing conferences.

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

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

ESL Program Model - Students scoring at the beginning, intermediate and advanced levels in English proficiency on the NYSESLAT exam attend general education classes and are supported by an ESL teacher who supports ELL students in Push In / Pull-out model. In addition, a part time licensed ESL teacher provides instruction to intermediate and advanced students.

Title III – An F Status ESL pull-out teacher supports ELL students. The teacher provides supplementary instruction for English Language Learners to ensure student progress in English language development.

SIFE – Students from non-English speaking countries who have had an interruption in their formal education and Long Term English Language Learners are targeted for intense ESL instruction after school. Sinnott's SIFE Grant allows for the implementation of three Structured SIFE Solutions to support the development of students with interrupted formal schooling and Long Term English Language Learners. The three components include: The Literacy Program for Long Term ELLs that includes the utilization of the Achieve 3000 Literacy Program (technology based), a technology based math program (Riverdeep Destination Math) and the Pre-Literacy Program (Maria Calderon's Rigor Program).

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

In addition to services that are provided specifically for SIFE and/or long-term ELLs, I.S. 218 offers a plethora of school-wide programs

including: reduced registers, literacy and math blocks, teaming with team leaders and common planning time, 37 ½ minutes of tutoring, Academic Intervention Services (AIS), a Winter and Spring Vacation Academy, and SES program. Sinnott is also an iTeach iLearn school. Each child in grades 6, 7 and 8 will receive a laptop for school year 2010 – 2011.

Current English Language Learners Instructional Programs

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

Supplementary Programs Services that are provided specifically for SIFE and/or long-term ELLs, offer a plethora of school-wide programs including: reduced registers, literacy and math blocks, teaming with team leaders and common planning time, 37 ½ minutes of tutoring, Academic Intervention Services (AIS), a Winter Vacation Academy, SES program. Sinnott is also an iTeach iLearn school. Each child in grades 6, 7 and 8 will receive a laptop for school year 2010 – 2011. Direct supplemental instructional strategies are provided through:

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

Plan for Newcomers

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

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

Plan for SIFE

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

Plan for Long Term ELLs

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

Plan for Special Needs Students

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

- Saturday Learning Center – Reading and math intervention for level two students in grades 6, 7 and 8.

- After school program – Students will receive intensive reading and math instruction in a small group setting level one students will be seen on a 10:1 student/teacher ratio and level two students will receive services on a 15:1 student/teacher ratio.
- Additional Staff to facilitate targeted instruction in small group settings and /or tutorial sessions. F Status Tutoring – Students receive small group tutoring by part time F Status ESL teacher.
- February Academies –We will hold a three day February break vacation academy for grades 6, 7, and 8 to provide test preparation in math.
- Tutorials -Small groups of students selected from level 1 and level 2 cohorts. Strategies include: conferencing, guided reading, and independent reading, math skills, math problem solving. Assessed through benchmarks, lexile testing, and teacher evaluation. Scheduling determined by student and teacher programs. Teachers and other staff members will push into classrooms or pull students out for these intensive tutorial sessions.
- Beacon Program – Homework help, tutorials
- SIFE – Students from non-English speaking countries who have had an interruption in their formal education and long term English Language Learners are targeted for intense ESL instruction after school and on Saturday.
- Title III - Students from English speaking countries who have been in the country less than three years are targeted for literacy instruction in small groups during the school day.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

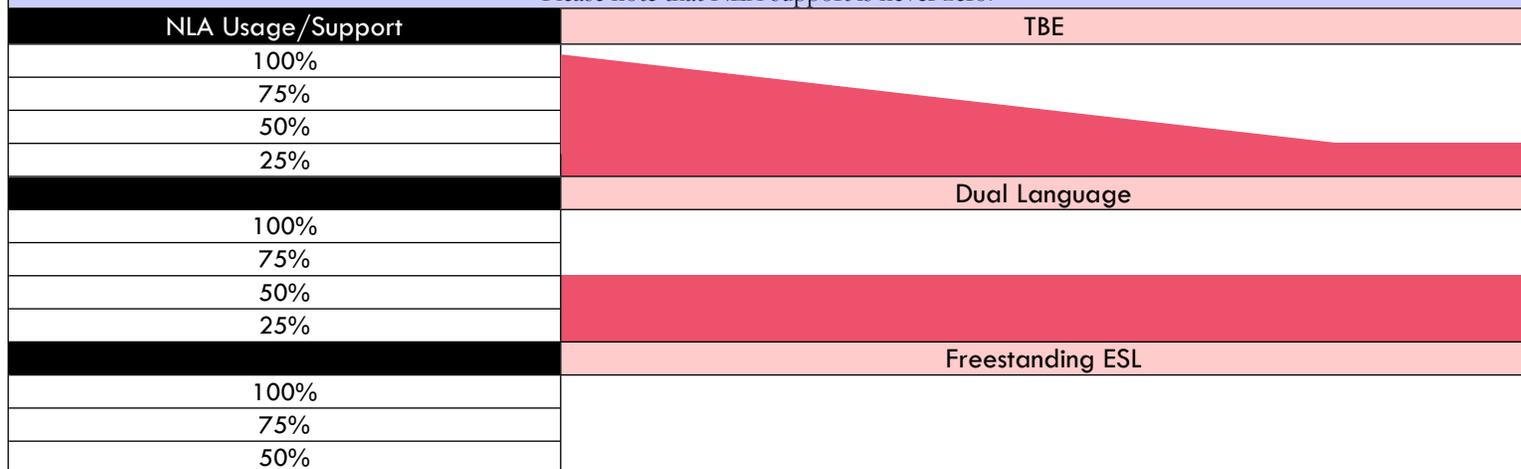
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes 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

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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?

