



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : DITMAS I. S. 62

DBN 20K062

PRINCIPAL: BARRY KEVORKIAN EMAIL: BKEVORK@SCHOOLS.NYC.GOV

SUPERINTENDENT: KARINA COSTANTINO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Barry Kevorkian	*Principal or Designee	
Beatrice De Sapio	*UFT Chapter Leader or Designee	
Matthew Bascombe	*PA/PTA President or Designated Co-President	
Kathy Carroll	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Michelle Esposito	Member/Assistant Principal	
Michelle Buitrago	Member/Teacher	
Carolyn Dorsett	Member/Parent	
Domingo Guerrero	Member/Parent	
Nikki West	Member/Parent	
Yusef Muhammed	Member/Parent	
	Member/	

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- By June, 2012, the number of Level 1 students will decrease by 8% (12) students in English Language Arts as measured by the New York State ELA exam.

Comprehensive needs assessment

- We failed to make AYP in ELA for all students, white, LEP and economically disadvantaged; and in math for our LEP population. Because we were a Universal School Meals school, we suffered a triple blow, since most of our LEP students are white, coming from Uzbekistan and economically disadvantaged. In the spring of 2011, we enrolled a large number of LEP children that were required to take the Math exam. These children are, for the most part, pre-literate in their Native language as well as English.
- Based on the results of the spring 2011 ELA exam, 20 % of our 6th graders, 19 % of our 7th graders and 16 % our our 8th graders are scored at Level 1.

Instructional strategies/activities

- PD on the following topics: Interim assessments to monitor and revise curriculum, curriculum mapping, use of rubrics with the language of the standards to provide specific feedback to students regarding their work, use of student data to plan and set goals, further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning;
- Teachers will meet in grade level and subject teams to review student data gathered from periodic assessments;
- We are using (as of September, 2011), the National Geographic Language, Literacy and Content program, *Inside*;
- This program is used in all ELL, CTT, self-contained special education ELA classes. It is specifically designed to increase vocabulary on three levels (listening, reading, and speaking). The program also provides direct phonics instruction that is the foundation for reading and writing skills. It also contains a multitude of fiction and non-fiction reading selections that focus on real-life scenarios and comprehension and writing skills are also a major focus.;
- In the spring of 2011, all of our self-contained/ELA special education teachers were trained by Kathy Henderson of National Geographic in using the *Inside* program in the classroom,. At the beginning of the 2011 – 12 school year, and on Election Day, we provided additional training by Kathy Henderson for our special education teachers and have scheduled training for our PD day in December (December 2) and the Chancellor's Conference Day in June.;
- One of the components of the program is that it provides guidance and reproducible masters for measuring student progress;
- All Level 1 and Level 2 students are mandated to attend the early morning 37.5 minute tutoring;
- Implementation began in September, 2011.

Strategies to increase parental involvement

- The Parent Coordinator and other staff regularly attend scheduled PTA meetings to share information and respond to parent questions and inquiries.;
- The school has created and distributed a Parent Handbook that is translated in all the dominant languages;
- Parents will be trained in how to use the ARIS parent link;
- Parents serve as translators for Parent Teacher Conferences;
- A Family Literacy Night is in the planning stages;
- The school has purchased the Talk and Listen System that allows limited English-speaking parents to hear meetings/workshops in their Native language, without disrupting audience members and without segregation. This system brings all parents together to help foster a sense of community.

Strategies for attracting Highly Qualified Teachers (HQT)

- 95% of our teachers are highly qualified;
- Mentors are assigned to support struggling and unqualified teachers.

Service and program coordination

- All eligible students are invited to attend and participate in our SES, Flatbush Development, and before and after-school literacy based programs that have been established as part of the overall instructional program;
- Our SES providers Brienza and UFT – Young Peoples Academy as well as Flatbush Development work with us to support the ELL population;
- Our 21st Century grant provides after school/Saturday small group instruction in visual arts, dance, theatre, chess, technology, chorus, and English Language Arts.

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation allows us to combine Federal and local funds such as Fair Student Funding, Title I SWP, Title III, C4E, and ARRA RTTT. And humanresources to implement this action plan from September, 2011 to June, 2012 as indicated below:

- Supervisor Per Session to supervise the after school/Saturday programs and to provide PPD to the staff;
- Principal Per Session to supervise all parent activities from parent training to parent ESL classes;
- Teacher Per Session to teach before/after school and Saturday programs, attend professional development programs, and serve as translators;
- Laptop computers to be used for Professional Development
- Professional instructional materials to support curriculum during the regular school day;
- Professional materials for our Professional Development Library;
- Bilingual libraries for our parents and ELL students;
- Consumable instructional materials to be used for our before school/after school/Saturday programs;
- Educational software for curriculum mapping.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- By June 2012, the number of Level 1 students will decrease by 8% (10) students in mathematics as measured by the New York State Mathematics exam.

Comprehensive needs assessment

- We failed to make AYP in math for our LEP population. Because we were an Universal School Meals school, we suffered a triple blow, since most of our LEP students are white, coming from Uzbekistan and economically disadvantaged. At the end of the 2010 school year, we enrolled a large number of LEP children that were required to take the Math exam. These children are, for the most part, pre-literate in their Native language as well as English.
- Based on the results of the spring, 2011 Math exam, 12 % of our 6th graders, 14 % of our 7th graders and 13 % of our 8th graders scored at Level 1.

Instructional strategies/activities

- PD on the following topics: Interim assessments to monitor and revise curriculum, curriculum mapping, use of rubrics with the language of the standards to provide specific feedback to students regarding their work, use of student data to plan and set goals, further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning;
- Teachers will meet in grade level and subject teams to review student data gathered from periodic assessments;
- We have established a Chess team to develop critical thinking skills; children of all abilities (special education, general education and ELL) are participating;
- All Level 1 and Level 2 students are mandated to attend the early morning 37.5 minute tutoring;
- Programs began in September, 2011.

Strategies to increase parental involvement

- We currently offer ESL classes for adults two (2) evenings a week;
- We are planning a Family Math Night;
- The Parent Coordinator and other staff regularly attend scheduled PTA meetings to share information and respond to parent questions and inquiries;
- The school has created and distributed a Parent Handbook that is translated in all the dominant languages;
- Parents will be trained in how to use the ARIS parent link;
- Parents serve as translators for Parent Teacher Conferences;
- The school has purchased the **Talk and Listen System** that allows limited-English speaking parents to hear meetings/workshops in their Native Language without disrupting audience members and without segregation.

Strategies for attracting Highly Qualified Teachers (HQT)

- All of our math teachers are highly qualified;
- Mentors are assigned to support struggling and unqualified teachers.

Service and program coordination

- All eligible students are invited to attend and participate in our SES, Flatbush Development, and before and after-school literacy based programs that have been established as part of the overall instructional program;
- Our SES providers Brienza and UFT – Young Peoples Academy as well as Flatbush Development work with us to support the ELL population in both ELA and Math;
- Our 21st Century grant provides after school/Saturday small group instruction in visual arts, dance, theatre, chess, technology, chorus, and English Language Arts.

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation allows us to combine Federal and local funds such as Fair Student Funding, Title I SWP, Title III, C4E, and ARRA RTTT. And human resources to implement this action plan from September, 2011 to June, 2012 as indicated below:

- Supervisor Per Session to supervise the after school/Saturday programs, and to provide PD to the staff;
- Principal Per Session to supervise all parent activities from parent training to parent ESL classes;
- Teacher Per Session to teach before/after school and Saturday programs, attend Professional Development Programs and serve as translators;
- Laptop computers to be used for Professional Development
- Professional instructional materials to support curriculum during the regular school day;
- Professional materials for our Professional Development Library;
- Bilingual libraries for our parents and ELL students;
- Consumable instructional materials to be used for our before school/after school/Saturday programs;
- Educational software for curriculum mapping.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- By June 2012 we will increase by 5% (15 students) the number of ELL students that score proficient on the NYSESLAT.

Comprehensive needs assessment

- We have a significant number of SIFE children that come and go for weeks or months at a time;
- Since September, 2011, we have admitted over 100 new admits, 60 % of these are English Language Learners, and 8 % are SIFE;
- 22.5 % of our total school enrollment are ELLs;
- 28% of our total ELL population is considered SIFE;
- Due to the large number of ELL new admits, we have had to open three (3) new Welcome classes, one on each grade.

Instructional strategies/activities

- PD on the following topics: Interim assessments to monitor and revise curriculum, curriculum mapping, use of rubrics with the language of the standards to provide specific feedback to students regarding their work, use of student data to plan and set goals, further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning;
- We are using (as of September, 2011), the National Geographic Language, Literacy and Content program, *Inside*;
- This program targets ELL population from beginners, to Level E. It is specifically designed to increase vocabulary on three levels (listening, reading, and speaking). The program also provides direct phonics instruction that is the foundation for reading and writing skills. It also contains a multitude of fiction and non-fiction reading selections that focus on real-life scenarios and comprehension and writing skills are also a major focus;
- In the spring of 2011, all of our ESL teachers and self contained special education teachers were trained by Kathy Henderson of National Geographic in using the *Inside* program in the classroom,. At the beginning of the 2011 – 12 school year, and Election Day we provided additional training by Kathy Henderson for our ESL and special education teachers and have scheduled training for our PD day in December (December 2) and the Chancellor's Conference Day in June.
- One of the components of the program is that it provides guidance and reproducible masters for measuring student progress;
- Program was implemented beginning in September, 2011.

Strategies to increase parental involvement

- We currently offer ESL classes for adults two (2) evenings a week;
- We are planning a Family Literacy Night and a Family Math night;
- The Parent Coordinator and other staff regularly attend scheduled PTA meetings to share information and respond to parent questions and inquiries;
- The school has created and distributed a Parent Handbook that is translated in all the dominant languages;
- Parents will be trained in how to use the ARIS parent link;
- Parents serve as translators at Parent Teacher Conferences;
- The school has purchased the Talk and Listen System that allows limited-english speaking parents to hear meetings/workshops in their Native language without disrupting audience members and without segregation.

Strategies for attracting Highly Qualified Teachers (HQT)

- All of our ESL teachers are highly qualified;
- Mentors are assigned to support struggling and unqualified teachers;

Service and program coordination

- All ELLs will participate in our Title III, SIFE, SES literacy based programs that have been established as part of the overall instructional program;
- Our SES providers Brienza and UFT – Young Peoples Academy as well as Flatbush Development work with us to support the ELL population;
- Our 21st Century grant provides after school/Saturday small group instruction in visual arts, dance, theatre, chess, technology, chorus, and English Language Arts;

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation allows us to combine Federal and local funds such as Fair Student Funding, Title I SWP, Title III, C4E, and ARRA RTTT. And humanresources to implement this action plan from September, 2011 to June, 2012 as indicated below:

- Supervisor Per Session to supervise the after school/Saturday programs and to provide PD to the staff;
- Principal Per Session to supervise all parent activities from parent training to parent ESL classes;
- Teacher Per Session to teach before/after school and Saturday programs as well as Professional Development Programs;
- Laptop computers to be used for Professional Development;
- Professional instructional materials to support curriculum during the regular school day;
- Professional materials for our Professional Development Library;
- Bilingual libraries for our parents and ELL students;
- Consumable instructional materials to be used for our before school/after school/Saturday programs;
- Educational software for curriculum mapping.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- The total number of students scoring at Level 4 on the New York State ELA exam will increase 3 % (from 2% to 5 %) on the April 2012 English Language Arts exam.

Comprehensive needs assessment

- The number of Level 4 students has decreased due to the renorming of the NYS ELA/Math exams. (We are in agreement with the renorming; it is probably a more accurate depiction of their ability);
- Children can be complacent once they have scored a Level 3; and do not see the need to go further;
- These tend to be children that have not had to work for a grade and find it difficult to transition from passive learner to “student”.

Instructional strategies/activities

- PD on the following topics: Interim assessments to monitor and revise curriculum, curriculum mapping, use of rubrics with the language of the standards to provide specific feedback to students regarding their work, use of student data to plan and set goals, further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning and study skills;
- We are stressing the use of higher order thinking skills, academic vocabulary and goal setting;
- Specialized High School Test Prep program will support our high Level 3's. This program is taught by highly qualified ELA and Math teachers. This after school program begins in the spring of the 7th grade year and finishes in the fall of the 8th grade, prior to the exam. We are proposing that we begin this program in the spring of the 6th grade year;
- Children are given the opportunity to improve their writing skills through the **Kids Write** program, taught by Dr. Rose Reissman. In this program students collaboratively write their own books. These books get published;
- Teachers are trained in ARIS to better understand the specific needs of this population;
- Department meetings for gifted and talented teachers are held to discuss instructional strategies and curriculum;
- Classes were held in September – early November for the 8th graders taking the Specialized High School exam, and will be held in the spring (April – early June for the current 7th grade.

Strategies to increase parental involvement

- The Parent Coordinator and other staff will attend regularly scheduled PTA meetings to share information and respond to parent questions and inquiries;
- The school has created and distributed a Parent Handbook that is translated in all the dominant languages;
- Parents will be trained in how to use the ARIS parent link;
- Parents serve as translators for Parent Teacher Conferences;
- The school has purchased the **Talk and Listen System** that allows limited-English speaking parents to hear meeting/workshops in their Native language without disrupting audience members and without segregation;
- A Family Literacy Night and Family Math Night are in the planning stages.

Strategies for attracting Highly Qualified Teachers (HQT)

- The teachers chosen to teach this class are highly qualified.

Service and program coordination

- All eligible students are invited to attend and participate in our SES, Flatbush Development, and before and after-school literacy based programs that have been established as part of the overall instructional program;
- Our 21st Century grant provides after school/Saturday small group instruction in visual arts, dance, theatre, chess, technology, chorus, and English Language Arts.

