



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME : SALOME URENA DE HENRIQUEZ SCHOOL**

**06M218**

**PRINCIPAL: JUNE BARNETT**

**EMAIL: JBARNETT@SCHOOLS.NYC.GOV**

**SUPERINTENDENT: ELSA NUNEZ**

**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
June Barnett	*Principal or Designee	
Joseph D'Urso	*UFT Chapter Leader or Designee	
Melina Sanchez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Migdalia Torres	CBO Representative, if applicable	
Sharon Rubin	Member/UFT	
Basilios Pipinos	Member/UFT	
Jennifer Archibald	Member/UFT	
Rosanna Bonilla	Member/PTA	
Lesbia Reyes	Member/PTA	
Liset Cervantes	Member/PTA	
	Member/	

## **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 - English Language Arts (ELA)**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
By June 2012 5% of the three sub groups identified: special education students, Hispanic students in the lowest third, and English Language Learners (ELLs) -- will demonstrate 1.5 years of progress on the New York State ELA exam.

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

A review of the New York State 2011 ELA scores along with an analysis of the three sub group's (special education students, ELLs, and Hispanic students in the lowest third) performance on the state assessment reflect a need for literacy intervention to decrease the numbers of students performing at low level 2, along with those who are repeating the grade as a result of scoring level 1 following their attendance at summer school and retaking the promotion assessment. Below are three separate tables for grades 6, 7, and 8 that reflects the performance of each sub group on the ELA, Math and NYSESLAT for the 2010-2011 school year.

<b>6<sup>th</sup> Grade</b>	<b># Students</b>	<b>Proficient ELA</b>	<b>Proficient ELA (%)</b>	<b>Proficient Math</b>	<b>Proficient Math (%)</b>	<b>Advanced NYSESLAT</b>	<b>Advanced NYSESLAT (%)</b>
Total Students	97	17	17.5%	35	36.1%		
ELL	50	0	0.0%	9	18.0%	18	36.0%
Sp. Ed.	24	4	16.7%	9	37.5%		
Bottom Third – ELA	30	2	6.7%	8	25.7%		
Bottom Third - Math	37	2	5.4%	4	10.8%		

<b>7<sup>th</sup> Grade</b>	<b># Students</b>	<b>Proficient ELA</b>	<b>Proficient ELA (%)</b>	<b>Proficient Math</b>	<b>Proficient Math (%)</b>	<b>Advanced NYSESLAT</b>	<b>Advanced NYSESLAT (%)</b>
Total Students	121	13	10.7%	35	28.9%		
ELL	53	0	0.0%	9	17.0%	23	43.4%
Sp. Ed.	30	2	6.7%	7	23.3%		
Bottom Third – ELA	28	1	3.6%	3	10.7%		
Bottom Third - Math	43	4	9.3%	2	4.7%		

<b>8<sup>th</sup> Grade</b>	<b># Students</b>	<b>Proficient ELA</b>	<b>Proficient ELA (%)</b>	<b>Proficient Math</b>	<b>Proficient Math (%)</b>	<b>Advanced NYSESLAT</b>	<b>Advanced NYSESLAT (%)</b>
Total Students	126	19	15.1%	47	37.3%		
ELL	51	0	0.0%	3	5.9%	10	19.6%
Sp. Ed.	29	0	0.0%	4	13.8%		
Bottom Third – ELA	30	0	0.0%	5	16.7%		
Bottom Third - Math	35	1	2.9%	4	11.4%		

The above data reflects our school having a large representation of students in each sub group as the totals below show:

Special ed. Students -- 83	English Language Learners -- 154	Bottom Third/ELA -- 88	Bottom Third/Math -- 115
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After analyzing the results of the NYSESLAT and New York State ELA exam, report cards for class grades, assessment records (running records, Teaching Matters writing assessments, and baselines given in September and June) we determined that many of our students in the bottom third who performed at low level 2 were long term ELLs; and across the grades were 0.0% proficient in ELA. Upon reviewing Achieve 3000 data for the year it was also determined that students' slow growth on this research approved web based literacy program was hindered by students' inconsistent application of it. Conference notes and other teacher observation noted that students were not interested in reading, and often did not have assistance at home in doing their homework because parents did not speak or read English and could not assist with the assignments.

Further review of the test results for the ELA, along with the feedback from teachers on the Faculty who participated in grading the state test revealed that our students performed weakest in the areas of gathering meaning from written text, comparing written materials in preparation for writing an extended narrative response, supporting their position with details from the text, and defining vocabulary words and phrases as part of making meaning. Students results by modalities on the NYSESLAT reflect that while students results for the listening and speaking portion of the test were low, they were better than the reading and writing sections of the test which called for greater critical thinking and making meaning based on their acquisition of academic language.

