



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** JAMES P. SINNOTT MAGNET SCHOOL FOR HEALTH AND HEALTH CAREERS, IS 218

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 19k218

PRINCIPAL: MS. V. WELCH-WOODLEY      EMAIL: VWELCHW@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. R. MILLS

**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
Mrs. Valena Welch-Woodley	*Principal or Designee	
Mr. Thomas. Crean	*UFT Chapter Leader or Designee	
Mr. Richard. Branch	*PA/PTA President or Designated Co-President	
Mr. Eric Archer	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	
Ms. Palmore Clarke	UFT/Chairperson/Teacher Grade 7	
Ms. Elemenia Glover	UFT/Teacher Grade 6	
Ms. Sandra Bethel	UFT/Teacher Grade 8	
Ms. Mutumba. Semple	UFT/Teacher Grade 8 Cluster	
Mr. Lukmon Kalejaiye	Parent	
Mr. Pedro Polanco	Parent	
Mr. Noel Osa	Parent	
Ms. Bibi Sattaur	Parent	
Ms. Esther Ince	Parent	
Ms. Anna Rivera	Parent	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## 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, Limited English Proficient, Students with Disabilities, African American, Hispanic, Economically Disadvantaged Student subgroups will demonstrate progress towards achieving state standards in ELA as measured by a 3% decrease in those subgroups scoring at level one and a 3% increase in those subgroups scoring at level 3 and 4.

### **Comprehensive needs assessment**

- After conducting a three-year trend analysis of student performance data on state assessments, it was determined that all student groups with the exception of Asian students showed decreases in performance on the English Language Arts assessment. As a result, we have made progress for our ELL, SWD, African American, Hispanic, Economically Disadvantaged subgroups a priority goal for the school year.

### **Instructional strategies/activities**

- The research-based instructional strategies and activities that will be used to achieve this goal are as follows:

#### Activity #1

- Instructional Program: Literacy Instructional program will include the following features: formulating curriculum map to align with the Common Core Learning Standards, acquiring of *Holt Literature (Common Core Standards Edition)*, creating Common Formative Assessments using Acuity Customized Exams, utilizing Acuity Predictive and two Instructionally Targeted Assessments, programming literacy with at least two ninety minute blocks, using Smartboards and laptops, forming a self contained ESL class on each grade with push in support by ESL teacher, establishing an after school program for English Language Learners, programming CTT classes that travel to literacy rooms, devising and revising student goals.
- Target Population(s): All students in the identified subgroups not meeting Annual Yearly Progress.
- Responsible Staff Members: Literacy Teachers, Assistant Principals, Literacy Coach, Data Specialist
- Implementation Timeline: September 2011 through May 2012

#### Activity #2

- Professional Development: PD will be given on the following topics: curriculum mapping, Common Core Learning Standards, Depth of Knowledge, Use of Holt Anthology, Smartboard Training, further development of Inquiry Work.
- Target Population: Literacy, Content Area Teachers
- Responsible Staff Members: Assistant Principals, Literacy Coach, Data Specialist
- Implementation Timeline: September 2011 through May 2012

#### Activity #3

- Creation of Performance Assessment Task:

- Formulate an instructional cabinet that meets weekly (Tuesday/period 4) including principal, assistant principals, coaches, school leaders,
- Formulate a professional development committee that meets weekly (Monday/period 7) to develop and implement a coherent PD plan for teachers,
- Formation of Data Team Meetings – Thursday (3:15 – 5:15 pm) consisting of school leaders and teacher team leaders that set the agenda for the teacher teams
  - Review NYC Instructional Expectations,
  - Unwrap Common Core Learning Standards,
  - Analyze student work through the lens of the CCSL,
  - Analyze teacher performance based assessments,
  - Note gaps in student work and curriculum plan,
  - Review NYC Common Core Bundles, Depth of Knowledge, Karen Hess Validation Tool for Cognitive Rigor,
  - Create and implement action plan, strategies, performance based assessments, rubrics,
  - Examine resulting student work,
  - Repeat cycle.
- Creation of teacher teams by grade/subject with self selected leaders for inquiry work that meet Thursday Mornings (37 ½ minutes) that follows the aforementioned agenda for the Data Team.
- Institution of common planning on Monday afternoons (3:15 – 5:15 pm) for school leaders to formulate literacy unit.
  - Create performance based assessments
  - Create Unit of Study

Target Population: Teachers servicing Students with Disabilities and Limited English Proficient Students and the students in these subgroups  
 Responsible Staff Members: Assistant Principals, Coaches and teachers

- Implementation Time Line: September 2011 through June 2012

Steps for including Teachers in the decision-making process

- Teachers will meet in grade level teams to review student data generated from Periodic Assessments, Common Formative Assessments.
- Teachers will meet by subject/grade level groups for inquiry work, to plan curriculum.
- Periodic Assessment Dates: November 2011, January 2012, and March 2012.
- Teachers will meet in grade level teams to plan implementation of the unit.
- Teachers will meet by subject/grade level groups to review student work generated from the implementation of the unit.

**Strategies to increase parental involvement**

- The strategies and activities in the school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.
  - Parent Orientation will be held in the summer for incoming sixth grade students as well as returning seventh and eighth grade students.
  - An Open House will be held for parents to meet teachers.
  - Parents will be trained on how to use ARIS Parent Link.

- Parent calendars will be created and distributed.
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PTA) to share information and respond to parent questions and inquiries.
- The Parent Coordinator will host workshops for parents.
- An interpreter will be present on open school night to translate for parents.
- A monthly curriculum letter will be sent home informing parents on the curriculum focus.
- Parents will review student goals during Open School afternoons/evenings.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- The strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified are as follows:
  - Mentors are assigned to support new teachers.
  - Literacy coach provide in classroom support for teachers as well as debriefing sessions.
  - Teacher Teams, Common Planning provide forums for teachers to work together to create lessons.
  - Retreat for all teachers.
  - Professional Development on classroom management.
  - Professional Development on Common Core Learning Standards, Depth of Knowledge.

### **Service and program coordination**

How Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- **Lunch and Learn:** Grades 6 through 8, small group instructional tutoring, implemented during regular lunch hours
- **Academic Advantage Supplemental Educational Services (SES):** Provides students of grades 6 through 8 with one-on-one tutoring and after school program
- **Broad Net: Supplemental Educational Services (SES):** Provides students of grades 6 through 8 with one-on-one tutoring and small group tutoring after school through a ELA and Math technology program Compass Learning
- **Creative Connection:** During the regular school day students in grades 6 through 8 are provided with ELA tutorials combined with theater, dance, and life-skills, there is also parent involvement component
- **Classroom, Inc:** Students in grades 6 through 8 are provided with Academic Intervention Services through a computer simulation that emphasizes ELA and Math, and it is aligned with the Common Core Standards
- **Explorers Program:** A community based program that is designed to empower students to be self-disciplined, aspire to higher education and developing goals (Once a week, after school)
- **Future Leaders:** (A community based program run by a retired Correctional Officer) the focus of this program is to provide violence prevention awareness and strategies for students, staff and parents in whole classroom, small group, and assembly settings. The program also emphasized anti-bullying and anti-gangs where student who are having difficulty socially and emotionally are placed partnered with a mentor (twice a week).

- **National Guard:** Nationally based program that provides classroom instruction for students in grades 6 through 8 that focuses on building leadership skills, anti drugs, anti-bullying (twice a week).
- **Police Athletic League.**
- **Wellness Committee:** In partnership with **Healthy Schools** organization to campaign for improved nutrition for students and staff we focus will focus on building a wellness Center on the Campus of IS 218 in side the James P. Sinnott School for Health and Health Careers. The Wellness Center is for healthy bodies that lead to healthy minds. A safe and healthy retreat for students, staff and parents to re-energize. (Once a week). All students on the Wellness Committee are required to complete up to 100 hours of community service toward building the Wellness Center.
- **Trust for Public Land:** This community based organization will provide our community service project idea. Students, staff and parents will share designing our new playground and garden. Student will put in up to 100 hours of community service working in collaboration with Trust for Public Land, Wellness Committee, Student Council and the School Leadership Team.

#### **RESO A Grant**

- Computer Lab used for the computer simulated program Classroom, Inc.

#### **iTeach iLearn Grant**

- **Laptops** for all students and staff to enhance teaching and learning in the classroom
- **Smart boards** for all teachers to provide differentiated instruction and enhance teaching and learning

#### **Grants**

- **Healthy Schools:** This grant will fund the creation of the James P. Sinnott Wellness Center
- **Trust for Public Land:** This community based organization will fund our new playground and garden through a grant.
- **SIFE Grant** fund after school program for the ELLs

#### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), title 1 Funds, Title III, SIIG Funds and human resources to implement this action plan from September 2011 – 2012 as indicated below:

- Supervisor per session (2 days per week)
- After School ELL Title III Program (2 days per week)
- Professional instructional materials to support curriculum development during the regular school day. (Holt Textbooks)
- Consumable instructional materials for use during the extended day programs
- Teacher per session (1 day per week) for creating curriculum, reviewing work.
- Teacher per session (2 hours per week/) Inquiry Work for Team Leaders

## **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, Limited English Proficient, Students with Disabilities, African American, and Hispanic student groups will demonstrate progress towards achieving state standards as measured by a 3% decrease in level one and a 3% increase in those subgroups scoring at Level 3 & 4 on the New York State Math Assessment.

### **Comprehensive needs assessment**

After conducting a three-year trend analysis of student performance Data for Math on state assessment, it was determined that the Student with Disabilities, Limited English Proficient Students, African American and Hispanic Students underperformed all other groups. As a result we have made progress for these subgroups a priority goal for the school year.