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation allows us to combine Federal and local funds such as Fair Student Funding, Title I SWP, Title III, C4E, and ARRA RTTT. And human resources to implement this action plan from September, 2011 to June, 2012 as indicated below:

- Supervisor Per Session to supervise the after school/Saturday programs, and to provide PD to the staff;
- Principal Per Session to supervise all parent activities from parent training to parent ESL classes;
- Teacher Per Session to teach before/after school and Saturday programs as well as Professional Development Programs;
- Laptop computers to be used for Professional Development;
- Professional instructional materials to support curriculum during the regular school day;
- Professional materials for our Professional Development Library;
- Bilingual libraries for our parents and ELL students;
- Consumable instructional materials to be used for our before school/after school/Saturday programs;
- Educational software for curriculum mapping.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	330	330	330	330	330			
7	343	343	343	343	343			
8	368	368	368	368	368			
9								
10								
11								
12								

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<p>Wilson Reading program – after school – small group Kaplan SpellRead – before school, during school day, Saturday – small group National Geographic Inside Series – during the school day Kaplan program – 37.5 minutes – all subjects, small group 21st Century Grant – after school, Saturday – small group</p> <ul style="list-style-type: none"> • Chorus • Technology • English Language Arts • Entrepreneur Club • Chess Club • Urban Arts (Theatre) • Dance • Visual Arts <p>Greening of Ditmas – after school – small group Flatbush Development Corporation – after school CHAMPS – before school, Saturday – small group SES providers – Brienza, UFT – Young People’s Academy – after school, Saturday – small group Specialized High School Test Prep – after school - small group Story Studio – during the school day SIFE – after school, Saturday – small group Title III – before school, after school, Saturday – small group</p>
<p>Mathematics</p>	<p>Achieve 3000 – during the school day Kaplan program – 37.5 minutes – all subjects, small group Flatbush Development – after school – small group SES providers – Brienza, UFT – Young People’s Academy – after school, Saturday – small group Chess Team – after school, Saturday – small group Specialized High School Test Prep – after school – small group Title III – before school – small group SIFE – after school – small group</p>

<p>Science</p>	<p>Preparation for the 8th grade Science Performance Test – during the school day, afterschool, Saturday – small group Preparation for the 8th grade Objective test – during the school day, Saturday – small group Preparation for the Earth Science Regents – Lab Practical – during the school day, after school Preparation fro the Earth Science Regents Exam – during the school day, after school Title III – Saturday – small group Kaplan program – 37.5 minutes – all subjects – small group United Streaming – during school day</p>
<p>Social Studies</p>	<p>United Streaming – during school day Kaplan program = 37.5 minutes – all subjects – small group</p>
<p>At-risk Services provided by the Guidance Counselor</p>	<p>Guidance counselors provide individual and group counseling to “at risk” children – during the school day</p>
<p>At-risk Services provided by the School Psychologist</p>	<p>School Psychologist provides services for “at risk” children – during the school day</p>
<p>At-risk Services provided by the Social Worker</p>	<p>Social Worker provides services for “at risk” children – during the school day</p>
<p>At-risk Health-related Services</p>	<p>Speech teacher – during the school day, does speech evaluations for children thought to be “at risk”</p>

PARENT INVOLVEMENT POLICY (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family

literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 20K062

School Name: Ditmas Intermediate School 62

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. *For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.*

English Language Arts: all students, white students, Limited English Proficient, Economically Disadvantaged

Limited English Proficient:

- Many of our students are Long Term ELLs (seven (7) years or more). Many of our students are SIFE students. They spend part of the year here and then go back and forth from their home country. When they go back to "their" country, many of these students do not go to school. They go on vacation in the middle of the school year because the airfare, which is very expensive, is less than in the summer.
- Recently arrived English language learners may be eligible *for one, and only one, exemption* from the administration of the Grades 3–8 English Language Arts Tests. They do not spend enough of time here to acquire the necessary skills (reading and writing) in order to perform at a sufficient level to pass the NYSESLAT and NYS ELA test.
- Many of these students are pre-literate in their Native Language which increases their difficulty in learning English. Since ELLs can receive an exemption only once, these students who repeatedly travel back and forth to their country use this exemption the first time they return to the U.S. and are no longer eligible for that exemption.

There are fifty-eight (58) students in our 6th, 7th and 8th grade self-contained Special Education classes and thirty (30) of these students are English Language Learners. Of the thirty (30), eleven (11) students are long term ELLs (seven (7) or more years) and twenty-two (22) have scored beginner or intermediate on the NYSESLAT.

- Based upon the needs of our school, we have started an intensive Saturday Program for 6th, 7th, and 8th grade self-contained Special Education English Language Learners. The program will run for 14 Saturdays for 3 hours (9am - 12 noon) beginning December 3, 2011. In reviewing the NYSESLAT, we find that English Language Learners score approximately one level better in listening and speaking than they do in reading and writing. This program will be a comprehensive intensive program working on reading and writing skills.

White Students:

- Many of our new students come from Russia, Uzbekistan and Pakistan. These students are considered white and all of them are ELLs.

Economically Disadvantaged Students:

- For the past three years, we have been designated a USM school. This designation made all of our students eligible for free lunch, and SES services. Since we had this designation, all of our students are considered to be economically disadvantaged.
- We are now collecting lunch forms for the 2011-2012 school year. Based upon our October 31, 2011 register, we have approximately 75% of our students eligible for free lunch, and SES services.

All Students:

- Since we did not make AYP for all students who are economically disadvantaged, we did not make AYP for all students.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

- We have targeted all of our ELL students in ELA. We are running an intensive ELA remedial program on Saturdays (9 am to 12 noon) for our self-contained Special Education ELL students. (Title III Immigrant Funds.)
- All of our ELL students receive the mandated 37.5 minutes of tutoring three (3) days a week.
- We are providing an afterschool ESL program for our "Welcome Class" (Students who have been in the country for less than one (1) year). The After School "Welcome Class" Intensive ESL Program will run for forty (40) two (2) hour sessions Wednesday (3:00 - 5:00) and Friday (2:20 - 4:20) from November to April 2012. This program will target 6th, 7th and 8th grade students. This program is designed to meet the needs of newly arrived pre-literate, non-English speaking immigrant students. Many of these students have entered our school with little or no literacy skills in their Native language, have little acquaintance with the school culture, and have few academic literacy skills or knowledge. The students will be instructed using ESL methodologies and strategies. The program is inter-disciplinary, student-centered, and lends itself to mixed ability grouping. The following skills will be taught: sight vocabulary, phonics, reading, writing, listening, speaking, as well as an introduction to the core academic areas of English Language Arts, Mathematics, Social Studies and Science. (Title III Funds.)
- We are providing a Saturday ELA program for ELL students who will be taking the NYS ELA exam for the first time. The ELA "Do Your Best On The Test Saturday Academy" is running for seventeen (17) Saturdays from November 2011 from 9:00 AM to 12:00. The program will target approximately 100 ELL's that were admitted to New York City Public Schools between April 2010 and April 2011. These 6th, 7th and 8th grade students will be taking the New York State ELA exam for the first time in April 2012. The regular school day does not provide for enough time to prepare these students for the high stakes New York State exam in ELA. It is necessary that we provide these students with supplementary services in a Saturday program. (Title III Funds.)
- We will be providing a Saturday "On Our Way to Science Success" for our 8th Grade ELLs who will be taking the 8th grade Science test. The Science Saturday Academy will run for six (6) Saturdays beginning April 2012 from 9:00 AM to 12:00. The program will target approximately 100 eighth grade ELL's that will be taking the New York State Science Performance and Written exam. (Title III Funds.)

JIT Recommendations

- As a result of the JIT (June 2010), we were to establish a Professional Development Plan. Since we received the results of the JIT in December 2010, this is the first school year where we can fully implement their recommendations.
- We have developed a Professional Development calendar for the school year.
- 2011-2012 Calendar for Continuous Professional Learning & Collaboration

DATE	Participants	Topic	Delivery Format	Facilitator
9/6/2011 Conference Day	Entire Staff	Analyzing Data	Grouped by Institute	Assistant Principals
9/7/2011 Conference Day	Entire Staff	Danielson's Frameworks	Grouped by Subject	Assistant Principals, Principal, Literacy Coach
9/12/2011 Grade Meetings by Institute	Entire Staff	Inquiry	Grouped by Grade	Assistant Principals
9/19/2011 Grade Meetings by Department	Entire Staff	Developing Academic Vocabulary	Grouped by subject and grade	Subject Team Leaders
9/26/2011 Grade Meetings by Institute	Entire Staff	Navigating NY Start and ARIS	Grouped by Institute	Assistant Principals
10/3/2011 Department Meetings	Entire Staff	Using the "Inside" Program	Grouped by Subject	Subject Team Leaders, National Geographic Consultant, Assistant Principals
10/17/2011 Grade Meetings by Institute Faculty Conference	Entire Staff	Review of State Report Card	Entire Staff	Assistant Principals and Principal
10/24/2011 Grade Meetings by Department	Entire Staff	ELLs in the Math, Science, Social Studies and ELA Classroom	Grouped by subject and grade	Subject Team Leaders, Assistant Principals, Principal
10/31/2011 Specialized Meetings: SE, ESL, Principal's Class, CTT, Common Planning, Deans, Guidance	Entire Staff	Agenda developed by teams	Entire staff is grouped by meeting	Subject Team Leaders, Assistant Principals, 60/40 IEP Teacher, Principal
11/7/2011 Grade Meetings by Institute Faculty Conference	Entire Staff	Achieve 3000	Entire Staff	Assistant Principals
11/8/2011 Conference Day	Entire Staff	SIOP, RTI, LAP, Core curriculum	Entire staff is grouped by topic	Literacy coach, Assistant Principals, Principal,

				Restructuring Principal & Consultants
11/14/2011 Department Meeting	Entire Staff	ELLs in the Math, Science, Social Studies and ELA Classroom	Grouped by subject and grade	Principal, Assistant Principal, Literacy Coach
11/21/2011 Grade Meetings by Institute	Entire Staff	Inquiry	Grouped by Institute	Assistant Principals
11/28/2011 Specialized Meetings: SE, ESL, Principal's Class, CTT, Common Planning, Deans, Guidance	Entire Staff	Agenda developed by teams	Entire staff is grouped by meeting	Subject Team Leaders, Assistant Principals, 60/40 IEP Teacher, Principal
12/2/2011 Staff PD Day	Entire Staff	SIOP, RTI, Atlas Rubicon, Core Curriculum	Entire staff is grouped by topic	Principal, Restructuring Principal, Assistant Principal, Literacy Coach, SIOP Consultant, National Geographic Inside Consultant
12/5/2011 Grade Meetings by Institute Faculty Conference	Entire Staff	Smart Boards	Grouped by Institute	Assistant Principals and Principal
12/12/2011 Department Meeting	Entire Staff	ELLs in the Math, Science, Social Studies and ELA Classroom	Grouped by subject and grade	Assistant Principals, Principal
12/19/2011 Grade Meetings by Institute	Entire Staff	Inquiry	Grouped by Institute	Assistant Principals
1/9/2012 Grade Meetings by Institute Faculty Conference	Entire Staff	Using "United Streaming" by Discovery Education	Grouped by Institute	Assistant Principals and Principal
1/23/2012 Department Meeting	Entire Staff	ELLs in the Math, Science, Social Studies and ELA Classroom	Grouped by subject and grade	Assistant Principals, Principal
1/30/2012 Grade Meetings by	Entire Staff	Smart Boards Part II	Grouped by Institute	Assistant Principals

Institute				
2/6/2012 Grade Meetings by Institute Faculty Conference	Entire Staff	Preparing for the ELA test	Grouped by Institute	Assistant Principals and Principal
2/13/2012 Department Meeting	Entire Staff	ELLs in the Math, Science, Social Studies and ELA Classroom	Grouped by subject and grade	Assistant Principal, Principal
2/27/2012 Grade Meetings by Institute	Entire Staff	Using technology in your classroom	Grouped by Institute	Assistant Principals
3/5/2012 Grade Meetings by Institute Faculty Conference	Entire Staff	Inquiry	Grouped by Institute	Assistant Principals and Principal
3/12/2012 Department Meeting	Entire Staff	ELLs in the Math, Science, Social Studies and ELA Classroom	Grouped by subject and grade	Assistant Principals, Principal
3/19/2012 Grade Meetings by Institute	Entire Staff	Inquiry	Grouped by Institute	Assistant Principals
3/26/2012 Specialized Meetings: SE, ESL, Principal's Class, CTT, Common Planning, Deans, Guidance	Entire Staff	Agenda developed by teams	Entire staff is grouped by meeting	Subject Team Leaders, Assistant Principals, 60/40 IEP Teacher, Principal
4/2/2012 Grade Meetings by Institute Faculty Conference	Entire Staff	Preparing for the Math test	Grouped by Institute	Assistant Principals and Principal
4/16/2012 Department Meeting	Entire Staff	ELLs in the Math, Science, Social Studies and ELA Classroom	Grouped by subject and grade	Assistant Principals, Principal
4/23/2012 Grade Meetings by Institute	Entire Staff	Inquiry	Grouped by Institute	Assistant Principals
4/30/2012 Specialized Meetings: SE, ESL, Principal's Class, CTT, Common	Entire Staff	Agenda developed by teams	Entire staff is grouped by meeting	Subject Team Leaders, Assistant Principals, 60/40 IEP Teacher, Principal

Planning, Deans, Guidance				
5/7/2012 Grade Meetings by Institute Faculty Conference	Entire Staff	Reorganization	Grouped by Institute	Assistant Principals and Principal
5/14/2012 Department Meeting	Entire Staff	ELLs in the Math, Science, Social Studies and ELA Classroom	Grouped by subject and grade	Assistant Principals, Principal
5/21/2012 Grade Meetings by Institute	Entire Staff	Inquiry	Grouped by Institute	Assistant Principals
6/4/2012 Grade Meetings by Institute	Entire Staff	Reorganization	Grouped by Institute	Assistant Principals
6/7/2012 Conference Day	Entire Staff	National Geographic "Inside" Program, SIOp, Atlas Rubicon, Core Curriculum	Entire staff is grouped by topic	Principal, Restructuring Principal, Assistant Principal, Literacy Coach, SIOp Consultant, National Geographic Inside Consultant
6/11/2012 Grade Meetings by Department	Entire Staff	ELLs in the Math, Science, Social Studies and ELA Classroom	Grouped by subject and grade	Subject Team Leaders, Assistant Principals, Principal
6/18/2012 Grade meetings by Institute	Entire Staff	Reorganization	Grouped by Institute Grouped by Institute	Assistant Principals
6/25/2012 Specialized Meetings: SE, ESL, Principal's Class, CTT, Common Planning, Deans, Guidance	Entire Staff	Agenda developed by teams	Entire staff is grouped by meeting	Subject Team Leaders, Assistant Principals, 60/40 IEP Teacher, Principal

Agendas and sign-in sheets are kept on file after each PD.