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

Strategies now in place that had been part of our year long plan begun in 2010-2011 to address the needs of our sub groups include:

1. The English Language Arts and Social Studies Departments have been combined into a Humanities Department with curriculum now being facilitated by two teachers working together to support students as a collaborative team
2. School wide block scheduling programs are in place that provide triple and double blocks of instructional time (135 minutes and 90 minutes) weekly to dedicate time for deeper instruction and student comprehension
3. Additional content teachers (ELA and Social Studies) were hired to support the Humanities Department
4. Decrease in total number of students teachers are assigned in their schedule -- teachers schedule reflect responsibility for two classes only to ensure time is provided them to give increased attention to their students
5. Teaching Matters consultant in place to provide on-site professional development to Humanities Department
6. Curriculum Maps that reflect the two content areas have been developed to ensure interdisciplinary lessons that equitable represent ELA and Social Studies
7. Aggressive strategies to ensure the use of Achieve 3000 by students will be utilized by all faculty in order to increase vocabulary development and build reading stamina
8. Formative assessments during units of studies and summative assessments every two months will be utilized to track students' progress.
9. Interactive workshops on the new Common Core State Standards as they apply to the sub groups

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parent involvement to increase students' performance levels on the State ELA assessment is crucial to our goal's success. We will provide parents with the following:

1. Title 1 funds will be used to purchase a desk top and a lap top computer for parents to use when on school premises to log on to the ARIS Parent Link that they may track their students' progress
2. Training on Achieve 3000 will be facilitated four times in the school year to ensure parents awareness of the program
3. Translated communication on the schools intervention plans for these identified sub groups will be on-going
4. In tandem with the ELL and Special Ed. teachers on staff parents of ELLs and Special Ed. will be offered workshops on strategies for working with their children on literacy at home.

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

- Describe 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, in order to achieve this goal.

I.S. 218's staff is highly qualified as determined by their NYS certification. However, the following will be in place for all staff:

- On-going workshops by Teaching Matters Inc. to support the units of studies
- Inter-visitation to observe proficient and distinguished teachers teaching
- Differentiated professional development opportunities facilitated by the ELL Department of the DOE to support teachers understanding of the skills and strategies necessary to support students of these three sub groups.
- A study group for ELLs and Sp. Ed. teachers with the text: *Teaching and Learning in Two Languages* by Eugene E. Garcia

**Service and program coordination**

- Describe 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.

Service and program coordination in support of students in these sub groups will include:

- Our community based organization partner, Children's Aid Society has developed in collaboration with us a civic and government program to support students' understanding of community leadership to instill pride and awareness
- Under the homeless and shelter program of NYC students presently in shelter are supported with metro cards, school uniforms, etc. to ensure their attendance daily at school

**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.

Fiscal and human resources that will be used to achieve this goal include:

1. Title III funds to pay per session for faculty working after school
2. Tax Levy funds to support a Saturday program for holdover students
3. Fair Student Funding to purchase leveled trade books across genres
4. Title III funds to purchase additional professional development for faculty on data and assessment

## 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**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
By June 2012 90% of our Inquiry Teams will utilize an action research approach to study students' work and then write differentiated lesson plans that address the research findings. This will be done to support the performance of the students in the two sub groups -- special education, bottom third, and English Language Learners -- who will make a year of progress as measured on the New York State ELA exam.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The identified need that generated this goal is based on the Quality Review findings following our school's review on November 21 and 22, 2011. Our school received a rating of Proficient; the reviewer noted in the 'Areas for Improvement' section, however, that the school needs to:

- "Deepen inquiry work across teacher teams so that the teams consistently analyze student work to gauge the effectiveness of pedagogical approaches, student groupings and use of resources."

We agree with the findings and acknowledge our diverse student body whose academic ability and subsequent growth must be assessed systematically to ensure that all students' academic weaknesses, trends, and modalities of learning are addressed in the planning of instruction by faculty. This need is further reflected in the diverse at-risk sub groups of students presently on register as noted on the table below:

	Total Students	Over Age		Repeating Grade		ELL		Sp. Ed.		SIFE	
6th Grade	97	46	47.4%	10	10.3%	50	51.5%	24	24.7%	17	17.5%
7th Grade	121	49	40.5%	6	5.0%	53	43.8%	30	24.8%	9	7.4%
8th Grade	126	44	34.9%	3	2.4%	51	40.5%	29	23.0%	9	7.1%

Following the Quality Review recommendations teachers' lesson plans will be collected by the principal weekly by content across grades to ensure that pacing is in place, and to assess their correlation to the Common Core standards. Particular attention will be paid to:

- Differentiation strategies for the sub groups
- Differentiation in task and instructional materials
- Questioning Strategies
- Lesson Structure

Following the review of the lesson plan written feedback will be provided to the teacher, along with an opportunity to discuss the particulars in detail at an informal conference. Big ideas and patterns identified by the principal will be the basis for conversations at the weekly Curriculum Department meetings. The Danielson's rubric on Designing Coherent Instruction in Domain 1 (1e) and Questioning Strategies in Domain 3 (3b) will be used to assess teachers' progress in writing standards based lesson plans that address the deficits found in the Inquiry Team assessment of students' work.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

To support teachers in this process the following will be facilitated:

1. The Inquiry Teams will meet every Monday after dismissal as determined by the SBO vote
2. The Data Specialist will monitor and record weekly each Tuesday following the Monday Inquiry Team meeting a variety of data and enter information into ARIS regarding school wide initiatives and agreements on practices related to data gathering and lesson formulation
3. Teachers using ARIS school communities will share assessment results, reflections from student noticings, and successful instructional methods used with the three sub groups
4. Professional Development on data and lesson correlation will be facilitated by data specialist, Dr. Bill Heller from Teaching Matters for all faculty
5. Teams will work collaboratively to develop lesson plans across content using the Understanding by Design template
6. The Common Core Standards will be embedded into each lesson to ensure rigor, and that an assessment component is in place for each lesson developed by the teachers
7. Inter visitations to observe groupings, methodologies, differentiation of materials and tasks will be regularly scheduled