### **Instructional strategies/activities**

- The research-based instructional strategies and activities that will be used to achieve this goal are as follows:

#### Activity #1

- Professional Development: PD will focus on the following topics: Interim assessments to monitor and revise curriculum, use of rubrics with the language of 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, curriculum mapping, Common Core Learning Standards, Depth of Knowledge, Smartboard Training
- Target Population: Teachers servicing Students with Disabilities and Limited English Proficient Students and the students in these subgroups
- Responsible Staff Members: Assistant Principals and Coaches
- Implementation Time Line: September 2011 through May 2012

#### Activity #2

- Provide extended day and/or after school support (January 2012)
- Use Hot List to identify students with Level 1's and low Level 2's
- Develop specific instructional plan for students Level 1's, low Level 2's

- Identify and develop appropriate materials for use with these students
- Continue to support classroom instruction through observation-feedback-coaching methods, strategy modeling, and debriefing reviewing with classroom teachers and paraprofessionals

### Activity #3

- Creation of Performance Assessment Task:
  - Formulate an instructional cabinet that meets weekly (Tuesday/period 4) including principal, assistant principals, coaches, school leaders,
  - Formulate a professional development committee that meets weekly (Monday/period 7) to develop and implement a coherent PD plan for teachers,
  - Formation of Data Team Meetings – Thursday (3:15 – 5:15 pm) consisting of school leaders and teacher team leaders that set the agenda for the teacher teams
    - Review NYC Instructional Expectations,
    - Unwrap Common Core Learning Standards,
    - Analyze student work through the lens of the CCSS,
    - Analyze teacher performance based assessments,
    - Note gaps in student work and curriculum plan,
    - Review NYC Common Core Bundles, Depth of Knowledge, Karen Hess Validation Tool for Cognitive Rigor,
    - Create and implement action plan, strategies, performance based assessments, rubrics,
    - Examine resulting student work,
    - Repeat cycle.
- Creation of teacher teams by grade/subject with self selected leaders for inquiry work that meet Thursday Mornings (37 ½ minutes) that follows the aforementioned agenda for the Data Team.
- Institution of common planning on Monday afternoons (3:15 – 5:15 pm) for school leaders to formulate literacy unit.
  - Create performance based assessments
  - Create Unit of Study

Target Population: Teachers servicing Students with Disabilities and Limited English Proficient Students and the students in these subgroups

Responsible Staff Members: Assistant Principals, Coaches and teachers

- Implementation Time Line: September 2011 through June 2012

### Steps for including Teachers in the decision-making process

- Teachers will meet in grade level teams to review student data generated from Periodic Assessments, Common Formative Assessments.
- Teachers will meet by subject/grade level groups for inquiry work, to plan curriculum.
- Teachers will meet in grade level teams to plan implementation of the unit.
- Teachers will meet by subject/grade level groups to review student work generated from the implementation of the unit.

- Periodic Assessment Dates: November 2011, January 2012, and March 2012

### **Strategies to increase parental involvement**

- The strategies and activities in the school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.
  - Parent Orientation will be held in the summer for incoming sixth grade students as well as returning seventh and eighth grade students.
  - An Open House will be held for parents to meet teachers.
  - Parents will be trained on how to use ARIS Parent Link
  - Parent calendars will be created and distributed.
  - The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PTA) to share information and respond to parent questions and inquiries.
  - The Parent Coordinator will host workshops for parents.
  - An interpreter will be present on open school night to translate for parents.
  - A monthly curriculum letter will be sent home informing parents on the curriculum focus.
  - Parents will review student goals during Open School afternoons/evenings.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- The strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified are as follows:
  - Mentors are assigned to support new teachers and struggling teachers
  - Math coach provide in classroom support for teachers as well as debriefing sessions.
  - Teacher Teams, Common Planning provide forums for teachers to work together to create lessons.
  - Retreat for all teachers.
  - Professional Development on classroom management.
  - Professional Development on Common Core Learning Standards, Depth of Knowledge.
  - On-going Stress Management for staff and parents through diet, exercise (Zumba), goal setting/ reflective journals.

### **Service and program coordination**

- How Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  - **Lunch and Learn:** Grades 6 through 8, small group instructional tutoring, implemented during regular lunch hours
  - **Academic Advantage Supplemental Educational Services (SES):** Provides students of grades 6 through 8 with one-on-one tutoring

and after school program

- **Broad Net: Supplemental Educational Services (SES):** Provides students of grades 6 through 8 with one-on-one tutoring and small group tutoring after school through a ELA and Math technology program Compass Learning
- **Creative Connection:** During the regular school day students in grades 6 through 8 are provided with ELA tutorials combined with theater, dance, and life-skills, there is also parent involvement component
- **Classroom, Inc:** Students in grades 6 through 8 are provided with Academic Intervention Services through a computer simulation that emphasizes ELA and Math, and it is aligned with the Common Core Standards
- **Explorers Program:** A community based program that is designed to empower students to be self-disciplined, aspire to higher education and developing goals (Once a week, after school)
- **Future Leaders:** (A community based program run by a retired Correctional Officer) the focus of this program is to provide violence prevention awareness and strategies for students, staff and parents in whole classroom, small group, and assembly settings. The program also emphasized anti-bullying and anti-gangs where student who are having difficulty socially and emotionally are placed partnered with a mentor (twice a week).
- **National Guard:** Nationally based program that provides classroom instruction for students in grades 6 through 8 that focuses on building leadership skills, anti drugs, anti-bullying (twice a week).
- **Police Athletic League.**
- **Wellness Committee:** In partnership with **Healthy Schools** organization to campaign for improved nutrition for students and staff we focus will focus on building a wellness Center on the Campus of IS 218 in side the James P. Sinnott School for Health and Health Careers. The Wellness Center is for healthy bodies that lead to healthy minds. A safe and healthy retreat for students, staff and parents to re-energize. (Once a week). All students on the Wellness Committee are required to complete up to 100 hours of community service toward building the Wellness Center.
- **Trust for Public Land:** This community based organization will provide our community service project idea. Students, staff and parents will share designing our new playground and garden. Student will put in up to 100 hours of community service working in collaboration with Trust for Public Land, Wellness Committee, Student Council and the School Leadership Team.

#### **RESO A Grant**

- Computer Lab used for the computer simulated program Classroom, Inc.

#### **iTeach iLearn Grant**

- **Laptops** for all students and staff to enhance teaching and learning in the classroom
- **Smart boards** for all teachers to provide differentiated instruction and enhance teaching and learning

#### **Grants**

- **Healthy Schools:** This grant will fund the creation of the James P. Sinnott Wellness Center
- **Trust for Public Land:** This community based organization will fund our new playground and garden through a grant.
- **SIFE Grant** fund after school program for the ELLs

**Budget and resources alignment**

- The fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
  - Supervisor per session (2 days per week)
  - After School ELL Title III Program (2 days per week)
  - Professional instructional materials to support curriculum development during the regular school day. (Holt Textbooks)
  - Consumable instructional materials for use during the extended day programs
  - Teacher per session (1 day per week) for creating curriculum, reviewing work.
  - Teacher per session (2 hours per week/) Inquiry Work for Team Leaders

**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, the percentage of students who agree or strongly agree with the following statements on the safety portion of the Learning Environment Survey will increase by five percent: most students in my school treat teachers and each other with respect. The percentage of students who agree or strongly agree that students threaten or bully other students at the school and students get into physical fights at my school will decrease by five percent.

**Comprehensive needs assessment**

- After reviewing the Learning Environment Survey for the past three years, it was determined that the safety portion of the Learning Environment Survey showed decline most significantly with the student respondents.

**Instructional strategies/activities**

- The research-based instructional strategies and activities that will be used to achieve this goal are as follows:

**Activity #1**

Improve School Climate: Implement PBIS Program, open a SAVE Room, provide support (Community Based Organizations), Principal's Incentive Program, School Uniforms

- Target Population(s): All students
- Responsible Staff Members: Save Room Teacher, Guidance Counselor, Dean, Assistant Principals, Teachers, Principals
- Implementation Timeline: September 2011 through June 2012

**Activity #2**

- Professional Development: PBIS, Progressive Discipline, Student Goals, Mission/Vision Statements, Anecdotal Reports
- Target Population: Teachers
- Responsible Staff Members: Save Room Teacher, Guidance Counselor, Dean, Assistant Principals
- Implementation Timeline: September 2011 through June 2012

Steps for including Teachers in the decision-making process

Teachers will meet to review data generated from incident reports.

**Strategies to increase parental involvement**

- The strategies and activities in the school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.
  - Parent Orientation will be held in the summer for incoming sixth grade students as well as returning seventh and eighth grade students.
  - An Open House will be held for parents to meet teachers.
  - Parents will be trained on how to use ARIS Parent Link
  - Parent calendars will be created and distributed.
  - The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PTA) to share information and respond to parent questions and inquiries.
  - The Parent Coordinator will host workshops for parents.
  - An interpreter will be present on open school night to translate for parents.
  - A monthly curriculum letter will be sent home informing parents on the curriculum focus.
  - Parents will review student goals.
  - Parents will participate in the mediation process in order to solve conflicts.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- The strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified are as follows:
  - Mentors are assigned to support new teachers.
  - Literacy and Math coaches provide in classroom support for teachers as well as debriefing sessions.
  - Teacher Teams, Common Planning provide forums for teachers to work together to create lessons.
  - Retreat for all teachers.
  - Professional Development on classroom management.
  - Professional Development – PBIS.
  - Professional Development on Common Core Learning Standards, Depth of Knowledge.
  - On-going Stress Management for staff and parents through diet, exercise (Zumba), goal setting/ reflective journals.