- Since we are a Title I SWP school, we have conceptually consolidated all of our funds to provide the staff with ongoing, high quality, job-embedded professional development. Our teachers are afforded opportunities for professional development and to participate in peer focus groups.
- Many have been trained in Q-Tel and all have been trained in SIOp, and continue to attend workshops offered by the office of English Language Learners and the New York State Education Department.

- Ditmas coaches and staff developers conduct bi-monthly professional development sessions to prepare our teachers (both content and ESL) with tools to help the LEP student.
- Teachers are also invited to attend district as well as city conferences and workshops that pertain to their subject area and to the ELL student's particular learning needs.

We have purchased SIOP (Sheltered Instruction Observation Protocol) through our Title I SWP funds. These funds will provide for the following Professional Development:

- Ninety percent of our teachers have been trained in the SIOP model and have received a refresher PD on Election Day.
- Our new teachers will be trained in the SIOP model when the SIOP consultant comes to Ditmas in January. The consultant is scheduled for twenty (20) days. She will visit classrooms and provide feedback to individual teachers on the SIOP Model as well as providing PD to ESL and content teachers.
- The Restructuring Principal provides additional PD twice a week working with all the ESL teachers as well as those subject specific teachers of ELL students.
- ELA/ESL Workshops (10 sessions after school). These workshops will develop 6th, 7th and 8th grade curriculum aligned to the Glencoe Literature Series and National Geographic Inside Series. Additionally, they will develop LO's and CO's around this new curriculum and develop smart goals that correspond with this curriculum.
- Math/ESL Workshops (10 sessions after school). These workshops will provide training in the use of manipulatives, visual based instruction, creating visual resources, how to align the genre of common core stands, enrichment and journaling.
- Social Studies/ESL Workshops (10 sessions after school). These workshops will focus on geography, developing a Social Studies vocabulary, map skills as well as study skills.
- Science/ESL Workshops (10 sessions after school). These workshops will provide teachers with hands on Science materials as well as lab experiences.

A Teacher's Resource Center, containing subject/grade/PD materials is being established to support our staff and our PD plan.

In order to support the implementation of Common Core Standards (CCSS), Ditmas Intermediate School 62 will purchase four (4) days of intensive professional development with our SINI grant. This PD is targeted for our English Language Arts/ESL teachers.

The Professional Development Workshops are:

- Putting Text First: A Focus on Complex, Range and Quality. This training provides ELA teachers with a deeper look at the role of text in the new standards. ELA teachers will learn strategies for selecting a range of complex texts and crafting high-quality text-dependent questions to guide deep analysis. ELA teachers will also learn specific strategies to help all students build a bridge to comprehending grade-level complex texts.
- Building Vocabulary: A Focus on Academic and Domain-Specific Words. This training provides teachers with a deeper understanding of the role of academic and domain-specific vocabulary in the standards. Teachers will learn strategies to map word families, categorize vocabulary, and use frames to structure language, as well as strategies for selecting and explicitly teaching words to bridge all students to high vocabulary demands.
- Rigor and Research: Building Writing Proficiency in the Content Areas. This training provided content area teachers with a deeper look at planning instruction that integrates the types of reading and writing tasks expected in the new standards. Teachers will learn strategies to help students deconstruct key text types, structure argumentative discourse, and effectively conduct short and frequent research

projects. Teachers will also learn strategies to help all students build a bridge to evidence-based writing.

- **Academic Language: Building a Bridge to Text-Based Writing.** This training provides teachers with a deeper understanding of the role of academic and domain-specific vocabulary and text-based writing in the standards. Staff will learn strategies to explicitly teach vocabulary and use frames to structure academic language, as well as guide students to engage in text-based writing in content area classes.

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.*

We have purchased a full time Literacy Coach that works on providing high quality professional development based on the needs of the staff. She organizes and facilitates professional development for the staff. She does turn-key training in SIOP, ATLAS RUBICON and Common Core Learning Standards. She coaches teachers individually and in small groups. She models lessons and provides feedback to teachers on informal observations.

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

Ditmas Intermediate School 62's Mentoring Plan 2011-12

- We have an in house mentor that is experienced with Professional Teaching Standards and follows the Santa Cruz mentoring model; Danielson's Framework and SIOP framework;
 - This in house mentor identifies the new teachers that require the mandated mentoring of two periods a week;
 - This in house mentor schedules weekly meetings between the school mentor and the new teachers that focus on the Professional Teaching Standards/Continuum of Teacher Development; Danielson's Framework; SIOP; and reflective practice; addresses individual needs such as, but not limited to, classroom management, lesson planning, and differentiating instruction for diverse groups; inter-visitations between new and veteran teachers;
 - The mentor meets with the new teacher's college professor, if applicable, on a monthly basis; and
 - The in house mentor records all new teacher interactions online (NTIMS) in a timely manner.
3. *Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.*
 - Every year New York State issues a Report Card which includes an Accountability and Overview Report. As a result of the information gained from the NYS Report Card 2010-2011, we have failed to make Adequate Yearly Progress in English Language Arts in the following accountability groups: All Students, White Students, Limited English Proficient Students and Economically Disadvantaged Students. We have been designated a Restructuring Advanced Comprehensive School.
 - When the new Comprehensive State Report Card is published, we send out a letter informing parents of our accountability status. We invite the parents to a meeting where we discuss the report card and the specific strategies that are being implemented in our school. The meeting is also advertised by our

SchoolMessenger System that calls each home. At this meeting, we will have interpreters so that all parents can understand the report card as well as their rights.

- We have purchased the Talk & Listen system. It is a portable, wireless, voice-silencing communication system that has revolutionized the way educators communicate with students and parents. This system allows listeners to hear meetings in their native language in a non-threatening manner utilizing a voice-silencing microphone (everyone hears the same message at the same time). As a speaker gives his/her presentation, an interpreter speaks into the microphone which is connected to a transmitter (about the size of a deck of cards). Listeners in the audience, equipped with a receiver and headphones hear the interpreter's voice. Multiple languages can be interpreted simultaneously. Parents who are using this system will hear the meeting in their own language through an interpreter. They can sit anywhere without feeling segregated from other listeners.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Nancy Ramos/Debra Maldonado	District 20	Borough Brooklyn	School Number 062
School Name Ditmas I. S. 62			

B. Language Allocation Policy Team Composition

Principal Barry Kevorkian	Assistant Principal Gina Smalley
Coach Roselande Etienne/ESL Coor.	Coach Mary Piccolino
ESL Teacher Sophia Rashid	Guidance Counselor Danielle Schillaci
Teacher/Subject Area Mary Cataldo/ESL	Parent Mohammad Sohail
Teacher/Subject Area Amanda Xavier/ELA	Parent Coordinator Marilyn Aybar
Related Service Provider Mary Dobrowsky	Other Beatrice De Sapio/ UFT Chapter
Network Leader Nancy Ramos	Other Jane Bahnsen/Attendance Coordi

C. 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	7	Number of certified bilingual teachers	2	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	1266	Total Number of ELLs	277	ELLs as share of total student population (%)	21.88%
------------------------------------	-------------	----------------------	------------	---	---------------

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. 

1a. The steps followed at Ditmas I. S. 62 for the initial identification of those students who may possibly be ELLs are guided by CR Part 154 that provides basic requirements and procedures for ELL education.

- The student and family meet with the ESL Coordinator.
- If the home language is other than English or a student's native language is other than English, an informal student interview in the native language and/or English is conducted.
- If a student does not speak any language other than English, then the student is not an ELL and the student enters a general education, monolingual program.
- When a student speaks a language other than English and speaks little or no English, then an initial assessment, the Language Assessment Battery – Revised, is administered to establish English proficiency.
- LAB-R documents are handscored at the school, and a list of these scores is kept at the school.
- Students who score at or above proficiency are not ELLs and enter a monolingual program.
- Students that score below the proficiency on the LAB-R become eligible for state-mandated services for ELLs.
- ELLs that are served by an Individualized Education Plan (IEP) who receive any type of special education services (including related services) are placed into their correct special education setting. The IEP's determination may include bilingual services, monolingual services with ESL, or monolingual services without ESL.
- If a student is an ELL, the parents are invited to a Parent Orientation Meeting where the three programmatic models offered in the city of New York are fully explained to them.
- Parents/guardians view a DVD explaining the program choices in a language they understand, and their options are exercised.
- Parents may opt for one of three educational programs: Transitional Bilingual Education Program (includes language arts and subject matter instruction in the students' native language and English, as well as intensive instruction in English as a Second Language), Dual Language Program (provides half of the instruction in English and half in the native language of the ELLs in the program), and Freestanding ESL (provides all language arts and subject matter instruction in English using ESL methodologies, and native language support).
- Students are placed within ten (10) days of enrollment.

If a parent selects a bilingual program in the native language of the student and the school does not have a bilingual program at that time, parents are informed of a school where such a program exists. A running count is kept of all parent requests for Bilingual classes in the same language group. If fifteen (15) or more families in two contiguous grades were to request a bilingual Program, the team would plan on the formation of a Bilingual class.

1b. The pedagogues responsible for conducting the initial screening and administration of the Home Language Identification Survey (HLIS) and the LAB-R if necessary) include Roselande Etienne (M.S. ED, TESOL – Haitian-Creole speaking), Tatiana Helms (M.S. Ed, ESL – Russian speaking), and Zeb Khokhar (M.S. Ed, TESOL – Urdu speaking).

1c. The steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT). These results are used to determine continuing eligibility for ELL services for the following school year. The steps are as follows:

- A one-on-one speaking assessment is administered by the licensed ESL pedagogue that has been working with the child/ren for the entire school year.
- The reading, writing, and listening portions are administered in a group setting.
- A quiet, organized testing environment is ensured by creating a testing schedule for each grade level, including all testing accommodations.
- A separate make-up schedule is created to ensure a similar environment for any students that were absent for any day/s of the exam.
- For children that have taken the NYSESLAT: when the results of this test become available in August, the children who score below proficiency are placed in the appropriate class based on their score (Beginner, Intermediate, Advanced) on the test and are considered current ELLs.
- If the child scores proficient, they are placed in a monolingual English program and are considered former ELLs for the next three (3) years.

LEP Identification Process

The following Procedures take place for the identification and placement of new English Language Learners.

- At registration the pupil accounting secretary (Ms. Joey Leone) begins the initial process of identifying ELLS by conducting an informal interview with both parent and child.
- If a family speaks a language other than English a translator is made available to assist with the process.
- A Home Language Identification Survey (HLIS) is given in their native language to be completed.
- After all official documents are completed and the registration process ends, a quick review of the HLIS is done to determine if the child is a potential Ell and if a license pedagogue is needed to have a formal interview with the family.
- When a formal interview is necessary, the family is escorted to the ELL office to meet with the ESL/Bil. Coordinator/Ms. Etienne, this prompts the initial phase of the Parent Orientation.
- Unless the family is accompanied by an interpreter, formal Interviews are always conducted in the family's native language by licensed pedagogues.

On staff we have licensed ESL/Bilingual teachers or other pedagogues who help facilitate this process.

- The family is welcomed to the office and given an opportunity to read the orientation procedure agenda.
- The family is given the opportunity to view the video available on the DOE website explaining the program choices in a language they understand.
- A pedagogue further explains the three programs in detail and the benefits to students based on proven research. A parent may ask questions during this process.
- When the parent completes The Parent Selection Survey he/she is informed to opt for any of the three educational programs based on order of preference (1, 2, and 3).
- If the parent should opt for a program in the building, a placement letter is then given to the parent to read and sign. If the chosen program is not available in our building, we keep a running count of all parents request and inform them of the mandated process.
- If 15 or more families who have children in two contiguous grades were to request a program we don't have, we would plan on the formation of that particular program.
- We also inform each family within 10 days of initial enrollment that students are tested to determine service eligibility and English Language Proficiency.
- Licensed pedagogues are used to administer LAB-R to an individual or group of students.
- Spanish speaking pedagogues are used to administer the Spanish Lab.

2. The structures in place to ensure that each parent or guardian of an ELL student understands all three (3) program choices offered (Transitional Bilingual education, Dual Language, or Freestanding ESL) are as follows:

- An interview is conducted with the child and the parent/guardian, in their native language, with an interpreter, if necessary at the time of admission.
- The “Orientation Video for Parents of English Language Learners” is shown in the native language or in English on the day of admission.
- The Parent Orientation Video is completed by the parent/guardian on the day of admission.
- Teachers and staff who speak the native language of the family are made available for any questions or concerns.
- Entitlement, Continued Entitlement, and Transition letters are mailed home to parents, or hand delivered to parents after the Parent Orientation Video is viewed.
- There are two (2) additional Parent Welcome meetings held in September and March open to all interested parents/guardians.