8. The literacy coordinator will work with teams horizontally and vertically to provide support as teams map out interdisciplinary units and plan formative and summative assessments
9. Informal observations using Charlotte Danielson's Effective Teaching Rubric, along with formal observations will provide feedback for the planning and facilitation of lessons presented to the sub groups
10. Teacher reflection sheets following lessons observed in colleagues classrooms or lessons taught will be discussed and shared as informal assessment

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

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

To support the successful implementation of this goal the following activities will be provided to support our parents:

1. Parents will participate in a series of four workshops in November, January, March, and May that will be facilitated by the literacy coach and other teacher leaders to review the Common Core State Standards and its importance for parents and students to understand how it will impact the 2012 New York State exams in mathematics, science and English Language Arts.
2. We will continue with our 'Student for a Day' program that invites parents to follow their child's academic program for a half day. This calls for parents to take on the role of student and actively participate in the class as a student in order that they understand the level of performance expected from the student, as well as having the opportunity to observe the New York State Standards in action, and observe/assess their child's teachers.
3. The Parent Coordinator will hold a series of three Literacy Book Clubs in January, February, and April for parents who will read, discuss, reflect, and write Reader's Responses to the text. This is yet another way that we will provide parents with experiences that emulates the activities their children participate in during class.

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

- Describe 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, in order to achieve this goal.

I.S. 218's staff is highly qualified as determined by their NYS certification. However, the following will be in place for all staff:

- On-going workshops by Teaching Matters Inc. to support lesson development for the units of studies
- Inter-visitation and mentoring of developing faculty by distinguished faculty to support proficiency in lesson planning by all
- Differentiated professional development opportunities facilitated by the ELL Department of the DOE to support teachers

understanding of the skills and strategies necessary to support students of these three sub groups.

- A study group for ELLs and Sp. Ed. teachers with the text: *Curriculum 21: Essential Education for a Changing World* edited by Heidi Hayes Jacobs

**Service and program coordination**

- Describe 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.

Service and program coordination in support of students in these sub groups will include:

- Our community based organization partner, Children’s Aid Society which is state and federally funded has several diverse programs to match our students’ needs. Programs include an After School Program that supports students in completing homework, as well as strengthen their social and academic awareness and interest through visiting artists programs, field trips, and project based learning. These experiences helps to establish points of reference and background knowledge for students as they are able to make connections between their learning in and out of the classroom.

**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.

The following funding streams will be used to support this work:

- Inquiry Team funding to pay for study group books
- Title I for professional development in lesson planning using UbD template
- OTPS
- Title III to purchase books for parent Book Club

**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**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2011 we will have in place a refined system of intervention services that will support our progress towards closing the achievement gap by 10% for all students school wide.

**Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The identified need that generated this goal is based on the Quality Review findings following our school’s review on November 21 and 22, 2011. Our school received a rating of Proficient; the reviewer noted in the ‘Areas for Improvement’ section, however, that the school needs to:

- “Deepen instructional practice so that the delivery of lessons, across the school, consistently include effective questioning that elicits higher-order thinking, extends learning, and offers suitable challenges for all students.”

We are in agreement and had begun a school wide plan in the last school year to restructure our literacy program to support all content as our scores on the 2010 New York State assessment in ELA and mathematics reflect a need to increase the rigor in the instructional format and provide instruction that allows students to increase their performance as indicated on our 2011 Progress Report. The table below is a representation of the data:

**2010-2011 New York State Assessment Results**

	ELA Level 1		ELA Level 2		ELA Level 3		ELA Level 4	
6th Grade	36	37.1%	31	32.0%	16	16.5%	1	1.0%
7th Grade	37	30.6%	61	50.4%	13	10.7%	0	0.0%
8th Grade	17	13.5%	72	57.1%	19	15.1%	0	0.0%

	Math Level 1		Math Level 2		Math Level 3		Math Level 4	
6th Grade	14	14.4%	43	44.3%	32	33.0%	3	3.1%
7th Grade	19	15.7%	61	50.4%	32	26.4%	3	2.5%
8th Grade	22	17.5%	50	39.7%	40	31.7%	7	5.6%

Our baseline assessments across content areas, unit test and quizzes, and summative assessment supports our belief that our students perform best at the basic level of comprehension, and are sporadic in their ability to perform well in areas requiring higher-order/critical thinking skills. When we looked at the ethnicity of our students we found that African American students did significantly better than students from Hispanic ethnicity. This has been consistent over the last three years and reflects our need to provide additional instructional support for ELLs, Special Education students and Hispanics at the bottom third.