### Service and program coordination

- How Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  - **Lunch and Learn:** Grades 6 through 8, small group instructional tutoring, implemented during regular lunch hours
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  - **National Guard:** Nationally based program that provides classroom instruction for students in grades 6 through 8 that focuses on building leadership skills, anti drugs, anti-bullying (twice a week).
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### RESO A Grant

- Computer Lab used for the computer simulated program Classroom, Inc.

### iTeach iLearn Grant

- **Laptops** for all students and staff to enhance teaching and learning in the classroom

- **Smart boards** for all teachers to provide differentiated instruction and enhance teaching and learning

**Grants**

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- **SIFE Grant** fund after school program for the ELLs

**Budget and resources alignment**

- The fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), title 1 Funds, Title III, SIIG Funds and human resources to implement this action plan from September 2011 – 2012 as indicated below:

- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during the extended day programs.

Teacher per session (1 day per week) for creating vision statements, behavior plans

**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**

- By June 2012, the percentage of teachers who agree or strongly agree with the following statements on the communication portion of the Learning Environment Survey will increase by five percent: school leaders encourage open communication on important school issues, the principal is an effective manager who makes the school run smoothly and I trust the principal at her word.

**Comprehensive needs assessment**

After reviewing the Learning Environment Survey for the past three years, it was determined that the communication portion of the Learning Environment Survey with teacher respondents had the lowest score.

**Instructional strategies/activities**

- The research-based instructional strategies and activities that will be used to achieve this goal are as follows:

Activity One

Improve School Communication: Implement Communication Board, School Calendar, Morning Announcements. Formulate school data team leader group, and teacher data team groups (100% teacher participation)

- Target Population(s): All teachers

- Responsible Staff Members: Principal, Assistant Principals
- Implementation Timeline: September 2011 through June 2012

Steps for including Teachers in the decision-making process

- Teacher data team leaders will report back to the teacher data team and formulate agendas for weekly teacher team meetings.

**Strategies to increase parental involvement**

- The strategies and activities in the school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.
  - Parent Orientation will be held in the summer for incoming sixth grade students as well as returning seventh and eighth grade students.
  - An Open House will be held for parents to meet teachers.
  - Parents will be trained on how to use ARIS Parent Link
  - Parent calendars will be created and distributed.
  - The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PTA) to share information and respond to parent questions and inquiries.
  - The Parent Coordinator will host workshops for parents.
  - An interpreter will be present on open school night to translate for parents.
  - A monthly curriculum letter will be sent home informing parents on the curriculum focus.
  - Parents will review student goals.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- The strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified are as follows:
  - Mentors are assigned to support new teachers.
  - Literacy and Math coaches provide in classroom support for teachers as well as debriefing sessions.
  - Teacher Teams, Common Planning provide forums for teachers to work together to create lessons.
  - Retreat for all teachers.
  - Professional Development on classroom management.
  - Professional Development on Common Core Learning Standards, Depth of Knowledge.
  - On-going Stress Management for staff and parents through diet, exercise (Zumba), goal setting/ reflective journals.

**Service and program coordination**

- How Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  - **Lunch and Learn:** Grades 6 through 8, small group instructional tutoring, implemented during regular lunch hours

- **Academic Advantage Supplemental Educational Services (SES):** Provides students of grades 6 through 8 with one-on-one tutoring and after school program
- **Broad Net: Supplemental Educational Services (SES):** Provides students of grades 6 through 8 with one-on-one tutoring and small group tutoring after school through a ELA and Math technology program Compass Learning
- **Creative Connection:** During the regular school day students in grades 6 through 8 are provided with ELA tutorials combined with theater, dance, and life-skills, there is also parent involvement component
- **Classroom, Inc:** Students in grades 6 through 8 are provided with Academic Intervention Services through a computer simulation that emphasizes ELA and Math, and it is aligned with the Common Core Standards
- **Explorers Program:** A community based program that is designed to empower students to be self-disciplined, aspire to higher education and developing goals (Once a week, after school)
- **Future Leaders:** (A community based program run by a retired Correctional Officer) the focus of this program is to provide violence prevention awareness and strategies for students, staff and parents in whole classroom, small group, and assembly settings. The program also emphasized anti-bullying and anti-gangs where student who are having difficulty socially and emotionally are placed partnered with a mentor (twice a week).
- **National Guard:** Nationally based program that provides classroom instruction for students in grades 6 through 8 that focuses on building leadership skills, anti drugs, anti-bullying (twice a week).
- Police Athletic League.
- **Wellness Committee:** In partnership with **Healthy Schools** organization to campaign for improved nutrition for students and staff we focus will focus on building a wellness Center on the Campus of IS 218 in side the James P. Sinnott School for Health and Health Careers. The Wellness Center is for healthy bodies that lead to healthy minds. A safe and healthy retreat for students, staff and parents to re-energize. (Once a week). All students on the Wellness Committee are required to complete up to 100 hours of community service toward building the Wellness Center.
- **Trust for Public Land:** This community based organization will provide our community service project idea. Students, staff and parents will share designing our new playground and garden. Student will put in up to 100 hours of community service working in collaboration with Trust for Public Land, Wellness Committee, Student Council and the School Leadership Team.

#### **RESO A Grant**

- Computer Lab used for the computer simulated program Classroom, Inc.

#### **iTeach iLearn Grant**

- **Laptops** for all students and staff to enhance teaching and learning in the classroom
- **Smart boards** for all teachers to provide differentiated instruction and enhance teaching and learning

#### **Grants**

- **Healthy Schools:** This grant will fund the creation of the James P. Sinnott Wellness Center
- **Trust for Public Land:** This community based organization will fund our new playground and garden through a grant.

- **SIFE Grant** fund after school program for the ELLs

**Budget and resources alignment**

- The fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), title 1 Funds, Title III, SIIG Funds and human resources to implement this action plan from September 2011 – 2012 as indicated below:

- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during the extended day programs.

Teacher per session (1 day per week) for creating vision statements, behavior plans

**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>	149	112	140	140	40	10	15	1
<b>7</b>	127	100	135	135	35	12	12	2
<b>8</b>	166	111	145	145	35	20	20	2
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p><b>Tutorials including 37 ½ minutes</b></p> <ul style="list-style-type: none"> <li>• Small groups of students from Level 1, and 2 cohorts, including students with IEPs, ELLs, holdovers and students with proficiency levels from 2.5-3.2)</li> <li>• Strategies include conferencing, guided reading, and teacher evaluation.</li> <li>• Assessed through benchmarks, lexile testing, DRA, QRI 1V, Gates-MacGinitie and teacher evaluation</li> <li>• Schedule determined by student and teacher program</li> </ul> <p><b>Summer School Grades 6-8 (Level 1, including ELLS scoring below proficiency on NYSESLAT, General Ed, Special Ed</b></p> <ul style="list-style-type: none"> <li>• <b>Small group instruction</b></li> <li>• Differentiated Instruction.</li> </ul> <p><b>Placement in Reduced Size Class (Levels 1 and 2, including ELLS scoring below proficiency on NYSESLAT</b></p> <ul style="list-style-type: none"> <li>• <b>Reduced Student-Teacher Ratio Enabling Small Groups</b></li> <li>• <b>Differentiated and Individualized Instruction Based on Assessed Needs</b></li> <li>• <b>Daily throughout school year</b></li> <li>• <b>Grades 6-8</b></li> </ul> <p><b>After School (Seamless Day) programs(Levels 1 and 2, including ELLS scoring below proficiency on NYSESLAT, General Ed., Special Ed.)</b></p> <ul style="list-style-type: none"> <li>• <b>Grades 6, 7, 8</b></li> <li>• <b>Skills Driven</b></li> <li>• <b>Based on Assessed needs</b></li> <li>• <b>Intensive ESL instruction in small groups</b></li> </ul>

	<p><b>SIFE Program(Students with Interrupted Formal Education, Long Term ELLS)</b></p> <ul style="list-style-type: none"> <li>• Pre-Literacy Reading program (RIGOR )</li> <li>• Achieve 3000</li> <li>• Individualized instruction</li> </ul> <p><b>Extended Block(General Ed., Special Ed)</b></p> <ul style="list-style-type: none"> <li>• Small group instruction based on needs(Levels 1 and 2)</li> <li>• Extended time on task</li> <li>• Grades 6-8 (120 Minutes)</li> </ul> <p><b>Daily throughout the school year.</b></p>
<p><b>Mathematics</b></p>	<p><b>Tutorials including 371/2 Minutes – Grades 6, 7, 8</b></p> <ul style="list-style-type: none"> <li>• Small groups of students selected from level one and two cohorts.</li> <li>• Strategies include conferencing, problem solving, and teacher evaluation.</li> <li>• Assessed through benchmarks, and teacher evaluation</li> <li>• Scheduling determined by student and teacher programs</li> </ul> <p><b>Extended Block(General Ed., Special Ed)</b></p> <ul style="list-style-type: none"> <li>• Small group instruction based on needs(Levels 1 and 2)</li> <li>• Extended time on task</li> <li>• Grades 6-8 (120 Minutes)</li> </ul> <p><b>Daily throughout the school year.</b></p> <p><b>Summer School Grades 6-8 (Level 1, including ELLS scoring below proficiency on NYSESLAT, General Ed, Special Ed</b></p> <ul style="list-style-type: none"> <li>• Small group instruction</li> </ul> <p><b>Placement in Reduced Size Class (Levels 1 and 2, including ELLS scoring below proficiency on NYSESLAT</b></p> <ul style="list-style-type: none"> <li>• Reduced Student-Teacher Ratio Enabling Small Groups</li> <li>• Differentiated and Individualized Instruction Based on Assessed Needs</li> <li>• Daily throughout school year</li> </ul> <p><b>Title 111 Tutorial Program For English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Small group Instruction Individualized instruction based on assessed needs.</li> <li>• Skills driven</li> </ul> <p><b>After School (Seamless Day) programs(Levels 1 and 2, including ELLS scoring below</b></p>