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

2B
 Sample Parent Orientation Agenda from I.S. 62

Parent Orientation Agenda
 2011-2012

- Welcome/School Background Information
 - District 20
 - Network- CEI
 - Principal- Mr. Barry Kevorkian
 - Assistant Principals- Mrs. Santiago, Ms. Esposito, Ms. Lynch and Mrs. Smalley
 - Video
 - Research supporting ESL, Bilingual and Dual Language Programs
 - Parent Choice- If our school does not currently have one of the aforementioned programs, parents are informed that we will keep track of parent choices in order to open up new/different programs in the future.
 - Parent Question/Answer Period
 - Completion of Program Selection Forms
3. The school ensures that the Entitlement letters are distributed and Parent Survey forms are returned. The ESL Coordinator, Roselande Etienne, is responsible for ensuring that:
- These letters are sent home annually to parents of ELLs who took the NYSESLAT in the spring.
 - HLIS forms, Parent Survey and Selection forms, attendance sheets, copies of letters of correspondence to parents/guardians, as well as copies of Entitlement and Continued Entitlement forms are placed in the students’ cumulative record folder.
 - Copies of these documents are maintained for each individual student and placed in a binder.
 - This binder is kept in a central location for monitoring purposes.
4. In order to place an identified ELL student in bilingual or ESL instructional programs the school:
- The building is divided into three separate academies. Within each academy there is a Welcome (0 years of service), Newcomer/Beginner (0-3 years of service, or until score Intermediate on the NYSESLAT)), Intermediate, and Advanced classes.
 - For those children who have taken the LAB-R: results are studied and the child is placed based on the results of that screening.
 - For children that have taken the NYSESLAT: when the results of this test become available in August, the children are placed in the appropriate class based on their score (Beginner, Intermediate, Advanced) on the test.
 - If the child scores proficient, they are placed in a monolingual English program and are considered ELLs for the next three (3) years.
5. After reviewing the Parent Survey and Program Selection forms for the last few years the following trends have been identified:
- The majority of parents have preferred to enroll their child/ren in a freestanding ESL class.
 - We have not had fifteen (15) or more requests for transitional bilingual or dual language services in a single language to create

a class.

CHART Parent Choice

2010-2011

Parent Choice

HA Bilingual/HC
HA Bilingual/HC
SP Bilingual/SP
SP Bilingual/SP
SP Bilingual/SP
RU Bilingual/RU
SP Bilingual/SP
UD Bilingual/UD
HA Bilingual/HC
UD Bilingual/UD
RU Bilingual/RU
SP Bilingual/SP
SP Bilingual/SP

2011-2012

Parent Choice

HA Bilingual/HC
BG Bilingual/BG
UD Bilingual/UD
SP Bilingual/SP
SP Bilingual/SP
UD Bilingual/SP
SP Bilingual/SP
UD Bilingual/UD

BG-0 HC-3 SP-6 Total No #13

BG-1 HC-1 SP-3 Total No #8

Parent Choice/Program List

6. Since there are not enough requests for transitional bilingual or dual language services in a single language to create a class, the few parents who do not request free standing ESL for their child/ren as their first choice are offered the option of either enrolling their child/ren at our school in a freestanding ESL program or enrolling their child/ren at another school that offers their first choice. Currently there is only one bilingual program on the middle school level in the district and that is a Chinese Bilingual program.

We have had an influx of newly arrived pre-literate non-English speaking immigrant students. There is ongoing discussion/planning to institute a 7th grade bilingual class/es for the fall of 2012.

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained							3	2	3					8
Push-In							3	4	3					10
Total	0	0	0	0	0	0	6	6	6	0	0	0	0	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	277	Newcomers (ELLs receiving service 0-3 years)	187	Special Education	49
SIFE	66	ELLs receiving service 4-6 years	47	Long-Term (completed 6 years)	43

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	187	63	8	47	3	20	43	0	21	277
Total	187	63	8	47	3	20	43	0	21	277

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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							19	29	30					78
Chinese							1	0	2					3
Russian							1	11	28					40
Bengali							9	9	9					27
Urdu							13	15	16					44
Arabic							2	2	4					8
Haitian							4	15	8					27
French							1	2	1					4
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							1	0	0					1
Other							20	14	11					45
TOTAL	0	0	0	0	0	0	71	97	109	0	0	0	0	277

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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.

A. Programming and Scheduling Information

- d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1a. Ditmas IS 62 is one of eight middle schools in Community School District 20 servicing grades 6, 7, and 8 located in Brooklyn. The building contains three separate "small" schools: the Institute for Academics, Performing and Visual Arts (APVA) which is comprised of seventh and eighth grade students, the Institute for Law and Community Service (LCS) which is comprised of seventh and eighth grade students, and the Sixth Grade Exploratory Academy which is comprised of sixth grade students only. Every school has developed its own philosophy and theme in a process that involves Assistant Principals, staff, and parents.

Instruction at our school is delivered through departmentalized, coteaching, push-in, pull-out programs. Our English as a Second Language Program is departmentalized full classes as per our parent selection forms.

1b. The classes at our school include block classes, heterogeneous, as well as homogeneous for our new Welcome classes.

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

2a. Schedules for our 6th, 7th and 8th Grade EsL classes (Below, please find schedules for a variety of our ESL classes for the 2011-2012 school year.)

2a. (Continued) Students are programmed for ESL services based on their LAB-R or NYSESLAT scores. Students that score at the

A. Programming and Scheduling Information

beginner or intermediate level on the NYSESLAT exam receive 360 minutes per week or eight (8) class periods per week of ESL instruction. Our advanced students receive 180 minutes per week (four (4) class periods a week) of ESL small group instruction. These advanced students also receive eight (8) periods of ELA a week (beyond what is mandated at their proficiency level) in an effort to promote academic language and literacy. The instruction may be a combination of stand-alone, push-in, or pull-out services. The number of pull-out groups has decreased from previous years in an attempt to foster collaboration between ESL and ELA teachers in order to create appropriate Curriculum Maps geared toward the Common Core Standards.

Collaboration and articulation during common P.D.'s with content area teachers is ongoing in an effort to prepare language learning activities to support the content area subjects. Each of our grade staff members meets once a week during a common prep period and twice a month during our 37.5 minute teacher professional development rotation during which planning and implementation concerns are addressed. Additionally, teams of teachers with common classes view and discuss student work together. Furthermore, interdisciplinary projects and collaborations are presented and agreed upon at this time. Finally, 37.5 minutes of individualized tutoring is offered to all of our Level 1 and low to mid Level 2 students between 8:15 and 8:52 in the morning.

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

All of our programs for ELL's adhere to a balanced approach to literacy. Our staff utilizes high quality rigorous instructional practices, incorporating the SIOP model into their lesson planning. We follow all state standards, including the New York State learning standards in all curriculum areas. This year, we are utilizing the National Geographic Inside Series, a research-based program in which all of our teachers have been professionally developed.

5. We are unwavering about differentiating instruction for our ELL subgroups. We have run a comprehensive SIFE/Long Term ELL extended day and Saturday program at our school since 2005. Our Title III programs have been created before school as well as after school and on Saturday's. We are optimistic about receiving an endorsement for our rigorous plan this academic year which will enable us to continue utilizing Margarita Calderon's RIGOR Program as we have done in the past during after school tutoring programs. We are expecting to continue servicing our students with these resources. Our newcomers are placed in age appropriate beginner classes which are equipped with the National Geographic Inside Series. This series includes textbooks, workbooks, native language libraries, and supplemental materials geared at helping our students understand challenging content and think critically. Our building houses three full technology labs and a state-of-the-art science lab for use by all of our students, but with explicit ELL intervention in mind. During their lab time, our ELL's use "ELLIS Essentials" software, Achieve 3000, and are taught basic Microsoft tools such as Excell, and Power Point. We continue to support our ELLs who have reached proficiency on the NYSESLAT by providing test accommodations and or extended time and working closely with their teachers and within their classroom. We continue to improve our existing programs by building capacity and supporting the development of oral and written fluency, content knowledge, and the ability to communicate in the target language.

Differentiation for our ELL Group:

5a. SIFE: This program is an extended day multifaceted, performance based project that is aligned to the NYS standards. The

A. Programming and Scheduling Information

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

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

Title III- These programs are offered to our ELL students targeting our Welcome classes, students taking the New York State Mathematics test, and students taking the New York State English Language Arts Test for the first time in April 2012.

Our before school Math program and our Saturday morning ELA intensive programs are designed for students in grades 6, 7 and 8 supplementing the Math and ELA instruction given on a daily basis within the classroom. Our Saturday program will also target our

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
vocabulary, phonics, reading, writing, listening, and speaking through out the core curriculum.			
100%			
75%			
5b. ELL's in our school for less than three years receive a wide range of additional services beyond their ELA and ESL instructional time. Every year, staff members identify			
50%			
25%			
	Dual Language		
extra pull-out services in small groups of five (5) students using the Kaplan SpellRead program. Some students with 2 – 3 years of service have also been identified for additional reading tutoring using the Wilson curriculum. All of our ELL teachers have received extensive training and coaching in SIOP, and the			
100%			
50%			
25%			
Our school was also awarded a SIFE grant, which			
	Freestanding ESL		
Studio. Story Studio provides integration programming at its most rigorous; with very specific goals focused on improving literacy and literacy test scores for English language learners. Story Studio teaching arts are collaborating with a 6th grade beginner and intermediate, and a 7th and 8th grade welcome classroom teacher using their combined expertise to strategically employ the arts as a method of improving vocabulary, acquiring lang			
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

5c. ELL's who have been receiving services for 4 – 6 years also receive a wide range of supports at our school. In addition to their self-contained, push-in, or pull-out ESL services, those who are in need of additional literacy support are pulled-out in a small group

B. Programming and Scheduling Information--Continued

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

8. We have numerous targeted intervention programs for ELL's in ELA, math, and the other content areas. (See Programs listed Below) Moreover, as mentioned in our narrative above, we are a SIOP School. All of our programs for ELL's adhere to a balanced approach to literacy. Our staff utilizes high-quality instructional practices, incorporating the SIOP model into their lesson planning. All

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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

8. We have numerous targeted intervention programs for ELL's in ELA, math, and the other content areas. (See Programs listed Below) Moreover, as mentioned in our narrative above, we are a SIOP School. All of our programs for ELL's adhere to a balanced approach to literacy. Our staff utilizes high-quality instructional practices, incorporating the SIOP model into their lesson planning. All administrators incorporate the SIOP checklist during formal observations. Administrators have been trained by consultants in order for the observation process to be coherent from grade to grade and across all content departments. All of our teachers have been trained in the SIOP model and our school continues to facilitate ongoing collaboration between a SIOP consultant and our teachers. We follow all state standards, including the New York state learning standards in all curriculum areas and are now preparing to introduce and gradually incorporate the Common Core Standards into our planning and Curriculum Maps. Collaboration and articulation during common P.D.'s with content area teachers is ongoing in an effort to prepare language learning activities to support the content area subjects. Each of our grade staff members meets once a week during a common prep period during which planning and implementation concerns are addressed and student work is looked at together. Furthermore, interdisciplinary projects and collaborations are presented and agreed upon at this time. Finally, 37.5 minutes of individualized tutoring is offered to all of our Level 1 and low Level 2 students between 8:15 and 8:52 in the morning. The continual transitional supports available for ELLs reaching proficiency on the NYSESLAT include access to the UFT Young People's Academy, BRIENZA and the 21st Century after school program. These students' content area teachers also utilize the SIOP model to continue supporting English language development. They are also entitled to testing modifications on all state examinations for two years, and we ensure these modifications for each child when we create our testing schedule. Many members of our teaching staff have also been trained in the use of differentiated web-based curricula such as Achieve3000, Writing Matters and Destination Math. As mentioned above we are embarking upon a new arts program, story studio, in our beginner, and intermediate 6th grade class and in our welcome 7th and 8th grade classes. Our Title III program will address the needs of our welcome class students, newcomers and students who will be taking the ELA and Science State tests for the first time. NYCLA is the only program that has been discontinued in our school. Though we do not offer dual language or transitional bilingual programs at this time, we make every effort to support the many first languages of our diverse student population. Bilingual dictionaries, picture dictionaries, and glossaries in over ten (10) languages as well as fiction and nonfiction texts can be found in all of the self-contained ESL classrooms at our school, as well as in the school library. All teachers use best practices based on the SIOP model (identification of cognates, student grouping, native-language "buddies" for newcomers, and student-generated bilingual glossaries, for newcomers, and student generated bilingual glossaries, for example) to support language learning whenever possible. Though instruction is delivered primarily in English, we utilized the many languages spoken by our staff members for clarification, as well as when communicating with parents for resolving disciplines or guidance issues. Newly enrolled ELL students are invited to participate in our Title III summer enrichment program each year (contingent upon funding). This opportunity to prepare new ELLs for the coming school year included thematic units that explore American language and culture, literacy and mathematics, and field trips to sites of cultural interest around New York City. Additionally, our Title III allocation for the 2011-2012 academic year will facilitate the availability of early morning programming for our newcomers and first time ELA Test takers. Special Programs: Wilson Reading System: To service our ELL's and Special Education Students, we've incorporated various programs that helped our students to show progress in ESL, ELA and other content areas. One of these programs is the Wilson Reading System. The Wilson Reading System is a research-based reading and writing curriculum for teaching decoding and encoding beginning with phoneme segmentation. It provides an organized, sequential system with extensive controlled text to help teachers implement a multi-sensory structured language program. RIGOR (Reading Instructional Goals for Older Readers): this is a program specifically geared for ELL's who are reading at the 1st and 2nd grade level. The primary goal of this program is to stimulate oral language, reading comprehension, writing and cognitive development using interactive lessons that combine a variety of instructional activities. Kaplan Keys Unlock the Test builds on the critical thinking skills essential for success on the New York State ELA and Math Assessment. Kaplan ELA and Math Advantage this program is a supplemental, research-based instructional program that introduces students to the content and structure of the