Looking at our overall scores in ELA and Mathematics across grades between 30 and 37% of our students are at level 1. While 30 to 50% of other students are at level 2. Assessing the needed skills across content: most of our students are unable to skillfully maneuver in science hands-on activities that require a sense of thinking on ones feet or applying prior knowledge to a new task. In ELA students are not yet able to fully analyze text and make meaning from comparative literature or write with stamina. In math students must continue working on algebraic expressions, statistics and probability.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

Intervention classes are programmed into the school day in order that it is fully supported by the faculty and staff in the building. Teachers use the baseline and other assessment reports to develop SMART goal groups for students and identify target areas to be addressed during guided small group instruction. Based on the data students were organized into intervention groups by faculty to support intervention strategies that include:

1. Content Journals
2. Reader's Response Notebooks,
3. Achieve 3000 and Read 180 supplementary literacy programs (utilized school wide)
4. Conference Notes
5. Running Records
6. Teacher made quizzes, spelling tests
7. Daily reading of non-fiction text during Advisor each morning

- 8. Weekly Assessment Friday across grades and content
- 9. Vocabulary Word Wall
- 10. Leveled libraries in each Humanities classroom

Extended Day is provided by our Supplemental Educational Services provider BELL that facilitates small group tutorials three times weekly for three hours. Faculty on our Table of Organization works for the BELL program and are able to continue intervention with their students during the SES tutorial time. We also have in place Saturday Intervention for ELLs that include additional academic support for students held over. Through our Book Club we also provide enrichment for our on level students who also need to be moved to a higher performance level.

Timeline for implementation is as follows:

- 1. September/October -- Initial baseline assessment administered and placement in SMART Goal group
- 2. November/March -- Administration of mini assessments for each skill taught so that teachers can chart intervention success every three weeks.
- 3. April/May -- End of term review of student work and progress made in total. Post benchmark assessment is re-administered.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - 1. The Parent Coordinator will hold a series of three workshops on ARIS Parent Link in January, February, and April for parents who will learn how to track their child's growth and develop soft skills on how to support their child at home with literacy and math.

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

- Describe 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, in order to achieve this goal.
 

I.S. 218's staff is highly qualified as determined by their NYS certification. However, the following will be in place for all staff:

  - On-going professional development by Achieve 3000 and Read 180
  - Training for teachers on administering a QRI, running record, or DRA

**Service and program coordination**

- Describe 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.

With support from our community based organization, Children's Aid Society who will work alongside our guidance counselor and

Parent Coordinator we will facilitate the following support:

- Crisis Intervention during school by Wellness Clinic social workers
- Advisory classes on social/emotional wellness that includes: bullying, studying techniques, peer pressure, etc.

**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.

The following funding streams will be used:

1. Teacher release time funded by Fair Student Funding
2. Mentoring/planning funded by Fair Student Funding
3. Substitute coverage funded by Title III
4. Consultant Fee/Teaching Matters funded by Title III

### 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**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012 there will be a 25% increase in student performance and movement to the level of advance in grades 7 and 8 as reflected on the NYSESLAT assessments administered in May.

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

	<b>NYSESLAT Beginning</b>		<b>NYSESLAT Intermediate</b>		<b>NYSESLAT Advanced</b>		<b>NYSESLAT Proficient</b>	
6th Grade	15	15.5%	15	15.5%	25	25.8%	11	11.3%
7th Grade	11	9.1%	18	14.9%	12	9.9%	3	2.5%
8th Grade	25	19.8%	15	11.9%	8	6.3%	6	4.8%

The above table reflects our need to address the lack of strong performance by our students on the NYSESLAT. Of great concern is our grade 8 students who are performing at 6.3% for the advance level and 4.8% for the proficient level. We know this will be a hardship for them as they transition into high school with the anticipation of them having to perform well on the various regents assessments.

A major factor why students continue to perform low on the NYSESLAT is due to the constant transient state of our families. The constant coming and going to and from the Dominican Republic where most of our students' families originate causes a constant fluctuation on the abilities and accomplishment of our students. Frequently, students do not start the school year the first week of September, but arrive to school at the end of September or beginning of October from the Dominican Republic. During the school year following Spring Break or Mid-Winter Recess letters must be sent home to parents reminding them that students must be back in school the first date back from holiday. We have been actively working with our parents with support from Children's Aid Society to educate parents on the importance of students having constancy in their educational life. This lack of constancy is evident in the scores from the NYSESLAT.

Likewise, students identified for ESL services are resistant in attending due to their incorrect perception of being a bilingual student which is considered a social handicap by the students. Coupled with the fact that parents do not speak English at home and are unable to assist their child with homework assignments makes for a difficult learning experience for students.

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- Students will be provided in their classrooms with listening centers where they can practice their English by listening, speaking and reading text as they follow the audio
- With the use of Worldly Wise – a vocabulary study program students will be immersed in daily vocabulary study
- Word Banks and students personal ‘word walls’ will be instituted school wide to support students journal writing
- Baselines of the NYSESLAT will be administered at the beginning of the school year and at the end.
- Interim assessments and summative assessments will be used to track students’ growth bimonthly.
- Accountable Talk will be utilized in all classes to develop students talking aloud and having meaningful conversations
- Read Alouds will be utilized as part of the workshop model’s lesson flow
- Professional Development in September, November, February, and March will be facilitated to support teachers lesson planning and curriculum focus as it relates to bilingual students

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- The Parent Coordinator will hold a series of three Literacy Book Clubs in January, February, and April for parents who will read, discuss, reflect, and write Reader’s Responses to the text. This is yet another way that we will provide parents with experiences that emulates the activities their children participate in during class.
- Parents will participate in a series of four workshops in November, January, March, and May that will be facilitated by the literacy coach and other teacher leaders to review the Common Core State Standards and its importance for parents and students to understand how it will impact the 2012 New York State exams in mathematics, science and English Language Arts

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

- Describe 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, in order to achieve this goal.

I.S. 218’s staff is highly qualified as determined by their NYS certification. However, the following will be in place for all staff:
- On-going professional development by Achieve 3000 and Read 180
- Training for teachers on administering a QRI, running record, or DRA

**Service and program coordination**

- Describe 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.