	<p>proficiency on NYSESLAT, General Ed., Special Ed.)</p> <ul style="list-style-type: none"> <li>• Grades 6, 7, 8</li> <li>• Skills Driven</li> <li>• Based on Assessed needs</li> <li>• Intensive ESL instruction in small groups</li> </ul> <p>SIFE Program(Students with Interrupted Formal Education, Long Term ELLS)</p> <ul style="list-style-type: none"> <li>• Riverdeep Destination Math</li> <li>• Achieve 3000</li> <li>• Individualized instruction</li> </ul>
<p><b>Science</b></p>	<p><b>Tutorials- Grades 6-8</b></p> <ul style="list-style-type: none"> <li>• Small groups of students selected from level 1, and 2 cohorts.</li> <li>• Strategies include conferencing and instructional support</li> <li>• Teacher Evaluation based on classroom performance, science portfolios, and classroom test scores.</li> <li>• Weekly guided instruction</li> <li>• Content Ares Reading and Writing</li> </ul> <p><b>Summer School Grade 8</b></p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Students failing Science</li> <li>• Exit Projects</li> <li>• Intensive academic support and portfolio development, emphasis on laboratory techniques.</li> </ul>
<p><b>Social Studies</b></p>	<p><b>Tutorials- Grades 6-8</b></p> <ul style="list-style-type: none"> <li>• Small groups of students selected from level 1, and 2 cohorts.</li> <li>• Strategies include conferencing and instructional support</li> <li>• Teacher Evaluation based on classroom performance, social studies portfolios, and classroom test scores.</li> <li>• Weekly guided instruction</li> <li>• Content Ares Reading and Writing</li> </ul> <p><b>Summer School Grade 8</b></p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Students failing Social Studies</li> <li>• Exit Projects</li> </ul> <p>Intensive academic support and portfolio development, emphasis on writing arguments.</p>

<p><b>At-risk Services provided by the Guidance Counselor</b></p>	<p><b>Guidance counselor Intervention</b></p> <ul style="list-style-type: none"> <li>• Group and individual counseling</li> <li>• Students not meeting Promotional/Performance Standards</li> <li>• Students experiencing behavioral/Emotional/ Family Issues negatively impacting on Learning</li> <li>• Referrals to Supportive Agencies</li> </ul> <p><b>Attendance Intervention</b></p> <ul style="list-style-type: none"> <li>• Monitor Attendance of At Risk Students(Less than 90% attendance)</li> <li>• Conducts Needed Outreach Services.</li> </ul>
<p><b>At-risk Services provided by the School Psychologist</b></p>	<ul style="list-style-type: none"> <li>• Behavior Management/ Goal Setting</li> <li>• PPT Meetings</li> <li>• Conference with parents and teachers</li> <li>• Referrals to outside agencies</li> <li>• One to One –as needed</li> </ul>
<p><b>At-risk Services provided by the Social Worker</b></p>	<p><b>Attendance Intervention</b></p> <ul style="list-style-type: none"> <li>• Monitor Attendance of At Risk Students(Less than 90% attendance)</li> <li>• Conducts Needed Outreach Services.</li> </ul> <p><b>Peer Mediation</b></p> <ul style="list-style-type: none"> <li>• All grade levels</li> <li>• Small Groups as needed</li> </ul>
<p><b>At-risk Health-related Services</b></p>	<ul style="list-style-type: none"> <li>• One- to- One</li> <li>• Asthma, diabetes and At Risk Sexual Behavior</li> <li>• As needed</li> </ul>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**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 1<sup>st</sup> 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 1<sup>st</sup> 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 promptly 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: 19K218 School Name: James P. Sinnott Magnet School for Health Careers, IS 218**

*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

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**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.

**School's Findings**

- Student programming practices of the school does not align with the achievement of the annual goal of accelerating the progress of English language learners. (2010-2011 Quality Review)
- The English Language learners were grouped for all instruction in two grade bands; grades six and seven, and grades seven and eight. The instructors observed with these classes struggled with teaching the curriculum of both grades concurrently, thereby inhibiting students' growth. (2010-2011 Quality Review)
- Tasks observed during classroom visits, on display on bulletin boards, and in students portfolios did not reflect planning to engage and challenge students. The absence of differentiated tasks that appropriately meet the diverse needs of the student population did not augment the development of higher order thinking skills. (2010-2011 Quality Review)
- High class registers
- Large percentage of students with disabilities and English Language Learners
- Low parent participation
- Weakness in critical thinking and nonfiction reading/writing
- Attendance rate lower than the city average

- ESL position unfilled until midyear
- Gaps in program
- Shortage of support staff

Our needs in the area of curriculum and instruction for Special Education students and English Language Learners are: appropriate staff assignments, a schoolwide subject specific grading policy, focusing on higher-order and critical thinking skills with higher order questioning. There is a need to strengthen student work, organizational and student study skills. The school assessment program needs to be strengthened. There needs to be a greater consistency with regard to folders and portfolios. Lessons need to reflect planning to achieve clear objectives, differentiation to meet the needs of individual students and build on prior knowledge; teachers need to make transitions from one subject to another; there needs to be a consistent pattern to evaluate student learning. Instruction needs to be differentiated, and the workshop model must be employed. Word Work/Vocabulary activities need to be strengthened through the use of multisensory activities. The use of conferencing, peer editing, and student portfolios need to be increased. Teachers must develop a consistent pattern of student/teacher review of student performance.

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.

It is apparent that the English Language Arts must be further adapted in order for students to achieve at higher levels. *Holt Literature* will be used to augment the balanced literacy program. This anthology will increase opportunities for students to interact with complex text. Classroom libraries will be supplemented with a broad range of books on the students' independent reading level. Reading Word study must be broadened. Multisensory phonics methods will be employed.

The Literacy Instructional program will have the following features: formulating curriculum map to align with the Common Core Learning Standards, acquiring of *Holt Literature (Common Core Standards Edition)*. creating Common Formative Assessments using Acuity Customized Exams, utilizing Acuity Predictive and two Instructionally Targeted Assessments, programming literacy with at least two ninety minute blocks, using Smartboards and laptops, forming a self contained ESL class on each grade with push in support by ESL teacher, establishing an after school program for English Language Learners, programming CTT classes that travel to literacy rooms, devising and revising student goals.

In addition, the following will be done:

- Provide extended day and/or after school support (January 2012)
- Use Hot List to identify students with Level 1's and low Level 2's
- Develop specific instructional plan for students with Level 1's, low Level 2's
- Identify and develop appropriate materials for use with these students

- Continue to support classroom instruction through observation-feedback-coaching methods, strategy modeling, and debriefing reviewing with classroom teachers and paraprofessionals

Name of Academic Intervention Services (AIS)	Description
ELA	<p><b>Tutorials including 37 ½ minutes</b></p> <ul style="list-style-type: none"> <li>• Small groups of students from Level 1, and 2 cohorts, including students with IEPs, ELLs, holdovers and students with proficiency levels from 2.5-3.2)</li> <li>• Strategies include conferencing, guided reading, and teacher evaluation.</li> <li>• Assessed through benchmarks, lexile testing, DRA, QRI 1V, Gates-MacGinitie and teacher evaluation</li> <li>• Schedule determined by student and teacher program</li> </ul> <p><b>Summer School Grades 6-8 (Level 1, including ELLS scoring below proficiency on NYSESLAT, General Ed, Special Ed</b></p> <ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Differentiated Instruction.</li> </ul> <p><b>Placement in Reduced Size Class (Levels 1 and 2, including ELLS scoring below proficiency on NYSESLAT</b></p> <ul style="list-style-type: none"> <li>• Reduced Student-Teacher Ratio Enabling Small Groups</li> <li>• Differentiated and Individualized Instruction Based on Assessed Needs</li> <li>• Daily throughout school year</li> <li>• Grades 6-8</li> </ul> <p><b>After School (Seamless Day) programs(Levels 1 and 2, including ELLS scoring below proficiency on NYSESLAT, General Ed., Special Ed.)</b></p> <ul style="list-style-type: none"> <li>• Grades 6, 7, 8</li> <li>• Skills Driven</li> <li>• Based on Assessed needs</li> <li>• Intensive ESL instruction in small groups</li> </ul> <p><b>SIFE Program(Students with Interrupted Formal Education, Long Term ELLS)</b></p>