B. Programming and Scheduling Information--Continued

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

8. We have numerous targeted intervention programs for ELL's in ELA, math, and the other content areas. (See Programs listed Below) Moreover, as mentioned in our narrative above, we are a SIOP School. All of our programs for ELL's adhere to a balanced approach to literacy. Our staff utilizes high-quality instructional practices, incorporating the SIOP model into their lesson planning. All administrators incorporate the SIOP checklist during formal observations. Administrators have been trained by consultants in order for the observation process to be coherent from grade to grade and across all content departments. All of our teachers have been trained in the SIOP model and our school continues to facilitate ongoing collaboration between a SIOP consultant and our teachers. We follow all state standards, including the New York state learning standards in all curriculum areas and are now preparing to introduce and gradually incorporate the Common Core Standards into our planning and Curriculum Maps. Collaboration and articulation during common P.D.'s with content area teachers is ongoing in an effort to prepare language learning activities to support the content area subjects. Each of our grade staff members meets once a week during a common prep period during which planning and implementation concerns are addressed and student work is looked at together. Furthermore, interdisciplinary projects and collaborations are presented and agreed upon at this time. Finally, 37.5 minutes of individualized tutoring is offered to all of our Level 1 and low Level 2 students between 8:15 and 8:52 in the morning. The continual transitional supports available for ELLs reaching proficiency on the NYSESLAT include access to the UFT Young People's Academy, BRIENZA and the 21st Century after school program. These students' content area teachers also utilize the SIOP model to continue supporting English language development. They are also entitled to testing modifications on all state examinations for two years, and we ensure these modifications for each child when we create our testing schedule. Many members of our teaching staff have also been trained in the use of differentiated web-based curricula such as Achieve3000, Writing Matters and Destination Math. As mentioned above we are embarking upon a new arts program, story studio, in our beginner, and intermediate 6th grade class and in our welcome 7th and 8th grade classes. Our Title III program will address the needs of our welcome class students, newcomers and students who will be taking the ELA and Science State tests for the first time. NYCLA is the only program that has been discontinued in our school. Though we do not offer dual language or transitional bilingual programs at this time, we make every effort to support the many first languages of our diverse student population. Bilingual dictionaries, picture dictionaries, and glossaries in over ten (10) languages as well as fiction and nonfiction texts can be found in all of the self-contained ESL classrooms at our school, as well as in the school library. All teachers use best practices based on the SIOP model (identification of cognates, student grouping, native-language "buddies" for newcomers, and student-generated bilingual glossaries, for newcomers, and student generated bilingual glossaries, for example) to support language learning whenever possible. Though instruction is delivered primarily in English, we utilized the many languages spoken by our staff members for clarification, as well as when communicating with parents for resolving disciplines or guidance issues. Newly enrolled ELL students are invited to participate in our Title III summer enrichment program each year (contingent upon funding). This opportunity to prepare new ELLs for the coming school year included thematic units that explore American language and culture, literacy and mathematics, and field trips to sites of cultural interest around New York City. Additionally, our Title III allocation for the 2011-2012 academic year will facilitate the availability of early morning programming for our newcomers and first time ELA Test takers. Special Programs: Wilson Reading System: To service our ELL's and Special Education Students, we've incorporated various programs that helped our students to show progress in ESL, ELA and other content areas. One of these programs is the Wilson Reading System. The Wilson Reading System is a research-based reading and writing curriculum for teaching decoding and encoding beginning with phoneme segmentation. It provides an organized, sequential system with extensive controlled text to help teachers implement a multi-sensory structured language program. RIGOR (Reading Instructional Goals for Older Readers): this is a program specifically geared for ELL's who are reading at the 1st and 2nd grade level. The primary goal of this program is to stimulate oral language, reading comprehension, writing and cognitive development using interactive lessons that combine a variety of instructional activities. Kaplan Keys Unlock the Test builds on the critical thinking skills essential for success on the New York State ELA and Math Assessment. Kaplan ELA and Math Advantage this program is a supplemental, research-based instructional program that introduces students to the content and structure of the NYS ELA and Math tests. Kaplan SpellRead this program enables students to become more confident readers by emphasizing sequential

Courses Taught in Languages Other than English 

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)?

Math:	N/A			
-------	-----	--	--	--

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.

D. Professional Development and Support for School Staff

2011-2012 Calendar for Continuous Professional Learning & Collaboration

DATE	Participants	Topic	Delivery	Format	Facilitator
------	--------------	-------	----------	--------	-------------

9/6/2011

Conference Day	Entire Staff	Analyzing Data	Grouped by Institute		Assistant Principals
----------------	--------------	----------------	----------------------	--	----------------------

9/7/2011

Conference Day	Entire Staff	Danielson's Frameworks	Grouped by Subject		Assistant Principals, Principal, Literacy Coach
----------------	--------------	------------------------	--------------------	--	---

9/12/2011

Grade Meetings by Institute	Entire Staff	Inquiry	Grouped by Grade		Assistant Principals
-----------------------------	--------------	---------	------------------	--	----------------------

9/19/2011

Grade Meetings by Department	Entire Staff	Developing Academic Vocabulary	Grouped by subject and grade		Subject Team Leaders
------------------------------	--------------	--------------------------------	------------------------------	--	----------------------

9/26/2011

Grade Meetings by Institute	Entire Staff	Navigating NY Start and ARIS	Grouped by Institute		Assistant Principals
-----------------------------	--------------	------------------------------	----------------------	--	----------------------

10/3/2011

Department Meetings	Entire Staff	Using the "Inside" Program	Grouped by Subject		Subject Team Leaders, National Geographic Consultant, Assistant Principals
---------------------	--------------	----------------------------	--------------------	--	--

10/17/2011

Grade Meetings by Institute

Faculty Conference	Entire Staff	Review of State Report Card	Entire Staff		Assistant Principals and Principal
--------------------	--------------	-----------------------------	--------------	--	------------------------------------

10/24/2011

Grade Meetings by Department	Entire Staff	ELLs in the Math, Science, Social Studies and ELA Classroom			Grouped by subject and grade Subject Team Leaders, Assistant Principals, Principal
------------------------------	--------------	---	--	--	--

10/31/2011

Specialized Meetings: SE, ESL, Principal's Class, CTT, Common Planning, Deans, Guidance	Entire Staff	Agenda developed by teams	Entire staff is grouped by meeting		Subject Team Leaders, Assistant Principals, 60/40 IEP Teacher, Principal
---	--------------	---------------------------	------------------------------------	--	--

11/7/2011

Grade Meetings by Institute

Faculty Conference	Entire Staff	Achieve 3000	Entire Staff		Assistant Principals
--------------------	--------------	--------------	--------------	--	----------------------

11/8/2011

Conference Day	Entire Staff	SIOP, RTI, LAP, Core curriculum	Entire staff is grouped by topic		Literacy coach, Assistant Principals, Principal, Restructuring Principal & Consultants
----------------	--------------	---------------------------------	----------------------------------	--	--

11/14/2011

Department Meeting	Entire Staff	ELLs in the Math, Science, Social Studies and ELA Classroom			Grouped by subject and grade Principal, Assistant Principal, Literacy Coach
--------------------	--------------	---	--	--	---

11/21/2011

Grade Meetings by Institute	Entire Staff	Inquiry	Grouped by Institute		Assistant Principals
-----------------------------	--------------	---------	----------------------	--	----------------------

11/28/2011

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.

D. Professional Development and Support for School Staff

2011-2012 Calendar for Continuous Professional Learning & Collaboration

DATE Participants Topic Delivery Format Facilitator

9/6/2011

Conference Day Entire Staff Analyzing Data Grouped by Institute Assistant Principals

9/7/2011

Conference Day Entire Staff Danielson's Frameworks Grouped by Subject Assistant Principals, Principal, Literacy Coach

9/12/2011

Grade Meetings by Institute Entire Staff Inquiry Grouped by Grade Assistant Principals

9/19/2011

Grade Meetings by Department Entire Staff Developing Academic Vocabulary Grouped by subject and grade Subject Team Leaders

9/26/2011

Grade Meetings by Institute Entire Staff Navigating NY Start and ARIS Grouped by Institute Assistant Principals

10/3/2011

Department Meetings Entire Staff Using the "Inside" Program Grouped by Subject Subject Team Leaders, National Geographic Consultant, Assistant Principals

10/17/2011

Grade Meetings by Institute

Faculty Conference Entire Staff Review of State Report Card Entire Staff Assistant Principals and Principal

10/24/2011

Grade Meetings by Department Entire Staff ELLs in the Math, Science, Social Studies and ELA Classroom Grouped by subject and grade Subject Team Leaders, Assistant Principals, Principal

10/31/2011

Specialized Meetings: SE, ESL, Principal's Class, CTT, Common Planning, Deans, Guidance Entire Staff Agenda developed by teams Entire staff is grouped by meeting Subject Team Leaders, Assistant Principals, 60/40 IEP Teacher, Principal

11/7/2011

Grade Meetings by Institute

Faculty Conference Entire Staff Achieve 3000 Entire Staff Assistant Principals

11/8/2011

Conference Day Entire Staff SIOP, RTI, LAP, Core curriculum Entire staff is grouped by topic Literacy coach, Assistant Principals, Principal, Restructuring Principal & Consultants

11/14/2011

Department Meeting Entire Staff ELLs in the Math, Science, Social Studies and ELA Classroom Grouped by subject and grade Principal, Assistant Principal, Literacy Coach

11/21/2011

Grade Meetings by Institute Entire Staff Inquiry Grouped by Institute Assistant Principals

11/28/2011

Specialized Meetings: SE, ESL, Principal's Class, CTT, Common Planning, Deans, Guidance Entire Staff Agenda developed by teams Entire staff is grouped by meeting Subject Team Leaders, Assistant Principals, 60/40 IEP Teacher, Principal

12/2/2011

Staff PD Day Entire Staff SIOP, RTI, Atlas Rubicon, Core Curriculum Entire staff is grouped by topic Principal, Restructuring Principal, Assistant Principal, Literacy Coach, SIOP Consultant, National Geographic Inside Consultant

12/5/2011

Grade Meetings by Institute

Faculty Conference Entire Staff Smart Boards Grouped by Institute Assistant Principals and Principal

12/12/2011

Department Meeting Entire Staff ELLs in the Math, Science, Social Studies and ELA Classroom Grouped by subject and grade Assistant Principals, Principal

12/19/2011

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.

D. Professional Development and Support for School Staff

2011-2012 Calendar for Continuous Professional Learning & Collaboration

DATE	Participants	Topic	Delivery Format	Facilitator
9/6/2011	Conference Day	Entire Staff	Analyzing Data	Grouped by Institute Assistant Principals
9/7/2011	Conference Day	Entire Staff	Danielson's Frameworks	Grouped by Subject Assistant Principals, Principal, Literacy Coach
9/12/2011	Grade Meetings by Institute	Entire Staff	Inquiry	Grouped by Grade Assistant Principals
9/19/2011	Grade Meetings by Department	Entire Staff	Developing Academic Vocabulary	Grouped by subject and grade Subject Team Leaders
9/26/2011	Grade Meetings by Institute	Entire Staff	Navigating NY Start and ARIS	Grouped by Institute Assistant Principals
10/3/2011	Department Meetings	Entire Staff	Using the "Inside" Program	Grouped by Subject Subject Team Leaders, National Geographic Consultant, Assistant Principals
10/17/2011	Grade Meetings by Institute			
10/24/2011	Faculty Conference	Entire Staff	Review of State Report Card	Entire Staff Assistant Principals and Principal
10/31/2011	Grade Meetings by Department	Entire Staff	ELLs in the Math, Science, Social Studies and ELA Classroom	Grouped by subject and grade Subject Team Leaders, Assistant Principals, Principal
11/7/2011	Specialized Meetings: SE, ESL, Principal's Class, CTT, Common Planning, Deans, Guidance	Entire Staff		Agenda developed by teams Entire staff is grouped by meeting Subject Team Leaders, Assistant Principals, 60/40 IEP Teacher, Principal
11/8/2011	Grade Meetings by Institute			
11/14/2011	Faculty Conference	Entire Staff	Achieve 3000	Entire Staff Assistant Principals
11/14/2011	Conference Day	Entire Staff	SIOP, RTI, LAP, Core curriculum	Entire staff is grouped by topic Literacy coach, Assistant Principals, Principal, Restructuring Principal & Consultants
11/21/2011	Department Meeting	Entire Staff	ELLs in the Math, Science, Social Studies and ELA Classroom	Grouped by subject and grade Principal, Assistant Principal, Literacy Coach
11/28/2011	Grade Meetings by Institute	Entire Staff	Inquiry	Grouped by Institute Assistant Principals
12/2/2011	Specialized Meetings: SE, ESL, Principal's Class, CTT, Common Planning, Deans, Guidance	Entire Staff		Agenda developed by teams Entire staff is grouped by meeting Subject Team Leaders, Assistant Principals, 60/40 IEP Teacher, Principal
12/5/2011	Staff PD Day	Entire Staff	SIOP, RTI, Atlas Rubicon, Core Curriculum	Entire staff is grouped by topic Principal, Restructuring Principal, Assistant Principal, Literacy Coach, SIOP Consultant, National Geographic Inside Consultant
12/12/2011	Grade Meetings by Institute			
12/19/2011	Faculty Conference	Entire Staff	Smart Boards	Grouped by Institute Assistant Principals and Principal
12/19/2011	Department Meeting	Entire Staff	ELLs in the Math, Science, Social Studies and ELA Classroom	Grouped by subject and grade Assistant Principals, Principal
12/19/2011	Grade Meetings by Institute	Entire Staff	Inquiry	Grouped by Institute Assistant Principals

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

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?

1. Parental involvement has always been a priority at our school. In the beginning of the school year, we hold two Parent Orientations. The 6th grade Parent orientation gives the new sixth grade parents an opportunity to meet the staff and learn about the school. Parents receive information about the programs, classes and extended days services that are offered at our school. During this meeting, translators help us to communicate with the parents/guardians. The 7th and 8th grade Parent orientation provides parents with the opportunity to learn about the high school process as well as the activities and goals for the year. In addition, parents/guardians are encouraged to attend our Open School Afternoon and Evening conferences which provide opportunities for parents, students and teachers to assess students' progress and attend to individual needs.

The Principal takes an active role in parental engagement. Every new student to the school and their parent get to meet the principal on the day of admission. The Principal talks to the parents about the needs and responsibilities of the student and personally invites to the parent to attend the next meeting of the Parent Teachers Association. The Parent Coordinator also meets with the parent. If the Parent Coordinator is not available, the name and telephone number are given to the Parent Coordinator who will call the home and welcome the parent to the Ditmas Family. The Principal has been in this building for 34 years. Some of his students are now a part of his teaching staff. Many of his former students are now parents of students attending the school.

At the beginning of each school year, a needs assessment/parent involvement survey is distributed to the parents. Based on the requests of the parents, we hold a series of workshops: Computer Training, ELA Strategies, Financial Knowledge Classes, Resume Writing, Tenant's Right & Family Services and Parenting. We hold a series of Workshops on ESL for Adults. We hold specific classes in written English as well as conversational English. These workshops take place in the evening for twenty weeks.

We have entered into a partnership with Computers for Youth. Each of our 6th graders will receive a free computer as long as parents come in for computer training.