Service and program coordination in support of students in these sub groups will include:

- Our community based organization partner, Children's Aid Society has developed in collaboration with us a civic and government program to support students' understanding of community leadership to instill pride and awareness
- The After school program provided by Children's Aid Society will transition students after school into a homework help program that will provide them assistance in completing home assignments that parents are unable to assist them with.

**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.

Fiscal and human resources that will be used to achieve this goal include:

1. Title III funds to pay per session for faculty working after school
2. Tax Levy funds to support a Saturday program for holdover students
3. Fair Student Funding to purchase leveled trade books across genres
4. Title III funds to purchase additional professional development for faculty on data and assessment

### 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>	n/a	n/a	<b>n/a</b>	<b>n/a</b>	n/a	n/a	n/a	n/a
<b>5</b>	n/a	n/a	<b>n/a</b>	<b>n/a</b>	n/a	n/a	n/a	n/a
<b>6</b>	15	8	2	15	0	1	1	0
<b>7</b>	12	10	4	25	1	2	2	3
<b>8</b>	8	15	15	8	1	1	2	1
<b>9</b>	n/a	n/a	<b>n/a</b>	<b>n/a</b>	n/a	n/a	n/a	n/a
<b>10</b>	n/a	n/a	<b>n/a</b>	<b>n/a</b>	n/a	n/a	n/a	n/a
<b>11</b>	n/a	n/a	<b>n/a</b>	<b>n/a</b>	n/a	n/a	n/a	n/a
<b>12</b>	n/a	n/a	<b>n/a</b>	<b>n/a</b>	n/a	n/a	n/a	n/a

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	<ul style="list-style-type: none"> <li>• Achieve 3000</li> <li>• Read 180</li> </ul> <p style="margin-left: 20px;">During and after school</p>
Mathematics	<ul style="list-style-type: none"> <li>• Alex Computer Based Program</li> <li>• Small group instruction</li> </ul> <p style="margin-left: 20px;">During and after school</p>
Science	<ul style="list-style-type: none"> <li>• Small group instruction</li> </ul> <p style="margin-left: 20px;">Saturday Program</p>
Social Studies	<ul style="list-style-type: none"> <li>• Achieve 3000</li> <li>• Read 180</li> </ul> <p style="margin-left: 20px;">During and after school</p>
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> <li>• Crisis Intervention during the school day</li> <li>• Children’s Aid Society Wellness Center Social Workers</li> </ul> <p style="margin-left: 20px;">Throughout the school day</p>
At-risk Services provided by the School Psychologist	<ul style="list-style-type: none"> <li>• Services provided by Children’s Aid Society Psychologist               <ol style="list-style-type: none"> <li>1. Crisis Intervention</li> <li>2. Family Therapy</li> </ol> </li> </ul>
At-risk Services provided by the Social Worker	<ul style="list-style-type: none"> <li>• Special Education pre screening and intervention</li> <li>• Mandated Reporter Coordinator to Support At-Risk Students</li> </ul> <p style="margin-left: 20px;">Ongoing daily support service</p>
At-risk Health-related Services	<ul style="list-style-type: none"> <li>• Immunization Program</li> <li>• Vision Screening</li> <li>• Sex Education</li> </ul> <p style="margin-left: 20px;">Ongoing daily support service</p>

**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) TEMPLATE**

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 prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

**RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)**

**School DBN:** 06M218

**School Name:** Salome Urena de Henriquez School

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

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

**Category:**     Basic     Focused     Comprehensive

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

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

- 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.

A review of the New York State 2011 ELA scores along with an analysis of the three sub group's (special education students, LLs, and Hispanic students in the lowest third) performance on the state assessment reflect a need for literacy intervention to decrease the numbers of students performing at low level 2, along with those who are repeating the grade as a result of scoring level 1 following their attendance at summer school and retaking the promotion assessment. Below are three separate tables for grades 6, 7, and 8 that reflect the performance of each sub group on the ELA, Math and NYSESLAT for the 2010-2011 school year.

<b>6<sup>th</sup> Grade</b>	<b># Students</b>	<b>Proficient ELA</b>	<b>Proficient ELA (%)</b>	<b>Proficient Math</b>	<b>Proficient Math (%)</b>	<b>Advanced NYSESLAT</b>
Total Students	97	17	17.5%	35	36.1%	
ELL	50	0	0.0%	9	18.0%	18
Sp. Ed.	24	4	16.7%	9	37.5%	
Bottom Third – ELA	30	2	6.7%	8	25.7%	
Bottom Third - Math	37	2	5.4%	4	10.8%	

<b>7<sup>th</sup> Grade</b>	<b># Students</b>	<b>Proficient ELA</b>	<b>Proficient ELA (%)</b>	<b>Proficient Math</b>	<b>Proficient Math (%)</b>	<b>Advanced NYSESLAT</b>
Total Students	121	13	10.7%	35	28.9%	
ELL	53	0	0.0%	9	17.0%	23
Sp. Ed.	30	2	6.7%	7	23.3%	
Bottom Third – ELA	28	1	3.6%	3	10.7%	
Bottom Third - Math	43	4	9.3%	2	4.7%	