Name of Academic Intervention Services (AIS)	Description
	<ul style="list-style-type: none"> <li>• Pre-Literacy Reading program (RIGOR )</li> <li>• Achieve 3000</li> <li>• Individualized instruction</li> </ul> <p><b>Extended Block(General Ed., Special Ed)</b></p> <ul style="list-style-type: none"> <li>• Small group instruction based on needs(Levels 1 and 2)</li> <li>• Extended time on task</li> <li>• Grades 6-8 (120 Minutes)</li> </ul> <p><b>Daily throughout the school year.</b></p>
<p><b>Mathematics</b></p>	<p><b>Tutorials including 37 1/2 Minutes – Grades 6, 7, 8</b></p> <ul style="list-style-type: none"> <li>• Small groups of students selected from level one and two cohorts.</li> <li>• Strategies include conferencing, problem solving, and teacher evaluation.</li> <li>• Assessed through benchmarks, and teacher evaluation</li> <li>• Scheduling determined by student and teacher programs</li> </ul> <p><b>Extended Block(General Ed., Special Ed)</b></p> <ul style="list-style-type: none"> <li>• Small group instruction based on needs(Levels 1 and 2)</li> <li>• Extended time on task</li> <li>• Grades 6-8 (120 Minutes)</li> </ul> <p><b>Daily throughout the school year.</b></p> <p><b>Summer School Grades 6-8 (Level 1, including ELLS scoring below proficiency on NYSESLAT, General Ed, Special Ed</b></p> <ul style="list-style-type: none"> <li>• Small group instruction</li> </ul> <p><b>Placement in Reduced Size Class (Levels 1 and 2, including ELLS scoring below proficiency on NYSESLAT</b></p> <ul style="list-style-type: none"> <li>• Reduced Student-Teacher Ratio Enabling Small Groups</li> <li>• Differentiated and Individualized Instruction Based on Assessed Needs</li> <li>• Daily throughout school year</li> </ul> <p><b>Title 111 Tutorial Program For English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Small group Instruction Individualized instruction based on assessed needs.</li> <li>• Skills driven</li> </ul>

Name of Academic Intervention Services (AIS)	Description
	<p><b>After School (Seamless Day) programs(Levels 1 and 2, including ELLS scoring below proficiency on NYSESLAT, General Ed., Special Ed.)</b></p> <ul style="list-style-type: none"> <li>• Grades 6, 7, 8</li> <li>• Skills Driven</li> <li>• Based on Assessed needs</li> <li>• Intensive ESL instruction in small groups</li> </ul> <p><b>SIFE Program(Students with Interrupted Formal Education, Long Term ELLS)</b></p> <ul style="list-style-type: none"> <li>• Riverdeep Destination Math</li> <li>• Achieve 3000</li> <li>• Individualized instruction</li> </ul>
<b>Science</b>	<p><b>Tutorials- Grades 6-8</b></p> <ul style="list-style-type: none"> <li>• Small groups of students selected from level 1, and 2 cohorts.</li> <li>• Strategies include conferencing and instructional support</li> <li>• Teacher Evaluation based on classroom performance, science portfolios, and classroom test scores.</li> <li>• Weekly guided instruction</li> <li>• Content Ares Reading and Writing</li> </ul> <p><b>Summer School Grade 8</b></p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Students failing Science</li> <li>• Exit Projects</li> <li>• Intensive academic support and portfolio development, emphasis on laboratory techniques.</li> </ul>
<b>Social Studies</b>	<p><b>Tutorials- Grades 6-8</b></p> <ul style="list-style-type: none"> <li>• Small groups of students selected from level 1, and 2 cohorts.</li> <li>• Strategies include conferencing and instructional support</li> <li>• Teacher Evaluation based on classroom performance, social studies portfolios, and classroom test scores.</li> <li>• Weekly guided instruction</li> <li>• Content Ares Reading and Writing</li> </ul> <p><b>Summer School Grade 8</b></p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Students failing Social Studies</li> </ul>

Name of Academic Intervention Services (AIS)	Description
	<ul style="list-style-type: none"> <li>• Exit Projects</li> <li>• Intensive academic support and portfolio development, emphasis on writing arguments.</li> </ul>
<b>At-risk Services provided by the Guidance Counselor</b>	<p><b>Guidance counselor Intervention</b></p> <ul style="list-style-type: none"> <li>• Group and individual counseling</li> <li>• Students not meeting Promotional/Performance Standards</li> <li>• Students experiencing behavioral/Emotional/ Family Issues negatively impacting on Learning</li> <li>• Referrals to Supportive Agencies</li> </ul> <p><b>Attendance Intervention</b></p> <ul style="list-style-type: none"> <li>• Monitor Attendance of At Risk Students(Less than 90% attendance)</li> <li>• Conducts Needed Outreach Services.</li> </ul>
<b>At-risk Services provided by the School Psychologist</b>	<ul style="list-style-type: none"> <li>• Behavior Management/ Goal Setting</li> <li>• PPT Meetings</li> <li>• Conference with parents and teachers</li> <li>• Referrals to outside agencies</li> <li>• One to One –as needed</li> </ul>
<b>At-risk Services provided by the Social Worker</b>	<p><b>Attendance Intervention</b></p> <ul style="list-style-type: none"> <li>• Monitor Attendance of At Risk Students(Less than 90% attendance)</li> <li>• Conducts Needed Outreach Services.</li> </ul> <p><b>Peer Mediation</b></p> <ul style="list-style-type: none"> <li>• All grade levels</li> <li>• Small Groups as needed</li> </ul>
<b>At-risk Health-related Services</b>	<ul style="list-style-type: none"> <li>• One- to- One</li> <li>• Asthma, diabetes and At Risk Sexual Behavior</li> <li>• As needed</li> </ul>

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## 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.

To help ensure that the actions/practices identified as likely to produce higher standards-based achievement are effectively implemented, James P. Sinnott Magnet School, I. S. 218 will conduct quality, sustained professional development, thereby making productive use of the minimum, mandated 10% set aside. All the scientifically-based research into effective schooling indicates that the key variable that differentiates low-performing schools from high-performing schools is the quality of the implementation (the effectiveness of instructional presentation and delivery).

This year the teachers at James P. Sinnott Magnet School, I. S. 218 will be offered a wide variety of Professional Development opportunities. Common Preparation periods have been built into the program so that teacher teams can meet to set goals for students and discuss strategies to support skill deficits. In addition, Teachers will meet in subject teams once per week to engage in activities that address Competency 2b “Establishing a Culture of Learning”. These meetings will utilize the inquiry approach and revolve around the New York City Instructional Initiatives. These meetings will be driven by the school data team and by the school teacher team leaders in turn. Teachers will plan and teach units based on selected Common Core Standards identified by New York City. Teachers will continue to examine student work and select strategies that will support the identified needs of the students. Teachers will employ the principles of Universal Design for Learning for students with disabilities and modify the instruction for English Language Learners. More specifically the following has been put into place:

- Summer Workshop for all teachers on Depth of Knowledge
- Saturday Workshop on Common Core Learning Standards
- Instructional Coaches
- Common Plan Time Organized by Grade
  - Goals
  - Data
  - PBIS
- Data Team
- Teacher Teams (Inquiry Model)
  - Review NYC Instructional Expectations,
  - Unwrap Common Core Learning Standards,
  - Analyze student work through the lens of the CCLS,
  - Analyze teacher performance based assessments,
  - Note gaps in student work and curriculum plan,
  - Review NYC Common Core Bundles, Depth of Knowledge, Karen Hess Validation Tool for Cognitive Rigor,
  - Create and implement action plan, strategies, performance based assessments, rubrics,
  - Examine resulting student work,
  - Repeat cycle.
- Schoolwide Retreat
- Ongoing and continuous after school professional development to support implementation of Common Core Standards
- Using technology to enhance instruction (Smartboard Training)
- Universal Design for Learning
- After school professional development
  - Create performance based assessments
  - Create Unit of Study
  - Modify instruction for students with special needs
- Book Study Groups:
  - *A Guide to Curriculum Mapping* by Janet A. Hale
  - *A Framework for Teaching* 2<sup>nd</sup> edition by Charlotte Danielson
  - *Data Driven Instruction* by Paul Bambrick-Santoyo

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

The strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified are as follows:

- Mentors are assigned to support new teachers. We currently have three new teachers.
- Coaches provide in classroom support for teachers as well as debriefing sessions.
- Teacher Teams, Common Planning provide forums for teachers to work together to create lessons.
- Retreat for all teachers.
- Professional Development on classroom management.
- Professional Development on Common Core Learning Standards, Depth of Knowledge
- Stress management workshops

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.

In accordance with NCLB requirements the school will send to all parents written notification of the school's identification as a Title I Corrective Action school. This letter, based on a sample parent notification letter provided by the Central DOE, describes:

- The meaning of this identification and the specific area(s) for which the school was identified;
- The measures the school is taking to improve student achievement in the area(s) of identification;
- The assistance the school will receive from the Network/District
- The ways parents can become involved in the school's improvement; and
- Parental options regarding School Choice and SES.
- This correspondence, provided in English as well as in the prevalent home languages (Spanish, Bengali ) of students and their parents, will be disseminated to all parents during the school year, as well as to parents of new students during pre-registration counseling.

In addition, this information has been and will be repeatedly shared at PTA/PA meetings. Parents will be regularly informed of the impact of corrective actions taken on improving student achievement through regular progress reporting at PTA/PA meetings and in parent newsletters. Translators will be available at all school-based parent meetings to ensure comprehension by non-English speaking parents, and translated versions of all written information to parents will be provided. A PTA meeting will be scheduled in January with the sole purpose of explaining the status, implications, mandates, and strategies employed by the school to address the areas of identification.

Letters will be distributed and/or a meeting convened on the Open School Night explaining the school's status. Parent questions will be answered and addressed on this night.

The school's identification will be addressed at the School Leadership Team (SLT) meetings to be held during the school year. Other strategies to inform parents will be determined at that SLT meeting.