Assessment Analysis Implications for LAP in English Language Arts Area

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

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

During the Writer's Workshop, each student works in his or her Writer's Sourcebook to develop seed ideas for writing that they then bring

through the writing process to a finished piece. Students complete writing in several genres including persuasive, narrative, and informational pieces. Four Square Writing plans are used to enforce a clear structure in student writing, and are implemented throughout the subject areas. In addition, teachers model writing using rubrics as an instructional tool. Students use the writing process to achieve “publishing” (standard) status.

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

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

In addition to the aforementioned, there is an intensive and organized test preparation and test practice program which carefully aligns to last year’s test and concentrates on reading comprehension skills. Test preparation is also aligned to a specific, designated strategy/skill of the week. The James P. Sinnott Magnet School, I.S.218 literacy team supervises and coordinates this program, and utilizes specific material that focuses on skill development. This program, in conjunction with our coordinated classroom instruction, helps teachers focus instruction and students improve skills. Students are grouped by cohort, which allows for the identification of “hot list” students who are on the cusp of a higher reading level, as well as those students who are at levels 3 and 4 and who are ready for enrichment activities. Each classroom teacher receives a printout of data available including the New York State Parent Report, Acuity assessments, as well as standardized test scores from the previous three years; using this information, literacy teachers are able to differentiate instruction and address the needs of individual or small groups of students within the larger classroom context.

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

Implications for LAP in Mathematics Content Area

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

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

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

In School Year 2010-2011 James P. Sinnott Magnet School, I.S.218 will continue full implementation of the Knowledge Network balanced mathematics prototype core curriculum. The math prototype includes Problem of the Day with the use of Four Square Math to enhance problem analysis and solution. Modeling, strategic problem solving, and guided practice are also emphasized. Mathematics journals, interactive open-ended problem solving, mathematics word walls and teacher/student conferences are integral parts of the prototype.

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

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

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

Implications for LAP in Science Content Area

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

Implications for LAP in Social Studies Content Area

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

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)?

Paste response to questions 1-5 here

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.

Professional Development:

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

- During school year 2010 – 2011, we will participated in the Structured SIFE Solutions Grant and professional development will be offered on a continuous and ongoing basis for Destination Math, the Pre – Literacy Program, and the Achieve 3000 Literacy Program.
- A pacing calendar, and lessons are developed to incorporate the new content.
- During school year 2010 – 2011, teachers received professional development in the use of technology (iTeach iLearn). Adaptive and multisensory strategies will be explored in professional development.
- During school year 2010 – 2011 we will have ongoing workshops and study groups on differentiated education that will continue through out the school year. A component will be assessment of ELL students, the academic needs of ELL students, as well as using data to monitor academic progress.
- During school year 2010 – 2011, Sinnott administered the Gates MacGinitie Reading Examination as well as the Qualitative

Reading Inventory IV. One The Gates MacGinitie Grade Equivalents showed the average English Language Learner to be two or more years below reading level and there was a great disparity between the vocabulary and comprehension subtest. Sinnott's current math students' results mirror those of literacy. The majority of the Long Term English Language Learners and SIFE students didn't meet the standards. To that end we plan to stress vocabulary development during professional development.

Professional development topics have included making classroom teachers cognizant of ELL students' academic needs. There has also been professional development sessions designed to maintain open communication between the ESL teacher and his/her mainstream counterpart vis-à-vis ESL students.

Professional development has had a significant focus on the need for development of science and social studies skills. NYS standards emphasize the need for vocabulary development in both social studies and science. As such, professional development has been used to form a collaborative effort between the ESL teacher and his/her science and social studies counterparts. Professional development is dedicated to improving the level of instruction for all our students.

The ESL teachers will turnkey the information received at the workshops to other pedagogues in the school during faculty conferences and /or grade level meetings. The ESL teacher meet regularly with the classroom teachers to help the classroom teacher better understand the needs of the ELLs. A partnership between the ESL teacher and the classroom teacher is formed in order to help close the gap between the ELL student and his mainstream counterpart. Professional development activities are at no cost to Title III program.

More specifically, the following Professional Development activities will be part of the program:

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

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?

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

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

- o Morning Tutorial Program
- o Extra Interventions – 37 ½ minute
- o SIFE Program
- o After School Instruction
- o Saturday Programs
- o Bilingual Program Options
- o Title III Supplementary Program Parents will be invited to visit the student extended day program and participate in a breakfast meeting at no cost to Title III. During this time, students will engage in the celebration phase of the writing process by sharing completed projects and

assignments with parents. The languages of service will be English and Spanish.

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

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

Some of the workshops offered to all parents including our ELL parents are:

- * ELA Standards and Assessments
- *Math Standards and Assessments
- *Content Area Assessments
- *Promotional Policy
- *Living Healthy (Brookdale Hospital)
- *Housing Issues (East New York Community Organization)
- *Extended Day Programs

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)	0						7	7	6					20
Intermediate(I)							7	4	8					19
Advanced (A)							13	6	11					30
Total	0	0	0	0	0	0	27	17	25	0	0	0	0	69

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							2	2	1				
	I							4	2	2				
	A							8	7	7				
	P							11	2	11				
READING/ WRITING	B							5	3	2				

	I							7	4	8				
	A							13	6	11				
	P							0	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	11	8	0	0	19
7	9	3	0	0	12
8	11	9	1	0	21
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	4	3	15	0	3	0	0	0	25
7	6	0	6	0	2	0	0	0	14
8	2	1	7	5	6	1	0	0	22
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									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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				
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

Part VI: LAP Assurances

5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?

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		