8 <sup>th</sup> Grade	# Students	Proficient ELA	Proficient ELA (%)	Proficient Math	Proficient Math (%)	Advanced NYSESLAT
Total Students	126	19	15.1%	47	37.3%	
ELL	51	0	0.0%	3	5.9%	10
Sp. Ed.	29	0	0.0%	4	13.8%	
Bottom Third – ELA	30	0	0.0%	5	16.7%	
Bottom Third - Math	35	1	2.9%	4	11.4%	

The above data reflects our school having a large representation of students in each sub group as the totals below show:

Special ed. Students – 83	English Language Learners – 154	Bottom Third/ELA – 88	Bottom Thi
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After analyzing the results of the NYSESLAT and New York State ELA exam, report cards for class grades, assessment records (running records, Teaching Matters writing assessments, and baselines given in September and June) we determined that many of our students in the bottom third who performed at low level 2 were long term ELLs; and across the grades were 0.0% proficient in ELA. Upon reviewing Achieve 3000 data for the year it was also determined that students' slow growth on this research approved web based literacy program was hindered by students' inconsistent application of it. Conference notes and other teacher observation noted that students were not interested in reading, and often did not have assistance at home in doing their homework because parents did not speak or read English and could not assist with the assignments.

Further review of the test results for the ELA, along with the feedback from teachers on the Faculty who participated in grading the state test revealed that our students performed weakest in the areas of gathering meaning from written text, comparing written materials in preparation for writing an extended narrative response, supporting their position with details from the text, and defining vocabulary words and phrases as part of making meaning. Students results by modalities on the NYSESLAT reflect that while students results for the listening and speaking portion of the test were low, they were better than the reading and writing sections of the test which called for greater critical thinking and making meaning based on their acquisition of academic language.

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.
  1. The English Language Arts and Social Studies Departments have been combined into a Humanities Department with curriculum now being facilitated by two teachers working together to support students as a collaborative team

2. School wide block scheduling programs are in place that provide triple and double blocks of instructional time (135 minutes and 90 minutes) weekly to dedicate time for deeper instruction and student comprehension
3. Additional content teachers (ELA and Social Studies) were hired to support the Humanities Department
4. Decrease in total number of students teachers are assigned in their schedule -- teachers schedule reflect responsibility for two classes only to ensure time is provided them to give increased attention to their students
5. Teaching Matters consultant in place to provide on-site professional development to Humanities Department
6. Curriculum Maps that reflect the two content areas have been developed to ensure interdisciplinary lessons that equitable represent ELA and Social Studies
7. Aggressive strategies to ensure the use of Achieve 3000 by students will be utilized by all faculty in order to increase vocabulary development and build reading stamina
8. Formative assessments during units of studies and summative assessments every two months will be utilized to track students' progress. Interactive workshops on the new Common Core State Standards as they apply to the sub groups

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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.

The following plan will be in place to provide professional development in the areas of literacy with a focus on skills and strategies for bilingual and special education training for all staff:

- On-going workshops by Teaching Matters Inc. to support the units of studies, and provide specific training on literacy development for second language learners
  - Differentiated professional development opportunities facilitated by the ELL Department of the DOE to support teachers understanding of the skills and strategies necessary to support students of these three sub groups.
  - A study group for ELLs and Sp. Ed. teachers with the text: *Teaching and Learning in Two Languages* by Eugene E. Garcia
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

For our three new teachers coming into the Department of Education as first year teachers the following will be provided:

- One-to-one mentoring by a master teacher
- Coaching during professional periods by the literacy coordinator

- Inter-visitation to observe proficient and distinguished
  - Participation in lab-site program to observe instructional planning and teaching
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.
- Letters will be sent home by back-pack to parents in English, Spanish and Arabic translations
  - The Parent Coordinator will host a series of workshops for parents to review the Progress Report, State Accountability Reports, and the NYC Department of Education's School Report Card
  - The president of the Parents Association and her executive board along with the principal will report to the parents the school's accountability standings and Progress Report status

**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>Donald Conyers/ Kathy Pelles</b>	District <b>06</b>	Borough <b>Manhattan</b>	School Number <b>218</b>
School Name <b>Salome Urena de Henriquez School</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>June Barnett</b>	Assistant Principal <b>None</b>
Coach <b>Denise Whitaker</b>	Coach <b>n/a</b>
ESL Teacher <b>Ana Perez, ESL</b>	Guidance Counselor <b>Tracey Hamer</b>
Teacher/Subject Area <b>Sara Polanco, NLA</b>	Parent <b>Melina Sanchez</b>
Teacher/Subject Area <b>Augustina Diaz/Bilingual SPED</b>	Parent Coordinator <b>Ana Perez</b>
Related Service Provider <b>Carmen Sanchez</b>	Other <b>n/a</b>
Network Leader <b>Kathy Pelles</b>	Other <b>n/a</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>4</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>2</b>	Number of special education teachers with bilingual extensions	<b>2</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>0</b>		

### D. School Demographics

Total number of students in school	<b>343</b>	Total Number of ELLs	<b>164</b>	ELLs as share of total student population (%)	<b>47.81%</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. 

The Parents of Intermediate School 218 are informed of all changes and when applicable collaborate on decisions affecting their children's education. The communication between parents and the school flows both ways and is on-going. During the parents' first visit to the school they are asked to confirm their language preference for communications between them and the school. Following this confirmation of the preferred language all communication -- monthly school calendar, Parent Teacher Conference announcements, program selection forms, and notification letters are available in Spanish for the majority of our parents, and in Arabic for the three parents who have enrolled their children at our school. The LAB-R assessment is conducted within the first 10 days of each child's registration to the school. It is the protocol to provide Spanish speaking students with the LAB-R in Spanish.