**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 <b>301</b>	District <b>19</b>	Borough <b>Brooklyn</b>	School Number <b>218</b>
School Name <b>James Peter Sinnott Magnet School</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Ms. Valena Welch-Woodley</b>	Assistant Principal <b>Ms. Johnson-Agu</b>
Coach <b>Ms. France</b>	Coach <b>Ms. Fiorillo</b>
ESL Teacher <b>Ms. Milovich</b>	Guidance Counselor <b>Ms. Brosman</b>
Teacher/Subject Area <b>Ms. Zachary/ ESL</b>	Parent <b>Mr. Branch</b>
Teacher/Subject Area <b>Ms. Bell/ELA</b>	Parent Coordinator <b>Ms. Haynes</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>Ms. Joanne Brucella</b>	Other <b>Mr. C. Amundsen- Cluster Leade</b>

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

### D. School Demographics

Total number of students in school	<b>589</b>	Total Number of ELLs	<b>84</b>	ELLs as share of total student population (%)	<b>14.26%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

#### 1447ELL Identification Process

In NYC, all students, upon admission, complete a Home Language Identification Survey (HLIS). At IS 218, the school secretary provides the appropriate HLIS form in the parent's native language. If the secretary determines that an ELL student is being enrolled in our school she calls one of the two ESL teachers. The ESL teacher, a pedagogue, conducts the initial interview in the parent's language. Interpreter is provided if it is a language the ESL teachers do not speak. The survey is conducted in an effort to better understand students and develop an instructional plan that is tailored to meet their needs. The ESL teacher, a pedagogue, assists the parent in completing the HLIS to ensure that parent understands the purpose of the survey and completes the questionnaire completely and accurately. Once the interview is completed, the information is used to determine student eligibility for further assessment using the LAB-R tool.

If the student is eligible for LAB-R, the test is administered within the first ten (10) school days to determine student language proficiency in English. For Spanish speaking ELLs, the Spanish LAB-R is also administered within the first ten school days to determine language dominance and best instructional plan. The LAB-R is hand scored as well as submitted for official scoring and data entry. Once ELL's English proficiency level is determined by LAB-R parents are notified of the LAB-R score / results. Parents of ELLs are encouraged to become actively involved members of the school community and to participate in decision-making process. Parents are invited to come to IS 218 to Parent Orientation. At the Parent Orientation the parent meets with an ESL teacher, a pedagogue. The parent sees an Orientation Video in his native language which explains the opportunities available to his child and information about the bilingual/ESL services. The parent has an opportunity to ask questions so that he can make an informed placement selection. Placement of ELLs must be made within ten days of enrollment. Three programs are available to the parent: The Transitional Bilingual Education Program, the Dual Language Program and the Freestanding ESL Program. The three programs are explained to the parent via the certified ESL teacher conducting the Parent Orientation, Ms. Zachary or Ms. Milovich. The ELL Parent Brochure, in the parents native language also provides information about the three ELL programs. Then the parent chooses a program that is consistent with his child's needs and the parent's educational philosophy and goals. The parent choice is documented in writing and a record is kept in the ESL teacher's files. All ELLs are provided a placement in a program to meet their needs. Parents that express an interest in a program that is not offered at IS 218 are provided with names of schools in the district that provide that program. If a program is selected that is not available at IS 218, parents are offered an opportunity to transfer to a school where the program of choice is available.

Parent Outreach in our school assists in translating information for parents of ELLs and for providing interpreters during parent meetings and interviews. Parent outreach also informs parents who have previously chosen a Transitional Bilingual Program or a Dual Language Program when the program becomes available.

The ESL instructional program is the only program presently available to ELL students at IS 218K. ESL instruction is provided to ELLs as required by NYSED CR Part 154 regulations, 360 minutes or 180 minutes of ESL weekly. The number of ESL periods assigned to

students is based on the students' level of proficiency as determined by the students score on the LAB-R or the NYSESLAT. Parents that express an interest in a program that is not offered at IS 218 are provided with information where to do so and are invited to meet with staff members of the placement center, OSEPO, to locate a site where the program is offered.

Upon admission:

1. Parents complete a Home Language Identification Survey
2. An ESL teacher conducts the interview portion of the survey to secure accurate student information and to
3. Complete the questionnaire and follow up sections to better understand student needs
4. The pedagogue determines student LAB-R eligibility upon review of HLIS and an interview with the child
5. LAB-R test is administered, if appropriate within ten (10) school days from enrollment date
6. Parents are informed of LAB-R assessment outcomes within the first 10 school days
7. Parents are invited to an Orientation within the first 10 school days / information sessions for program choice; TBE, DL, ESL
8. Parents make a program choice; TBE, DL, ESL
9. Parents select the appropriate program for their child by filling out a selection form
- 10) School Orientation to provide information about curriculum is conducted within the first semester that the student is identified as an ELL. This Orientation provides ELL parents with information about the core curriculum, learning standards, expectations for students, and assessments.

Steps are taken annually to evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT). ATS reports such as (RLAT) show IS 218 current ELLs and their NYSESLAT scores. Also, ATS report (RLER) provides a list of ELLs in our building who need to take the NYSESLAT. Pedagogues who administer this test annually at IS 218 are certified ESL teachers, Ms. Milovich and Ms. Zachary. Ms. Baxter, a pedagogue, participates in NYSESLAT testing as the IS 218 Testing Coordinator. The aforementioned ATS reports, (RLAT), (RLER) and (RNMR) are used to determine NYSESLAT eligibility. Ms. Milovich and Ms. Zachary administer each of the four (4) components of the NYSESLAT to each of the eligible students at IS 218.

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

6  7  8  9  10  11  12

Parent Choice / Parent Involvement

Upon admission, parents complete a Home Language Identification Survey. The ESL teacher participates in the interview to ensure that parents understand the purpose of the survey and complete the questionnaire completely. This information is used to determine LAB-R eligibility. If ELL status is confirmed, parents are informed and invited to learn about and make a program choice. The parent choice is documented in writing and a record is kept in the ESL teacher files. Parents of ELLs are meaningfully involved in the education of their child. They are informed about the New York State standards and assessments. Parents of ELLs are encouraged to become more active and involved members of the school community and to participate in decision-making activities.

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

- Parents select the appropriate program for their child by filling out a selection form and completing the HLIS survey. By completing the Parent Survey and Program Selection form parents select the desired program: Dual Language Program, Transitional Bilingual Education program or Freestanding ESL Program.
- Parents are invited to attend orientation sessions where they are informed of state standards, assessments, school expectations and general requirements for bilingual education and/or ESL programs.
- Parents are encouraged to attend the open house meetings where they meet the teachers and are informed about the standards

and teachers' expectations of student performance.

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

In our school entitlement letters are distributed by the two certified ESL teachers, Ms. Milovich and Ms. Zachary. After an ELL completes LAB-R and eligibility for services is determined the entitlement letter is sent to the parent and a copy is retained in the ESL teacher record files. The Parent Survey and Program Selection Form is handed to the parent at Parent Orientation meeting with the ESL teacher. It is completed and signed by the parent. A signed copy is given to the parent, one copy is retained in the ESL teacher record files and the signed original is kept in student's cumulative record folder. Also, the continued entitlement letters are distributed to parents and ESL teachers maintain photocopies and put originals in student cumulative record files. The two ESL teachers are responsible for getting the entitlement letters back from the parent, placing the originals in student cumulative records folders and retaining photocopies in ESL teacher's record files.

## Part III: ELL Demographics

### A. ELL Programs

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

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

### 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>							26	32	26					84
<b>Total</b>	0	0	0	0	0	0	26	32	26	0	0	0	0	84

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	84	Newcomers (ELLs receiving service 0-3 years)	49	Special Education	14
SIFE	15	ELLs receiving service 4-6 years	22	Long-Term (completed 6 years)	13

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	49	11	2	22	4	7	13	0	3	84
<b>Total</b>	<b>49</b>	<b>11</b>	<b>2</b>	<b>22</b>	<b>4</b>	<b>7</b>	<b>13</b>	<b>0</b>	<b>3</b>	<b>84</b>

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							14	19	15					48
Chinese														0
Russian														0
Bengali							12	9	11					32
Urdu														0
Arabic								2						2
Haitian								1						1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other								1						1
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>26</b>	<b>32</b>	<b>26</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>84</b>

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	EL	EP																
Spanish																			0	0
Chinese																			0	0

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

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**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							14	19	15					48
Chinese														0
Russian														0
Bengali							12	9	11					32
Urdu														0
Arabic								2						2
Haitian								1						1
French														0
Korean														0
Punjabi														0

## 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
Polish														0
Albanian														0
Other								1						1
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>26</b>	<b>32</b>	<b>26</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>84</b>

## 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.
  - 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?

Two appropriately licensed ESL teachers facilitate English As A Second Language instruction to all 84 ELLs at Sinnott Magnet School, IS 218. The ESL teachers implement the ESL balanced literacy instructional prototype. The prototype follows a balanced literacy approach for reading which consists of independent/paired reading, shared reading, guided reading literacy centers, literature circles, writer's workshop, interactive read aloud, word study and teacher/student reading and writing conferences.

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

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

ESL Program Model - Students scoring at the beginning, intermediate and advanced levels in English proficiency on the NYSESLAT exam attend general education classes and are supported by an ESL teacher who supports ELL students in Push In / Pull-out model. Beginners and Intermediate students follow a block program, traveling together as a group. There is one ELL heterogenous block class for each grade with students of beginner and intermediate proficiency. These students are supported by an ESL teacher pushing into their ELA

## A. Programming and Scheduling Information

classes 360 minutes a week. Advanced students are in mainstream classes and are pulled out for four ESL classes weekly for 180 minutes.