We are planning to host a Family Literacy Night and a Family Math Night. These nights will give parents and their children a time, a place and some helpful guidelines from an experienced teacher to read, write, do math and share their ideas.

We have an active Parent-Teacher Association. They meet monthly to celebrate student awards, present community resources and discuss issues of concern. Parents of ELLs sit on PTA committees as well as the School Leadership Team. We also make efforts to connect families of ELLs with community resources outside of school, such as the Brooklyn Public Library, Learning Leaders and the Flatbush Development Corporation.

Our Parent Coordinator is bilingual. She creates a welcoming school environment to parents. She meets all the new students and their parents at admission. She assists parents in completing all the necessary admission forms. She gives the parents and their child a brief tour of the school and offers her phone number to the new parent. She works to increase parent involvement by working closely with school, parent and community organizations. She serves as a facilitator for parent and school community concerns and issues including school policies or facilities issues. She conducts outreach to engage parents in their children's education. She convenes regular parent meetings and events around topics of key concerns to parents. She attends all parent meetings. She works with the school's PTA. She serves as a school liaison to OFIA. She maintains ongoing contact with community organizations that are involved with providing services to support the school's educational program.

In our Parent Coordinators' Office, we have a parent library. This library contains great resources for parents. It has word to word dictionaries in a variety of languages as well as books and materials in various language

2. Yes. As a part of our 21st Century Grant, The Leadership Program offers a series of workshops for parents to help create partnerships with schools and empower them with the necessary tools to contribute to the education and further enrichment in the lives of their children. In order to better prepare parents and guardians for helping their children's physical, emotional and academic, the Leadership Program will offer a variety of workshops in the following content areas: Successful Parenting, School Tools, Steps to Success, Healthy Living, Our World Today and Smart Art.

Brienza's Academic Advantage (one of our SES Providers) provides parent workshops to inform and assist parents on a variety of topics. They are providing workshops on the following topics: Assessment and Standardized Tests, Improving Home Study Practices, and Enabling Parents as Partners in Education.

3. Parents provide feedback to the school through the annual environment survey. We also respond to the needs assessment/parent involvement survey that was distributed at the beginning of the school year. At each meeting of the PTA, the Principal asks for feedback from the parents about our school program and parent activities. Based upon this feedback, we have added additional parent programs.

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?

1. Parental involvement has always been a priority at our school. In the beginning of the school year, we hold two Parent Orientations. The 6th grade Parent orientation gives the new sixth grade parents an opportunity to meet the staff and learn about the school. Parents receive information about the programs, classes and extended days services that are offered at our school. During this meeting, translators help us to communicate with the parents/guardians. The 7th and 8th grade Parent orientation provides parents with the opportunity to learn about the high school process as well as the activities and goals for the year. In addition, parents/guardians are encouraged to attend our Open School Afternoon and Evening conferences which provide opportunities for parents, students and teachers to assess students' progress and attend to individual needs.

The Principal takes an active role in parental engagement. Every new student to the school and their parent get to meet the principal on the day of admission. The Principal talks to the parents about the needs and responsibilities of the student and personally invites to the parent to attend the next meeting of the Parent Teachers Association. The Parent Coordinator also meets with the parent. If the Parent Coordinator is not available, the name and telephone number are given to the Parent Coordinator who will call the home and welcome the parent to the Ditmas Family. The Principal has been in this building for 34 years. Some of his students are now a part of his teaching staff. Many of his former students are now parents of students attending the school.

At the beginning of each school year, a needs assessment/parent involvement survey is distributed to the parents. Based on the requests of the parents, we hold a series of workshops: Computer Training, ELA Strategies, Financial Knowledge Classes, Resume Writing, Tenant's Right & Family Services and Parenting. We hold a series of Workshops on ESL for Adults. We hold specific classes in written English as well as conversational English. These workshops take place in the evening for twenty weeks.

We have entered into a partnership with Computers for Youth. Each of our 6th graders will receive a free computer as long as parents come in for computer training.

We are planning to host a Family Literacy Night and a Family Math Night. These nights will give parents and their children a time, a place and some helpful guidelines from an experienced teacher to read, write, do math and share their ideas.

We have an active Parent-Teacher Association. They meet monthly to celebrate student awards, present community resources and discuss issues of concern. Parents of ELLs sit on PTA committees as well as the School Leadership Team. We also make efforts to connect families of ELLs with community resources outside of school, such as the Brooklyn Public Library, Learning Leaders and the Flatbush Development Corporation.

Our Parent Coordinator is bilingual. She creates a welcoming school environment to parents. She meets all the new students and their parents at admission. She assists parents in completing all the necessary admission forms. She gives the parents and their child a brief tour of the school and offers her phone number to the new parent. She works to increase parent involvement by working closely with school, parent and community organizations. She serves as a facilitator for parent and school community concerns and issues including school policies or facilities issues. She conducts outreach to engage parents in their children's education. She convenes regular parent meetings and events around topics of key concerns to parents. She attends all parent meetings. She works with the school's PTA. She serves as a school liaison to OFIA. She maintains ongoing contact with community organizations that are involved with providing services to support the school's educational program.

In our Parent Coordinators' Office, we have a parent library. This library contains great resources for parents. It has word to word dictionaries in a variety of languages as well as books and materials in various language

2. Yes. As a part of our 21st Century Grant, The Leadership Program offers a series of workshops for parents to help create partnerships with schools and empower them with the necessary tools to contribute to the education and further enrichment in the lives of their children. In order to better prepare parents and guardians for helping their children's physical, emotional and academic, the Leadership Program will offer a variety of workshops in the following content areas: Successful Parenting, School Tools, Steps to Success, Healthy Living, Our World Today and Smart Art.

Brienza's Academic Advantage (one of our SES Providers) provides parent workshops to inform and assist parents on a variety of topics. They are providing workshops on the following topics: Assessment and Standardized Tests, Improving Home Study Practices, and Enabling Parents as Partners in Education.

3. Parents provide feedback to the school through the annual environment survey. We also respond to the needs assessment/parent involvement survey that was distributed at the beginning of the school year. At each meeting of the PTA, the Principal asks for feedback from the parents about our school program and parent activities. Based upon this feedback, we have added additional parent programs.

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 Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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

8. We have numerous targeted intervention programs for ELL's in ELA, math, and the other content areas. (See Programs listed Below) Moreover, as mentioned in our narrative above, we are a SIOP School. All of our programs for ELL's adhere to a balanced approach to literacy. Our staff utilizes high-quality instructional practices, incorporating the SIOP model into their lesson planning. All administrators incorporate the SIOP checklist during formal observations. Administrators have been trained by consultants in order for the observation process to be coherent from grade to grade and across all content departments. All of our teachers have been trained in the SIOP model and our school continues to facilitate ongoing collaboration between a SIOP consultant and our teachers. We follow all state standards, including the New York state learning standards in all curriculum areas and are now preparing to introduce and gradually incorporate the Common Core Standards into our planning and Curriculum Maps. Collaboration and articulation during common P.D.'s

B. Programming and Scheduling Information--Continued

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

8. We have numerous targeted intervention programs for ELL's in ELA, math, and the other content areas. (See Programs listed Below) Moreover, as mentioned in our narrative above, we are a SIOP School. All of our programs for ELL's adhere to a balanced approach to literacy. Our staff utilizes high-quality instructional practices, incorporating the SIOP model into their lesson planning. All administrators incorporate the SIOP checklist during formal observations. Administrators have been trained by consultants in order for the observation process to be coherent from grade to grade and across all content departments. All of our teachers have been trained in the SIOP model and our school continues to facilitate ongoing collaboration between a SIOP consultant and our teachers. We follow all state standards, including the New York state learning standards in all curriculum areas and are now preparing to introduce and gradually incorporate the Common Core Standards into our planning and Curriculum Maps. Collaboration and articulation during common P.D.'s with content area teachers is ongoing in an effort to prepare language learning activities to support the content area subjects. Each of our grade staff members meets once a week during a common prep period during which planning and implementation concerns are addressed and student work is looked at together. Furthermore, interdisciplinary projects and collaborations are presented and agreed upon at this time. Finally, 37.5 minutes of individualized tutoring is offered to all of our Level 1 and low Level 2 students between 8:15 and 8:52 in the morning. The continual transitional supports available for ELLs reaching proficiency on the NYSESLAT include access to the UFT Young People's Academy, BRIENZA and the 21st Century after school program. These students' content area teachers also utilize the SIOP model to continue supporting English language development. They are also entitled to testing modifications on all state examinations for two years, and we ensure these modifications for each child when we create our testing schedule. Many members of our teaching staff have also been trained in the use of differentiated web-based curricula such as Achieve3000, Writing Matters and Destination Math. As mentioned above we are embarking upon a new arts program, story studio, in our beginner, and intermediate 6th grade class and in our welcome 7th and 8th grade classes. Our Title III program will address the needs of our welcome class students, newcomers and students who will be taking the ELA and Science State tests for the first time. NYCLA is the only program that has been discontinued in our school. Though we do not offer dual language or transitional bilingual programs at this time, we make every effort to support the many first languages of our diverse student population. Bilingual dictionaries, picture dictionaries, and glossaries in over ten (10) languages as well as fiction and nonfiction texts can be found in all of the self-contained ESL classrooms at our school, as well as in the school library. All teachers use best practices based on the SIOP model (identification of cognates, student grouping, native-language "buddies" for newcomers, and student-generated bilingual glossaries, for newcomers, and student generated bilingual glossaries, for example) to support language learning whenever possible. Though instruction is delivered primarily in English, we utilized the many languages spoken by our staff members for clarification, as well as when communicating with parents for resolving disciplines or guidance issues. Newly enrolled ELL students are invited to participate in our Title III summer enrichment program each year (contingent upon funding). This opportunity to prepare new ELLs for the coming school year included thematic units that explore American language and culture, literacy and mathematics, and field trips to sites of cultural interest around New York City. Additionally, our Title III allocation for the 2011-2012 academic year will facilitate the availability of early morning programming for our newcomers and first time ELA Test takers. Special Programs: Wilson Reading System: To service our ELL's and Special Education Students, we've incorporated various programs that helped our students to show progress in ESL, ELA and other content areas. One of these programs is the Wilson Reading System. The Wilson Reading System is a research-based reading and writing curriculum for teaching decoding and encoding beginning with phoneme segmentation. It provides an organized, sequential system with extensive controlled text to help teachers implement a multi-sensory structured language program. RIGOR (Reading Instructional Goals for Older Readers): this is a program specifically geared for ELL's who are reading at the 1st and 2nd grade level. The primary goal of this program is to stimulate oral language, reading comprehension, writing and cognitive development using interactive lessons that combine a variety of instructional activities. Kaplan Keys Unlock the Test builds on the critical thinking skills essential for success on the New York State ELA and Math Assessment. Kaplan ELA and Math Advantage this program is a supplemental, research-based instructional program that introduces students to the content and structure of the

B. Programming and Scheduling Information--Continued

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

8. We have numerous targeted intervention programs for ELL's in ELA, math, and the other content areas. (See Programs listed Below) Moreover, as mentioned in our narrative above, we are a SIOP School. All of our programs for ELL's adhere to a balanced approach to literacy. Our staff utilizes high-quality instructional practices, incorporating the SIOP model into their lesson planning. All administrators incorporate the SIOP checklist during formal observations. Administrators have been trained by consultants in order for the observation process to be coherent from grade to grade and across all content departments. All of our teachers have been trained in the SIOP model and our school continues to facilitate ongoing collaboration between a SIOP consultant and our teachers. We follow all state standards, including the New York state learning standards in all curriculum areas and are now preparing to introduce and gradually incorporate the Common Core Standards into our planning and Curriculum Maps. Collaboration and articulation during common P.D.'s with content area teachers is ongoing in an effort to prepare language learning activities to support the content area subjects. Each of our grade staff members meets once a week during a common prep period during which planning and implementation concerns are addressed and student work is looked at together. Furthermore, interdisciplinary projects and collaborations are presented and agreed upon at this time. Finally, 37.5 minutes of individualized tutoring is offered to all of our Level 1 and low Level 2 students between 8:15 and 8:52 in the morning. The continual transitional supports available for ELLs reaching proficiency on the NYSESLAT include access to the UFT Young People's Academy, BRIENZA and the 21st Century after school program. These students' content area teachers also utilize the SIOP model to continue supporting English language development. They are also entitled to testing modifications on all state examinations for two years, and we ensure these modifications for each child when we create our testing schedule. Many members of our teaching staff have also been trained in the use of differentiated web-based curricula such as Achieve3000, Writing Matters and Destination Math. As mentioned above we are embarking upon a new arts program, story studio, in our beginner, and intermediate 6th grade class and in our welcome 7th and 8th grade classes. Our Title III program will address the needs of our welcome class students, newcomers and students who will be taking the ELA and Science State tests for the first time. NYCLA is the only program that has been discontinued in our school. Though we do not offer dual language or transitional bilingual programs at this time, we make every effort to support the many first languages of our diverse student population. Bilingual dictionaries, picture dictionaries, and glossaries in over ten (10) languages as well as fiction and nonfiction texts can be found in all of the self-contained ESL classrooms at our school, as well as in the school library. All teachers use best practices based on the SIOP model (identification of cognates, student grouping, native-language "buddies" for newcomers, and student-generated bilingual glossaries, for newcomers, and student generated bilingual glossaries, for example) to support language learning whenever possible. Though instruction is delivered primarily in English, we utilized the many languages spoken by our staff members for clarification, as well as when communicating with parents for resolving disciplines or guidance issues. Newly enrolled ELL students are invited to participate in our Title III summer enrichment program each year (contingent upon funding). This opportunity to prepare new ELLs for the coming school year included thematic units that explore American language and culture, literacy and mathematics, and field trips to sites of cultural interest around New York City. Additionally, our Title III allocation for the 2011-2012 academic year will facilitate the availability of early morning programming for our newcomers and first time ELA Test takers. Special Programs: Wilson Reading System: To service our ELL's and Special Education Students, we've incorporated various programs that helped our students to show progress in ESL, ELA and other content areas. One of these programs is the Wilson Reading System. The Wilson Reading System is a research-based reading and writing curriculum for teaching decoding and encoding beginning with phoneme segmentation. It provides an organized, sequential system with extensive controlled text to help teachers implement a multi-sensory structured language program. RIGOR (Reading Instructional Goals for Older Readers): this is a program specifically geared for ELL's who are reading at the 1st and 2nd grade level. The primary goal of this program is to stimulate oral language, reading comprehension, writing and cognitive development using interactive lessons that combine a variety of instructional activities. Kaplan Keys Unlock the Test builds on the critical thinking skills essential for success on the New York State ELA and Math Assessment. Kaplan ELA and Math Advantage this program is a supplemental, research-based instructional program that introduces students to the content and structure of the NYS ELA and Math tests. Kaplan SpellRead this program enables students to become more confident readers by emphasizing sequential