During the admission and placement process there are three identified school personnel that provide support to the parents. The Pupil Personnel Secretary provides the technical expertise in completing the registration process, and the Parent Coordinator and Community School Assistant offers assistance with the Home Language Identification Survey (HLIS), pre-determines the need for a LAB-R Assessment through informal interviews which provides information to the school about students past learning. This initial assessment is reviewed by the bililingual teacher on the team so that instructional plans are developed for the student.

At the start of the school year parents of bilingual students are invited to an orientation where they are provided an opportunity to have the school's bilingual program presented to them in order that an informed program choice is made. The information is presented orally, along with written materials and a vide presentation. After this initial meeting periodic meetings and conferences are held throughout the school year to inform parents of their child's academic growth, NYSESLAT scores and language proficiency, results from teacher made quizzes and other class assessments. During this first meeting visit, parents are guided through the process of completing the Parents' Survey by members of the Bilinigual Team. These forms are collected and kept on file at the school. For grade eight students being promoted to high school a copy is placed in their CUMs prior to the file being sent to the high school. Entitlement letters are also mailed to parents with a copy kept on file at the school.

Throughout the school year workshops are presented two months prior to the administration of the state assessments (NYSESLAT, Mathematics, Science, and English Language Arts) by members of the Bilingual Department. Overviews of each exam, as well as the skills and strategies necessary for ELLs to be successful are shared with parents so that they can guide their students preparation for these assessments at home. Most important to all our discussions with parents is the need for students to improve their writing which is the school wide goal identified as a key area for improvement.

Our parents have chosen TBE and ESL as the two programs they want for their children; and are offered at I.S. 218. In terms of trends noticed at our school both The Parent Survey and Program Selection forms refelct a strong request for English as a Second Language -- 82%, while the Bilingual Program is requested 18%.

A Dual Language Program is not one of the programs offered at I.S. 218. This reflects the fact that the feeder schools which 85% of our students articulate from do not offer a Dual Language Program.

Part A:

What is revealed by the Data patterns across proficiency levels and grades?

IS 218 looks closely at the NYSESLAT, the Periodic Assessment, ELE native language assessment and student work to analyze patterns in proficiency across language levels. An evaluation of these assessments using data from 2010 - 2011 has revealed the following trends:

Beginners: Demonstrates low levels of proficiency across all domains.

Intermediate: Sustained increase in listening and speaking. Reading comprehension increased in domain of retrieval, however continues to fall behind in critical thinking and understanding, and writing which is impacted by students' lack of vocabulary that, in the end, impedes language acquisition. Specifically, the writing shows a need to strengthen students ability to write persuasively and use detail.

Advanced: Increasing proficiency in listening and speaking. Reading comprehension increased for retrieval, but needs support in broad understanding and reflection. Improved writing but support needed in sustaining and supporting a controlling idea, academic signal words and grammar to reach proficiency

Assessment Analysis

Analysis of LAB-R and NYSESLAT results for the school (use the ATS Roster exam report for your school for this information).

Number of those scoring at the Beginners (B) level:

6th grade: 15      7th grade: 13      8th grade: 17

Number of those scoring at the Intermediate (I) level: 6th grade: 8	<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
		<input checked="" type="radio"/> 6	<input checked="" type="radio"/> 7	<input checked="" type="radio"/> 8	<input checked="" type="radio"/> 9	<input checked="" type="radio"/> 10	<input checked="" type="radio"/> 11

Number of those scoring at the Advanced (A) level:

6th grade: 36      7th grade: 16      8th grade: 9

How will patterns across the four modalities, listening, speaking, reading and writing affect instructional decisions?

IS 218 has aligned its professional development and instructional focus for 2011-2012 to respond to the trends that are evident in the data.

- All ELA and ESL teachers have received training in the Scholastic Reading Inventory. They will conduct a thorough assessment of each student in order to ascertain strengths and challenges for each student in regard to reading comprehension, fluency and independent reading level. This is conducted three times a year to compare progress and measure growth. The assessment and subsequent development of student profiles and goals supports teachers in the effort to differentiate instruction for each student. Along with the periodic assessments, this data helps teachers to target classroom instruction that extends comprehension toward critical thinking.
- The ELA and ESL departments use curriculum and receive professional development from Achieve 3000 program. The instructional approach shows respect for the struggling reader by presenting age-appropriate materials at multiple reading levels. This curricular approach benefits ELLs because lesson structures support an apprentice approach where teachers explicitly model skills/strategies or writing craft and the work period provides students with an opportunity to practice and internalize the skills. Furthermore, Achieve 3000 curriculum includes lessons in listening and speaking. Written products are preceded by oral presentations of content that help students organize their thinking and strengthen speaking skills. Similarly, teachers are exposed to read-alouds, across genre, which provide opportunities to more formally assess listening skills.
- Most important this school year is the collaborative team designed for the English Language Arts and Social Studies teachers into Humanities. This team teaching structure has been put into place to further provide scaffold, differentiation, and additional support to ELLs through the second teacher in the classroom.
- We understand that academic vocabulary is one of the largest impediments to comprehension and effective academic writing for ELLs. Professional development in 2010-2012 focuses on strengthening the school's approach to vocabulary so that it is systematic, predictable and centered on content-based concepts that help deepen and extend understanding.
- Professional development in language acquisition practices is provided for content area teachers in early mid-November/December. These essential instructional practices will be encouraged and supported through follow-up sessions and class

visits throughout the year. The sessions focus on language acquisition across all four modalities.