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

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

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

In addition to services that are provided specifically for SIFE and/or long-term ELLs, I.S. 218 offers a plethora of school-wide programs including: reduced registers, literacy and math blocks, teaming with team leaders and common planning time, 37 ½ minutes of tutoring, Academic Intervention Services (AIS), a Winter and Spring Vacation Academy, and SES program. Sinnott is also an iTeach iLearn school. Each child in grades 6, 7 and 8 will receive a laptop for school year 2011 – 2012.

### Current English Language Learners Instructional Programs

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

In the ESL program at IS 218, content area instruction is in English. A sheltered English is the model utilized by teachers. With this approach our teachers provide instruction that allows students to develop knowledge in a specific subject area through English. Teachers modify their use of English in order to make the content comprehensible. This is achieved by adjusting the language demands of the lessons by providing ELLs the following supports:

- Modifying speech rate and tone
- Providing direct vocabulary and grammar instruction
- Repeating key words, phrases, or concepts
- Modeling
- Using visuals, graphic organizers, and demonstrations
- Creating opportunities for cooperative learning
- Giving students 25% native language support ( dictionaries, translations, etc)

Supplementary Programs Services that are provided specifically for SIFE and/or long-term ELLs, offer a plethora of school-wide programs including: reduced registers, literacy and math blocks, teaming with team leaders and common planning time, 37 ½ minutes of tutoring, Academic Intervention Services (AIS), a Winter Vacation Academy, SES program. Sinnott is also an iTeach iLearn school. Each child in grades 6, 7 and 8 will receive a laptop for school year 2011 – 2012. Direct supplemental instructional strategies are provided through:

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

## A. Programming and Scheduling Information

### Plan for Newcomers

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

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

### Plan for SIFE

- Saturday Learning Center – Reading and math intervention for level two students in grades 6, 7 and 8.
- After school program – Students will receive intensive reading and math instruction in a small group setting level one students will be seen on a 10:1 student/teacher ratio and level two students will receive services on a 15:1 student/teacher ratio.
- Additional Staff to facilitate targeted instruction in small group settings and /or tutorial sessions. F Status Tutoring – Students receive small group tutoring by part time F Status ESL teacher.
- February Academies –We will hold a three day February break vacation academy for grades 6, 7, and 8 to provide test preparation in math.

## 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)		
100%			
75%			
50%			
25%			
0%			
	Dual Language		
100%			
75%			
50%			
25%			
0%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
0%			
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.

- Differentiated instruction – All teachers at I.S 218 use data and student educational history to both drive and differentiate instruction. Differentiated instruction for students receiving service for 4 to 6 years will have support through differentiated instruction through one or several of the following: tiered questioning, visual and/or audio aids, graphic organizers, interactive lessons, and hands on

## 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?

## **A Programming and Scheduling Information**

## **B. Programming and Scheduling Information--Continued**

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### Assessment Analysis Implications for LAP in English Language Arts Area

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

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

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

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

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

In addition to the aforementioned, there is an intensive and organized test preparation and test practice program which carefully aligns to last year's test and concentrates on reading comprehension skills. Test preparation is also aligned to a specific, designated strategy/skill of the week. The James P. Sinnott Magnet School, I.S.218 literacy team supervises and coordinates this program, and utilizes specific material that focuses on skill development. This program, in conjunction with our coordinated classroom instruction, helps teachers focus instruction and students improve skills. Students are grouped by cohort, which allows for the identification of "hot list" students who are on

## B. Programming and Scheduling Information--Continued

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## 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:

### D. Professional Development and Support for School Staff

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

Professional Development:

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

- During school year 2011 – 2012, we will participated in the Structured SIFE Solutions Grant and professional development will be offered on a continuous and ongoing basis for Destination Math, the Pre – Literacy Program, and the Achieve 3000 Literacy Program.
- A pacing calendar, and lessons are developed to incorporate the new content.
- During school year 2011 – 2012, teachers received professional development in the use of technology (iTeach iLearn). Adaptive and multisensory strategies will be explored in professional development.
- During school year 2011 – 2012 we will have ongoing workshops and study groups on differentiated education that will continue through out the school year. A component will be assessment of ELL students, the academic needs of ELL students, as well as using data to monitor academic progress.
- During school year 2011 – 2012, Sinnott administered the Gates MacGinitie Reading Examination as well as the Qualitative Reading Inventory IV. One The Gates MacGinitie Grade Equivalents showed the average English Language Learner to be two or more years below reading level and there was a great disparity between the vocabulary and comprehension subtest. Sinnott's current math students' results mirror those of literacy. The majority of the Long Term English Language Learners and SIFE students didn't meet the standards. To that end we plan to stress vocabulary development during professional development.

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

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

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

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

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

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

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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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?

**Assessment Analysis**  **Implications for LAP in English Language Arts Area**

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

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

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

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

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

In addition to the aforementioned, there is an intensive and organized test preparation and test practice program which carefully aligns to last year's test and concentrates on reading comprehension skills. Test preparation is also aligned to a specific, designated strategy/skill of the week. The James P. Sinnott Magnet School, I.S.218 literacy team supervises and coordinates this program, and utilizes specific material that focuses on skill development. This program, in conjunction with our coordinated classroom instruction, helps teachers focus instruction and students improve skills. Students are grouped by cohort, which allows for the identification of "hot list" students who are on

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## 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.

School leadership and teachers use the results of the periodic assessment to drive instruction. At IS 218 we have an instructional cabinet, consisting of the principal, assistant principals, and teachers. The cabinet has coordinated a data team, which includes team leaders according to grade and subject. The data team meets to interpret data and implement a plan of action. The team discusses all student data with focuses on all subgroups, including ELLs. The team leaders report back to teachers of the same subject and grade level.

At IS 218 we have a freestanding ESL program. Students are provided with approximately 25% native language support during English language instruction. The native language is used to support to enrich comprehension. Support may include the following: assessment in native language, novels in the native language, dictionaries, computer literacy programs (Achieve 3000), and translations of instructions or other content, among others.

## 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.

Professional Development:

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

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- A pacing calendar, and lessons are developed to incorporate the new content.
- During school year 2011 – 2012, teachers received professional development in the use of technology (iTeach iLearn). Adaptive and multisensory strategies will be explored in professional development.
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Sinnott Magnet School. I. S. 218 sponsors an open house session during which parents have the opportunity to meet the teachers. Precisely because Sinnott recognizes the importance of family and community involvement, parents of ELLs are invited to an orientation. Parents have the opportunity to view a video in their native language where the ESL program is explained and there is an opportunity for dialogue. The District offers periodic parent orientation as well. Parents are informed of school expectations for both parents and students. They are informed of all the support programs that exist in the school and community /district to help students succeed such as:

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

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

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

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

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

If translation is needed we contact a staff member who speaks that language. Pedagogues and staff at IS 218 speak Spanish and Bangla (predominant languages in our ELL population). The qualifications of these interpreters is that they are often native speakers, they are bi-lingual. If a parent speaks a language that there is no interpreter in the school, we contact the NYC Translation unit for assistance.

# 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)							9	11	6					26
Intermediate(I)							7	6	13					26
Advanced (A)							10	15	7					32
Total	0	0	0	0	0	0	26	32	26	0	0	0	0	84

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							5	8	4				
	I							3	3	4				
	A							11	8	10				
	P							6	2	8				
READING/ WRITING	B							8	10	5				
	I							4	6	14				
	A							9	12	7				
	P							1	3	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	11	6	0	0	17
7	18	4	1	0	23
8	6	6	0	0	12
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	5	0	9	0	4	0	0	0	18
7	6	0	18	0	3	0	0	0	27
8	6	0	11	0	2	0	0	0	19
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	4	4	18	0					26
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.

Apart from the LAB-R and the NYSESLAT, ELLs are given a periodic assessment designed specifically for them in early October and in the spring. This assessment is used as a tool for driving instruction and to prepare students for the NYSESLAT test. The data helps teachers to identify which standards and performance indicators students are performing well on, and those that needs immediate attention. It also helps teachers to predict students score on the NYSESLAT.

The year we gave 10 students the LAB-R. Of these students 5 have are native speakers of Spanish and 5 are native speakers of Bengali. Tests were submitted and scores are pending.

Based on NYSESLAT scores in listening and speaking components 23.6% of our ELL population are still beginners, 13.9% are intermediate, 40.3% are advanced and 22.2 % are proficient. In the same components 24.0 of of 6th graders, 9.5% of 7th graders and 30.8% of 8th graders are proficient. The data also shows that most of our students are performing at the advanced or proficient levels in listening and speaking. In the reading and writing components 33.3% of our ELL population are advanced, 28.6% are intermediate and 27.4% are beginners. In the same components 3.8% of 6th graders, 9.4% of 7th graders, and 0% of 8th graders are proficient. This data provides us with the information that we need to plan our instruction for our ELLs. We are using the programs that are available in our school to focus on improving instruction in the reading and writing components.

The patterns discovered across NYSESLAT modalities-reading/writing and listening/speaking-will affect instructional decisions at our school. The ELA teachers assigned to ELL classes, along with the literacy coach, will use the patterns to make instructional decisions in literacy and differentiated instruction using ESL methodology and strategies.

Based on the NYSESLAT scores ELA teachers of ELLs identify patterns across proficiencies and grades. The following patterns have been identified: In comparison to listening and speaking, our ELLs are less proficient in reading in writing. 27.4% of students are beginners in reading and writing, while only 23.6% are beginners in listening and speaking. In the same components, 40% are advanced in listening, while only 33.3% are advanced in reading in writing. This again demonstrates the pattern of difference in proficiency between the areas of listening and speaking and reading and writing. We also see a pattern across grades for reading and writing. Our 7th graders out-perform our 8th and 6th grader in this same area, with 9.4% of our 7th graders reaching proficiency, while 6th grade is 3.8% proficient and 8th grade is 0% proficient.