Additional Information

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

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

D. Professional Development and Support for School Staff

2011-2012 Calendar for Continuous Professional Learning & Collaboration

DATE	Participants	Topic	Delivery	Format	Facilitator
9/6/2011	Conference Day	Entire Staff	Analyzing Data	Grouped by Institute	Assistant Principals
9/7/2011	Conference Day	Entire Staff	Danielson's Frameworks	Grouped by Subject	Assistant Principals, Principal, Literacy Coach
9/12/2011	Grade Meetings by Institute	Entire Staff	Inquiry	Grouped by Grade	Assistant Principals
9/19/2011	Grade Meetings by Department	Entire Staff	Developing Academic Vocabulary	Grouped by subject and grade	Subject Team Leaders
9/26/2011	Grade Meetings by Institute	Entire Staff	Navigating NY Start and ARIS	Grouped by Institute	Assistant Principals
10/3/2011	Department Meetings	Entire Staff	Using the "Inside" Program	Grouped by Subject	Subject Team Leaders, National Geographic Consultant, Assistant Principals
10/17/2011	Grade Meetings by Institute				
	Faculty Conference	Entire Staff	Review of State Report Card	Entire Staff	Assistant Principals and Principal
10/24/2011	Grade Meetings by Department	Entire Staff	ELLs in the Math, Science, Social Studies and ELA Classroom	Grouped by subject and grade	Subject Team Leaders, Assistant Principals, Principal
10/31/2011	Specialized Meetings: SE, ESL, Principal's Class, CTT, Common Planning, Deans, Guidance	Entire Staff	Entire staff is grouped by meeting	Subject Team Leaders, Assistant Principals, 60/40 IEP Teacher, Principal	Agenda developed by teams
11/7/2011	Grade Meetings by Institute				

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.

D. Professional Development and Support for School Staff

2011-2012 Calendar for Continuous Professional Learning & Collaboration

DATE Participants Topic Delivery Format Facilitator

9/6/2011

Conference Day Entire Staff Analyzing Data Grouped by Institute Assistant Principals

9/7/2011

Conference Day Entire Staff Danielson's Frameworks Grouped by Subject Assistant Principals, Principal, Literacy Coach

9/12/2011

Grade Meetings by Institute Entire Staff Inquiry Grouped by Grade Assistant Principals

9/19/2011

Grade Meetings by Department Entire Staff Developing Academic Vocabulary Grouped by subject and grade Subject Team Leaders

9/26/2011

Grade Meetings by Institute Entire Staff Navigating NY Start and ARIS Grouped by Institute Assistant Principals

10/3/2011

Department Meetings Entire Staff Using the "Inside" Program Grouped by Subject Subject Team Leaders, National Geographic Consultant, Assistant Principals

10/17/2011

Grade Meetings by Institute

Faculty Conference Entire Staff Review of State Report Card Entire Staff Assistant Principals and Principal

10/24/2011

Grade Meetings by Department Entire Staff ELLs in the Math, Science, Social Studies and ELA Classroom Grouped by subject and grade Subject Team Leaders, Assistant Principals, Principal

10/31/2011

Specialized Meetings: SE, ESL, Principal's Class, CTT, Common Planning, Deans, Guidance Entire Staff Agenda developed by teams Entire staff is grouped by meeting Subject Team Leaders, Assistant Principals, 60/40 IEP Teacher, Principal

11/7/2011

Grade Meetings by Institute

Faculty Conference Entire Staff Achieve 3000 Entire Staff Assistant Principals

11/8/2011

Conference Day Entire Staff SIOP, RTI, LAP, Core curriculum Entire staff is grouped by topic Literacy coach, Assistant Principals, Principal, Restructuring Principal & Consultants

11/14/2011

Department Meeting Entire Staff ELLs in the Math, Science, Social Studies and ELA Classroom Grouped by subject and grade Principal, Assistant Principal, Literacy Coach

11/21/2011

Grade Meetings by Institute Entire Staff Inquiry Grouped by Institute Assistant Principals

11/28/2011

Specialized Meetings: SE, ESL, Principal's Class, CTT, Common Planning, Deans, Guidance Entire Staff Agenda developed by teams Entire staff is grouped by meeting Subject Team Leaders, Assistant Principals, 60/40 IEP Teacher, Principal

12/2/2011

Staff PD Day Entire Staff SIOP, RTI, Atlas Rubicon, Core Curriculum Entire staff is grouped by topic Principal, Restructuring Principal, Assistant Principal, Literacy Coach, SIOP Consultant, National Geographic Inside Consultant

12/5/2011

Grade Meetings by Institute

Faculty Conference Entire Staff Smart Boards Grouped by Institute Assistant Principals and Principal

12/12/2011

Department Meeting Entire Staff ELLs in the Math, Science, Social Studies and ELA Classroom Grouped by subject and grade Assistant Principals, Principal

12/19/2011

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.

D. Professional Development and Support for School Staff

2011-2012 Calendar for Continuous Professional Learning & Collaboration

DATE	Participants	Topic	Delivery Format	Facilitator
9/6/2011	Conference Day	Entire Staff	Analyzing Data	Grouped by Institute Assistant Principals
9/7/2011	Conference Day	Entire Staff	Danielson's Frameworks	Grouped by Subject Assistant Principals, Principal, Literacy Coach
9/12/2011	Grade Meetings by Institute	Entire Staff	Inquiry	Grouped by Grade Assistant Principals
9/19/2011	Grade Meetings by Department	Entire Staff	Developing Academic Vocabulary	Grouped by subject and grade Subject Team Leaders
9/26/2011	Grade Meetings by Institute	Entire Staff	Navigating NY Start and ARIS	Grouped by Institute Assistant Principals
10/3/2011	Department Meetings	Entire Staff	Using the "Inside" Program	Grouped by Subject Subject Team Leaders, National Geographic Consultant, Assistant Principals
10/17/2011	Grade Meetings by Institute			
10/24/2011	Faculty Conference	Entire Staff	Review of State Report Card	Entire Staff Assistant Principals and Principal
10/31/2011	Grade Meetings by Department	Entire Staff	ELLs in the Math, Science, Social Studies and ELA Classroom	Grouped by subject and grade Subject Team Leaders, Assistant Principals, Principal
11/7/2011	Specialized Meetings: SE, ESL, Principal's Class, CTT, Common Planning, Deans, Guidance	Entire staff is grouped by meeting	Subject Team Leaders, Assistant Principals, 60/40 IEP Teacher, Principal	Entire Staff Agenda developed by teams
11/8/2011	Grade Meetings by Institute			
11/14/2011	Faculty Conference	Entire Staff	Achieve 3000	Entire Staff Assistant Principals
11/14/2011	Conference Day	Entire Staff	SIOP, RTI, LAP, Core curriculum	Entire staff is grouped by topic Literacy coach, Assistant Principals, Principal, Restructuring Principal & Consultants
11/21/2011	Department Meeting	Entire Staff	ELLs in the Math, Science, Social Studies and ELA Classroom	Grouped by subject and grade Principal, Assistant Principal, Literacy Coach
11/28/2011	Grade Meetings by Institute	Entire Staff	Inquiry	Grouped by Institute Assistant Principals
12/2/2011	Specialized Meetings: SE, ESL, Principal's Class, CTT, Common Planning, Deans, Guidance	Entire staff is grouped by meeting	Subject Team Leaders, Assistant Principals, 60/40 IEP Teacher, Principal	Entire Staff Agenda developed by teams
12/5/2011	Staff PD Day	Entire Staff	SIOP, RTI, Atlas Rubicon, Core Curriculum	Entire staff is grouped by topic Principal, Restructuring Principal, Assistant Principal, Literacy Coach, SIOP Consultant, National Geographic Inside Consultant
12/12/2011	Grade Meetings by Institute			
12/19/2011	Faculty Conference	Entire Staff	Smart Boards	Grouped by Institute Assistant Principals and Principal
12/19/2011	Department Meeting	Entire Staff	ELLs in the Math, Science, Social Studies and ELA Classroom	Grouped by subject and grade Assistant Principals, Principal
12/19/2011	Grade Meetings by Institute	Entire Staff	Inquiry	Grouped by Institute Assistant Principals

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?

1. Parental involvement has always been a priority at our school. In the beginning of the school year, we hold two Parent Orientations. The 6th grade Parent orientation gives the new sixth grade parents an opportunity to meet the staff and learn about the school. Parents receive information about the programs, classes and extended days services that are offered at our school. During this meeting, translators help us to communicate with the parents/guardians. The 7th and 8th grade Parent orientation provides parents with the opportunity to learn about the high school process as well as the activities and goals for the year. In addition, parents/guardians are encouraged to attend our Open School Afternoon and Evening conferences which provide opportunities for parents, students and teachers to assess students' progress and attend to individual needs.

The Principal takes an active role in parental engagement. Every new student to the school and their parent get to meet the principal on the day of admission. The Principal talks to the parents about the needs and responsibilities of the student and personally invites to the parent to attend the next meeting of the Parent Teachers Association. The Parent Coordinator also meets with the parent. If the Parent Coordinator is not available, the name and telephone number are given to the Parent Coordinator who will call the home and welcome the parent to the Ditmas Family. The Principal has been in this building for 34 years. Some of his students are now a part of his teaching staff. Many of his former students are now parents of students attending the school.

At the beginning of each school year, a needs assessment/parent involvement survey is distributed to the parents. Based on the requests of the parents, we hold a series of workshops: Computer Training, ELA Strategies, Financial Knowledge Classes, Resume Writing, Tenant's Right & Family Services and Parenting. We hold a series of Workshops on ESL for Adults. We hold specific classes in written English as well as conversational English. These workshops take place in the evening for twenty weeks.

We have entered into a partnership with Computers for Youth. Each of our 6th graders will receive a free computer as long as parents come in for computer training.

We are planning to host a Family Literacy Night and a Family Math Night. These nights will give parents and their children a time, a place and some helpful guidelines from an experienced teacher to read, write, do math and share their ideas.

We have an active Parent-Teacher Association. They meet monthly to celebrate student awards, present community resources and discuss issues of concern. Parents of ELLs sit on PTA committees as well as the School Leadership Team. We also make efforts to connect families of ELLs with community resources outside of school, such as the Brooklyn Public Library, Learning Leaders and the Flatbush Development Corporation.

Our Parent Coordinator is bilingual. She creates a welcoming school environment to parents. She meets all the new students and their parents at admission. She assists parents in completing all the necessary admission forms. She gives the parents and their child a brief tour of the school and offers her phone number to the new parent. She works to increase parent involvement by working closely with school, parent and community organizations. She serves as a facilitator for parent and school community concerns and issues including school policies or facilities issues. She conducts outreach to engage parents in their children's education. She convenes regular parent meetings and events around topics of key concerns to parents. She attends all parent meetings. She works with the school's PTA. She serves as a school liaison to OFIA. She maintains ongoing contact with community organizations that are involved with providing services to support the school's educational program.

In our Parent Coordinators' Office, we have a parent library. This library contains great resources for parents. It has word to word dictionaries in a variety of languages as well as books and materials in various language

2. Yes. As a part of our 21st Century Grant, The Leadership Program offers a series of workshops for parents to help create partnerships with schools and empower them with the necessary tools to contribute to the education and further enrichment in the lives of their children. In order to better prepare parents and guardians for helping their children's physical, emotional and academic, the Leadership Program will offer a variety of workshops in the following content areas: Successful Parenting, School Tools, Steps to Success, Healthy Living, Our World Today and Smart Art.

Brienza's Academic Advantage (one of our SES Providers) provides parent workshops to inform and assist parents on a variety of topics. They are providing workshops on the following topics: Assessment and Standardized Tests, Improving Home Study Practices, and Enabling Parents as Partners in Education.

3. Parents provide feedback to the school through the annual environment survey. We also respond to the needs assessment/parent involvement survey that was distributed at the beginning of the school year. At each meeting of the PTA, the Principal asks for feedback from the parents about our school program and parent activities. Based upon this feedback, we have added additional parent programs.

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?

1. Parental involvement has always been a priority at our school. In the beginning of the school year, we hold two Parent Orientations. The 6th grade Parent orientation gives the new sixth grade parents an opportunity to meet the staff and learn about the school. Parents receive information about the programs, classes and extended days services that are offered at our school. During this meeting, translators help us to communicate with the parents/guardians. The 7th and 8th grade Parent orientation provides parents with the opportunity to learn about the high school process as well as the activities and goals for the year. In addition, parents/guardians are encouraged to attend our Open School Afternoon and Evening conferences which provide opportunities for parents, students and teachers to assess students' progress and attend to individual needs.

The Principal takes an active role in parental engagement. Every new student to the school and their parent get to meet the principal on the day of admission. The Principal talks to the parents about the needs and responsibilities of the student and personally invites to the parent to attend the next meeting of the Parent Teachers Association. The Parent Coordinator also meets with the parent. If the Parent Coordinator is not available, the name and telephone number are given to the Parent Coordinator who will call the home and welcome the parent to the Ditmas Family. The Principal has been in this building for 34 years. Some of his students are now a part of his teaching staff. Many of his former students are now parents of students attending the school.

At the beginning of each school year, a needs assessment/parent involvement survey is distributed to the parents. Based on the requests of the parents, we hold a series of workshops: Computer Training, ELA Strategies, Financial Knowledge Classes, Resume Writing, Tenant's Right & Family Services and Parenting. We hold a series of Workshops on ESL for Adults. We hold specific classes in written English as well as conversational English. These workshops take place in the evening for twenty weeks.