Math test scores reveal that the results are basically the same for students who take the Math test in English (showing a slight edge) when compared to the students who take the test in their Native Language. Students usually have the advantage of using both english and native language versions of the test based on NYS testing regulations. Periodic assessments in Math are usually given in the students native language if that is the preference. The data gathered from such an assessment is used to compare the students to their peers and used 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.

School leadership and teachers use the results of the periodic assessment to drive instruction. At IS 218 we have an instructional cabinet, consisting of the principal, assistant principals, and teachers. The cabinet has coordinated a data team, which includes team leaders according to grade and subject. The data team meets to interpret data and implement a plan of action. The team discusses all student data with focuses on all subgroups, including ELLs. The team leaders report back to teachers of the same subject and grade level.

At IS 218 we have a freestanding ESL program. Students are provided with approximately 25% native language support during English language instruction. The native language is used to support to enrich comprehension. Support may include the following: assessment in native language, novels in the native language, dictionaries, computer literacy programs (Achieve 3000), and translations of instructions or other content, among others.

## Part VI: LAP Assurances

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

**School Name:** \_\_\_\_\_ **School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 19k218      **School Name:** James P. Sinnott Magnet School

**Cluster:** 2      **Network:** CFN 210

**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**

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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.

To assess our school's written translation and oral interpretation needs, records of the languages spoken by parents are maintained and accessed through ATS, ARIS, Home Language Surveys (kept in student files), and emergency cards (kept in the main office). Additionally, parents are asked to complete a language preference form upon registration (kept in student files) in order to quickly determine the language needs of our parents.

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 our data, we know that our school has parents who speak the following languages: Arabic, Bengali, Spanish, French, Haitian Creole, Dutch and Urdu. Parents were in need in both oral and written translation. Assistant Principals/ESL teachers will share this information with teachers as well as provide them with translated materials and arranged for oral translation services. Grade Six has the following home language breakdown: Arabic - 1, Bengali - 26, Spanish - 35. Grade Seven has the following home language breakdown: Arabic - 2, Bengali - 26, Haitian Creole - 1, Spanish - 38, Swahili - 1, Yoruba - 1. Grade Eight has the following home language breakdown - Arabic - 1, Bengali - 25, Spanish - 25. This information was shared by administration and ESL teachers at faculty conferences, team meetings, common planning meetings, ELL committee meetings, and given directly to the parent coordinator.

## Part B: Strategies and Activities

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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.

Our school will provide the following translation services:

Written documents in the students' and/or parents' native language

Workshops held in Spanish.

Parental notification documents are provided in the languages previously identified as spoken by our parents .

Spanish speaking staff members make or receive phone calls.

Students who speak Bengali volunteer to translate for parents who do not speak English.

Outside Bengali contractor will provide services during open house, parent teacher conferences, and school meetings.

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

Spanish speaking staff members provide for native language oral interpretation. At this point we do not have an in house Bengali interpreter. However, our needs are met by an outside contractor. The school was allotted \$1,364 for Title I translation monies which was used to purchase the services of a Bengali translator for open school, parent teacher conferences and parent meetings.

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>.

Our school fulfills Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services by:

Posting a sign in our main office in the languages spoken by our parents notifying them of the availability of interpretation services.

Providing our parents with the Department of Education's Parent's Bill of Rights in all languages needed.

Providing interpreters at parent-teacher conferences and other important meeting and/or events.

Providing access the Translation and Interpretation Unit's phone services.

Providing students and parents with our schools safety plans and procedures in the appropriate languages.

## 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: <u>IS 218</u>	DBN: <u>19K218</u>
Cluster Leader: <u>Mr. Amundsen</u>	Network Leader: <u>Ms. Brucella</u>
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 checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>85</u> 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: <u>6</u> # of certified ESL/Bilingual teachers: <u>2</u> # of content area teachers: <u>4</u>

## 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: An analysis of the data for English Language Learners at I.S. 218 on the 2010-2011 New York State Test for ELA indicates that 5% of our ELL students performed at Level 3. 52% performed at Level 1. A comparison of the 2011-2012 and the 2009-2010 New York State ELA test results shows that the number of students performing at level 3 decreased by 34%. The students performing at Level 1 increased by 8%. Both the Predictives and the NYS Exams when analyzed at the standard level point to challenges in non fiction .Sinnott wants to reverse these trends during school year 2011-2012 by providing support for the ELLs

In Math 23% of ELLs scored Levels 3 and 4. 21% gained Level 1's. A comparison of the 2011-2012 and the 2009-2010 New York State Math test results shows that the number of students performing at level 3 decreased by 5%. The students performing at Level 1 stayed the same. An analysis of student work showed that students performed poorly on the questions that required written responses. Students who participate in the program will be exposed to questions that require them to explain their answers.

The proposed program will utilize an After School Program. The program will begin in November 2011 and end in February 2012. Students will receive instruction during 90 minute academic sessions on Tuesdays and Wednesdays from 3:00 pm – 4:30 pm. The proposed program will utilize Maria Calderon's Rigor Program for beginners .Teachers who were trained in the use of the Pre-Literacy Program will provide the instruction. nstruction will focus on academic vocabulary, grammar and comprehension skills. The HELP PROGRAM will be the math component. Instruction will be provided by teachers who have been trained in the use of the program . The emphasis will be on areas of weakness identified by the analysis of data from Common Formative assessments and Acuity Periodic assessments.

There will be two classes on each grade level and students will receive instruction in both ELA and Math Students will be in 6 classes with a minimum of ten students. Classes with beginners are small so that these students can benefit from the individualized attention that is targeted to their specific needs. Students will also be exposed to test prep materials provided by the school.

ELA Teachers: Ms. Bethel

ESL Teachers: Ms. Zachary, Ms. Bell

Math Teachers: Ms. Glover, Ms. Baxter and Mr. Herbert

## 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

## Part C: Professional Development

- topics to be covered
- name of provider

Begin description here: The main initiative supported by Professional Development at Sinnott during school year 2011-2012 includes adapting the Common Core Learning Standards. The standards will be unwrapped, and gaps identified. In alignment with the New York City Instructional Expectations, the bundles will be reviewed and performance based assessments will be created along with corresponding instructional units. Professional development will be geared to enable English Language Learners to reach these rigorous standards.

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

Professional development has had a significant focus on the need for development of science and social studies skills. Common Core Learning Standards emphasize the need for vocabulary development in both social studies and science as well as academic vocabulary. As such, professional development has been used to form a collaborative effort between the ESL teacher and his/her science and social studies counterparts. Professional development is dedicated to improving the level of instruction for all our students. The ESL teachers attend monthly workshops facilitated through the CFN partnership. The ESL teachers will turnkey the information received at the workshops to other pedagogues in the school during faculty conferences and /or grade level meetings.

The ESL teacher meets regularly with the classroom teachers to help the classroom teacher better understand the needs of the ELLs. A partnership between the ESL teacher and the classroom teacher is formed in order to help close the gap between the ELL student and his mainstream counterpart.

Professional development activities are at no cost to Title III program. The plan includes opportunities for teacher training that are in school and /or provided through the CFN partnership. More specifically, the following Professional Development activities will be part of the program:

- The literacy and math coaches will meet with the ESL teachers once a month to review work generated from the program and provide support for administering Performance Diagnostic tests and interpreting student data.
- The literacy and math coaches will review student data to support teachers identify resources, create customized tests and assign coursework material to meet the needs of ELLs. These joint efforts will support classroom instruction that is aligned with school goals for ELLs.
- Professional Development sessions will address topics that support the instructional program for ELLs:

Month Topic

September Common Core Learning Standards

October Data Review & Goal Setting

December Creation of Performance Based Assessments

January Creation of CCLS Unit

February Reviewing Student Work

March Academic Vocabulary

April Best Practices for ELLS

### Part C: Professional Development

May [ELL Evaluations/NYSESLAT](#)

June [Goal Review](#)

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

- [Morning Tutorial Program](#)
- [Extra Interventions – 37½ minute](#)
- [SIFE Program](#)
- [After School Instruction](#)
- [Saturday Programs](#)
- [Bilingual Program Options](#)

[Title III Supplementary Program Parents will be invited to visit the student extended day program and participate in a breakfast meeting at no cost to Title III. During this time, students will engage in the celebration phase of the writing process by sharing completed projects and assignments with parents. The languages of service will be English and Spanish. In addition, the programs utilized by the students have a technology component. A technology workshop will be held to familiarize the parents with these programs. Students will teach the parents how the programs work. It is hoped that the students will then continue to use them on their own at home. This workshop will be held in February. The languages of service will be English and Spanish. Parents will be invited to accompany students on trips. Trips will take place in the spring. The languages of service will be English and Spanish. Parents of ELLs are invited to all school wide events throughout the year. A parent survey/questionnaire is used to survey the needs of parents early in the school year.](#)

[The Parent Coordinator works with community organizations, hospitals and city agencies to conduct and prepare workshops. Workshops and parent meetings are designed to meet the interests and needs of the parents. Often these reflect community issues, young adult concerns and academic planning including high school selection process and college preparations. Parent participation is documented through attendance records. Special events are conducted throughout the year to support and celebrate student achievements. Parents participate in these celebrations as well as other cultural events](#)

**Part D: Parental Engagement Activities**

conducted for parents and students together.

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

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

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