We have entered into a partnership with Computers for Youth. Each of our 6th graders will receive a free computer as long as parents come in for computer training.

We are planning to host a Family Literacy Night and a Family Math Night. These nights will give parents and their children a time, a place and some helpful guidelines from an experienced teacher to read, write, do math and share their ideas.

We have an active Parent-Teacher Association. They meet monthly to celebrate student awards, present community resources and discuss issues of concern. Parents of ELLs sit on PTA committees as well as the School Leadership Team. We also make efforts to connect families of ELLs with community resources outside of school, such as the Brooklyn Public Library, Learning Leaders and the Flatbush Development Corporation.

Our Parent Coordinator is bilingual. She creates a welcoming school environment to parents. She meets all the new students and their parents at admission. She assists parents in completing all the necessary admission forms. She gives the parents and their child a brief tour of the school and offers her phone number to the new parent. She works to increase parent involvement by working closely with school, parent and community organizations. She serves as a facilitator for parent and school community concerns and issues including school policies or facilities issues. She conducts outreach to engage parents in their children's education. She convenes regular parent meetings and events around topics of key concerns to parents. She attends all parent meetings. She works with the school's PTA. She serves as a school liaison to OFIA. She maintains ongoing contact with community organizations that are involved with providing services to support the school's educational program.

In our Parent Coordinators' Office, we have a parent library. This library contains great resources for parents. It has word to word dictionaries in a variety of languages as well as books and materials in various language

2. Yes. As a part of our 21st Century Grant, The Leadership Program offers a series of workshops for parents to help create partnerships with schools and empower them with the necessary tools to contribute to the education and further enrichment in the lives of their children. In order to better prepare parents and guardians for helping their children's physical, emotional and academic, the Leadership Program will offer a variety of workshops in the following content areas: Successful Parenting, School Tools, Steps to Success, Healthy Living, Our World Today and Smart Art.

Brienza's Academic Advantage (one of our SES Providers) provides parent workshops to inform and assist parents on a variety of topics. They are providing workshops on the following topics: Assessment and Standardized Tests, Improving Home Study Practices, and Enabling Parents as Partners in Education.

3. Parents provide feedback to the school through the annual environment survey. We also respond to the needs assessment/parent involvement survey that was distributed at the beginning of the school year. At each meeting of the PTA, the Principal asks for feedback from the parents about our school program and parent activities. Based upon this feedback, we have added additional parent 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)							32	27	42					101
Intermediate(I)							17	29	44					90
Advanced (A)							26	51	31					108
Total	0	0	0	0	0	0	75	107	117	0	0	0	0	299

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							7	9	10				
	I							16	18	20				
	A							34	45	34				
	P							38	32	63				
READING/ WRITING	B							24	22	33				
	I							17	23	39				
	A							20	31	28				
	P							35	27	27				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	26	13	3	0	42
7	36	31	2	0	69
8	43	27	0	0	70
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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
6	24		29		8		3		64
7	28		44		18		3		93
8	35		43		17		4		99
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	21		42		20		5		88
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. Instruction at our school is driven by the analysis of data. This begins with the administration of the Lab-R. The results of the test will guide us and allow us to better service our students. Raw scores for new entrants taking the Lab-R ranged from 000 to 042. We now have an idea of the strengths and weaknesses of our newly arrived students. We also carefully review the NYSESLAT scores of each of our ELL students. Our ESL teachers maintain data binders for each of their groups. These binders are used to target the instruction of the students. Our ESL teachers share this information with the content area teachers, further enhancing our educational program. For example, students who have not met the performance standards in speaking are monitored during classroom instruction and are given immediate feedback for instant self-correction. Teachers pose questions to the class to elicit responses that may be one of four levels of response. Level 1: Statement that is paraphrased from the words of the prompt. Level 2: Reason that is added to Level 1 response. Level 3: Proof from the text is added to the Level 2 response. Level 4: Elaboration, Vocabulary, Voice Elaboration, vocabulary and voice are skills that the students utilized in order to move a response to a Level 4. Additionally, students are guided and monitored while recording their own responses to prompts. These oral recordings are listened to by the student in a small group setting for cluster analysis and revision. All of these activities are provided four to eight times a week depending upon the students NYSESLAT level under the supervision of a licensed ESL teacher.

Another example is our LEP students who have not met the performance standard in reading are supported four to eight times a week depending upon their NYSESLAT level under the supervision of a licensed ESL teacher. Our ESL specialists collaborate with the literacy and speech teachers to plan activities that will build reading stamina. We have implemented Kaplan Spell Read targeting our ELL's phonemic deficiencies. Our students also use Achieve 3000, a Web based, individualized reading and writing instruction solution that reaches all students tailoring assignments to suit each student's reading level.

The tools that we use at Ditmas to assess the early literary skills of our ELL's are the RIGOR assessment, the ALLD in Spanish, in combination with the WRAP Assessment.

2. The general trends of the NYSESLAT scores in all grades show that our ELL's speaking and listening skills are stronger than their reading and writing skills. Further analysis of our 6th grade ELL's shows that while the majority of those who are not newcomers are able to achieve an advanced or even proficient score in listening and speaking. However, they may only score intermediate or advanced in the reading and writing portions. These trends are also present in the 7th and 8th grade ELL population to a lesser degree.

3. We have carefully analyzed student performance on each performance indicator of the English Language Arts Exam for each grade. On the 2011 ELA exam, our 6th grade ELL's are most in need of improving their ability to interpret information (interpret data from multiple sources and interpret literary texts from a variety of genres). They also need to improve understanding of new vocabulary (determine the meaning of unfamiliar words, by using context clues, dictionaries, and glossaries). ELL's in the 7th grade struggled to

Additional Information

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

Part VI: LAP Assurances

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 20K062 **School Name:** Ditmas I. S. 62

Cluster: 53 **Network:** N533

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

Part A: Needs Assessment Findings

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

Every incoming family is required to complete a Home Language Survey/Parent Selection form. This form identifies the native language that is spoken and/or read at home. Using this information, we have found that our students come from 40 different countries and create a diverse student population. The student population is 29.3 % African-American, 31.6 % Hispanic, 29.6 % Asian/Pacific Islander and 8.6 % white. Since September, 2011 we have admitted over 100 students, 60 % of these are English Language Learners, and 8 % are SIFE. 22.5 % of our total school enrollment are ELLs and 28 % of our total ELL population are SIFE. A majority of our newly enrolled students come from Pakistan, Uzbekistan, and Russia. As a result, we have assessed that there is a need for written and oral 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.

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

Part B: Strategies and Activities

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

We currently have teachers on our staff fluent in the following languages: Spanish, Haitian-Creole, Japanese, Russian, Urdu, Arabic, Hebrew, Italian, French, and German.
We have used the Language and Translation Unit of DOE to translate the Parent Handbook. Additionally, we use our in-house staff to translate needed written communication.
We have found that some parents are not literate in their Native Language, and request to have written materials in English.

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.

We have purchased the Talk and Listen System that allows limited-English speaking parents to hear meetings/workshops in their Native Language without disrupting audience members and without segregation. We also use parent volunteers for Parent Teacher conferences. Staff members use the telephone translation unit for parent contact.

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

It is our plan to employ the services of our staff, as well as using the materials provided by our Network and the DOE to facilitate with Chancellor's Regulation regarding parental notification requirements for translation and interpretation services.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Ditmas I.S. 62	DBN: 20K062
Cluster Leader: Debra Maldonado	Network Leader: Nancy Ramos
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input type="checkbox"/> *Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> *6 <input type="checkbox"/> *7 <input type="checkbox"/> *8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 13
of certified ESL/Bilingual teachers: 7
of content area teachers: 6

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: In reviewing our State Report Card, our Limited English Proficient students failed to make AYP in ELA, Math and Science. We plan to use our Title III LEP/Immigrant funds to:

1. Provide an intensive before school morning program in Math for our ELLs.

The Before School Math Program will run for 96 sessions, Monday through Friday, from 7:30 AM to 8:00 AM beginning in November 2012. These 6th, 7th and 8th grade students will be taking the New York State Math exam in April 2012. The regular school day does not provide for enough time to prepare these students for the high stakes New York State exam in Math. It is necessary that we provide these students with supplementary services in a morning program. The intensive program will be taught by three (3) highly qualified ESL and Math teachers. The language of instruction is English. There will be a minimum of one (1) ESL teacher present at all times to assist in the instruction and planning. We will purchase supplementary consumable Math materials. At no cost to the Title III Program, the program will be supervised by the Math Assistant Principal who is funded by Fair Student Funding.

2. Provide an afterschool ESL program for our "Welcome Class" (Students who have been in the country for less than one year).

The After School "Welcome Class" Intensive ESL Program will run for 40 two hour sessions Wednesday (3:00 - 5:00) and Friday (2:20 - 4:20) from November to April 2012. This program will target 6th, 7th and 8th grade students. This program is designed to meet the needs of newly arrived pre-literate, non-English speaking immigrant students. Many of these students have entered our school with little or no literacy skills in their Native language, have little acquaintance with the school culture, and have few academic literacy skills or knowledge. The language of instruction is English. The program will be taught by five (5) highly qualified ESL teachers in a small group setting of ten to fifteen students. The students will be instructed using ESL methodologies and strategies. The program is inter-disciplinary, student-centered, and lends itself to mixed ability grouping. The following skills will be taught: sight vocabulary, phonics, reading, writing, listening, speaking, as well as an introduction to the core academic areas of English Language Arts, Mathematics, Social Studies and Science. We will purchase supplementary consumable materials. At no cost to the Title III program, the program will be supervised by the ELA/ESL Supervisor. This position is being funded with our Title I SWP funds.

3. Provide a Saturday ELA program for ELL students who will be taking the NYS ELA test for the first time.

The ELA "Do Your Best On The Test Saturday Academy" will run for seventeen (17) Saturdays beginning in November 2011 from 9:00 AM to 12:00. The program will target approximately 100 ELL's that were

Part B: Direct Instruction Supplemental Program Information

admitted to New York City Public Schools between April 2010 and April 2011. These 6th, 7th and 8th grade students will be taking the New York State ELA exam for the first time in April 2012. The regular school day does not provide for enough time to prepare these students for the high stakes New York State exam in ELA. It is necessary that we provide these students with supplementary services in a Saturday program. The intensive program will be taught by five (5) highly qualified ESL and ELA teachers. The language of instruction is English. There will be a minimum of one (1) ESL teacher present at all times to assist in the instruction and planning. We will purchase supplementary consumable educational materials. At no cost to the Title III grant, the program will be supervised by the ESL/ELA supervisor. This position is being funded with out Title I SWP funds.

4. Provide a Saturday “On Our Way to Science Success” for our 8th Grade ELLs who will be taking the 8th grade Science test.

The Science Saturday Academy will run for six (6) Saturdays beginning April 2012 from 9:00 AM to 12:00. The program will target approximately 100 8th grade ELL’s that will be taking the New York State Science Performance and Written exam The program will be taught by two (2) highly qualified ESL and Science teachers. The language of instruction is English. There will be a minimum of one (1) ESL teacher present at all times to assist in the instruction and planning. We will purchase Science supplementary consumable materials especially targeting science content vocabulary. At no cost to the Title III Program, the program will be supervised by the Science Supervisor.

Part C: Professional Development

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

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

Begin description here:

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

Part C: Professional Development

ELL student's particular learning needs.

At no cost to the Title III grant, we have purchased SIOP (Sheltered Instruction Observation Protocol) through our Title I SWP funds. These funds will provide for the following Professional Development:

- Ninety percent of our teachers have been trained in the SIOP model and will receive a refresher PD on Election Day.
- Our new teachers will be trained in the SIOP model when the SIOP consultant comes to Ditmas. The consultant is scheduled for 20 days. She will visit classrooms and provide feedback to individual teachers on the SIOP Model as well as providing PD to all ESL teachers.
- The SIOP coach provides individual PD on a daily basis to all ESL teachers as well as subject specific teachers who teach ELL students.
- The Restructuring Principal provides additional PD twice a week working with all the ESL teachers as well as those subject specific teachers of ELL students.
- ELA/ESL Workshop (10 sessions after school). These workshops will develop 6th, 7th and 8th grade curriculum aligned to the Glencoe Literature Series and National Geographic Inside Series. Additionally, they will develop LO's and CO's around this new curriculum and develop smart goals that correspond with this curriculum.
- Math/ESL Workshop (10 sessions after school). These workshops will provide training in the use of manipulatives, visual based instruction, creating visual resources, how to align the genre of common core stands, enrichment and journaling.
- Social Studies/ESL Workshop (10 sessions after school). These workshops will focus on geography, developing a Social Studies vocabulary, map skills as well as study skills.
- Science/ESL Workshop (10 sessions after school). These workshops will provide teachers with hands on Science materials as well as lab experiences.

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

We have purchased National Geographic's Inside Program for our ELL students with our Title I SWP funds. This program provides for intensive staff development using this series of books with our ELL population. In the Spring, all of our ESL teachers and self-contained special education teachers were trained in using the Inside Program in the classroom. At the beginning of this school year, we provided additional training for our ESL and self-contained special education teachers and have scheduled training for Election Day in November, our school PD day in December and the Chancellor's Conference

Part C: Professional Development

Day in June.

Part D: Parental Engagement Activities

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

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

Begin description here:

We held a sixth grade parent orientation on September 15, 2011 as an introduction to our school. Translators were present.

We held a seventh and eighth grade parent orientation on September 22, 2011. This orientation provided the parents with information concerning the high school application process as well as the activities planned for the year. Information was given about the SES Fair as well as the various high school open houses. Translators were present.

We are planning to have a Family Literacy Night and a Family Math Night. We plan to purchase bilingual books and materials. As a part of the Literacy Night/Math Night we plan to hold workshops that will provide parents with information on how to help your child do better in English and Math.

At no cost to the Title III Grant, we are providing ESL (Conversational and Written) evening classes for our parents. This program is being funded by Title I SWP Parent Involvement Funds.

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

- Personal and Family development

Part D: Parental Engagement Activities

- Parents and Their Children
- Parents, Administrators and PTA Members
- Academic Development
- Health and Nutrition
- Special Education

Part E: Budget

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

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) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