- We have targeted professional development in second language acquisition and differentiated instruction. All aspects of differentiating instruction for ELLs will be explored during our ongoing curriculum planning meetings. Our focus is to ensure that children continue to move through the language continuum and instruction is adjusted to meet their linguistic needs as they acquire academic content.

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?

Students in all grades are strongest in speaking while the greatest deficiencies exist in reading and writing. Listening remains deficient especially for our new arrivals. The most significant deficiency exists in writing for all students. Through this data analysis, we have designed a rigorous program/curriculum with particular emphasis in the content areas because the lack of background knowledge and content vocabulary contributes to the challenges our ELLs face in reading, writing and other content areas.

After analyzing the data we found the following pattern among our ELLs:

- NYSESLAT speaking and listening scores are high.
- NYSESLAT reading and writing scores are low.
- Most students remained at the same NYSESLAT level for three years.
- ELA proficiencies range from 1.95 to 2.98.

Describe how do the school leadership and teachers are using the results of the ELL Interim Assessments?

IS 218 utilizes several resources for data to inform instruction in classrooms with ELLs. We use the Periodic Assessment for ELLs, which is given two times during the school year. Each Assessment consists of 30 multiple choice questions and takes 45 minutes to administer.

These two assessments are designed to measure students' progress toward English Proficiency and provide teachers with detailed information about their students' strengths and weaknesses. Teachers find these assessments extremely helpful and utilize them as a guide to plan differentiated instruction. The assessment is aligned to both the NY State ESL and ELA standards.

NYSESLAT, ELE native language assessments and regular analysis of student work to guide instructional practice is also a practice relied upon by teachers to get information about student progress. Further, ELA and ESL teachers participate in weekly curriculum meetings at which the curriculum and teaching strategies is reviewed by the literacy coach to assist teachers with implementing instructional strategies that are specific to the group of students the teach. There is also the weekly Team Meetings at which data is provided by the team of teachers assigned to specific classes. Teachers are encouraged to log on to ARIS and share information on teaching skills and strategies that allows them to discuss students and share 'student noticings'. In these meetings, teachers and team leaders discuss and analyze data in order to set and monitor instructional goals. Following school-wide assessments, meeting time is spent identifying grade-wide trends as well as individual class trends. As a department, participants discuss strategies that can be used to target the skills with which students struggle.

In addition, meeting time is spent analyzing student work associated with each unit of study. This process gives teachers insight into the impact of instruction on individual student performance. Similarly, teachers work together to identify trends and brainstorm approaches or strategies that can be implemented to strengthen student performance in the future.

What are the implications for the school's LAP instruction? How is the Native Language used?

The native language is used to support ELL instruction. The Native Language Arts curriculum follows the balanced literacy model while keeping in mind the students' varying levels. Native Language Arts is critical to our ELL students, as research shows that strong literacy in the native language will assist in the facilitation of a stronger transition into English literacy. Instruction is provided in the students' native language with intensive support in English ESL. Our Transitional Bilingual Program allows students to develop skills in speaking, reading, listening and writing. Native Language Arts provides an opportunity for the student to develop communication skills in the home language and to appreciate their own history and culture. Classroom libraries are organized by language and instructional levels. Academic language is evident in the classroom. Teachers have been asked to include and highlight their Language Objectives in all lessons.

Students participate in either a Transitional Bilingual or an ESL program. In the bilingual program native language (Spanish) is the

medium of instruction 60% of the time and English 40% of instructional time (this balance shifts with student's proficiency). The instructional goals in both the bilingual and ESL programs are standards-based and grounded in the workshop model approach. In the monolingual setting, the native language is used by students, depending on proficiency, in order to make sense of new concepts and material. For instance, there are occasions when students are working in groups or need clarification, that Spanish is used by peers or by the teacher (if the teacher speaks Spanish). All whole class speaking and writing takes place in English including presentations or written products. The native language is used to facilitate the transfer of ideas from L1 to L2 or to clarify connections to new concepts.

#### Instructional Program Component for ELLs, grades K-8

To support our ELLs and SIFE (Students with Interrupted Formal Education) on each grade, a need for closer guided instruction was evident. Thus, our Instructional Team researched intervention programs and decided upon Scholastic's Read 180 program which is a research-based literacy computer program designed to meet the needs of students whose reading achievement falls below proficient levels. This program enables students to receive small group intervention during literacy instruction. The model calls for three groups of ten students (or less) to receive a 20 minute rotation of instruction in vocabulary development, reading comprehension and independent computer instruction based on students' independent level. Added to this is a 30 minute writing workshop that together with the other rotations, provides a daily literacy instructional block of 90 minutes. Students whose parents selected the free Standing ESL were placed in self contained CTT classes with two teachers certified in ESL and ELA. All other content area teachers assigned to the classes are assisted in the classroom by the ESL teacher who provides modifications for the lessons and works with targeted students during these content area classes (science, math and social studies).

Small group intervention is provided by the NLA teacher to the SIFE students daily, for 45-90 minutes, during which instruction is facilitated through thematic units in the content areas of English, Science and Social Studies. Lessons are prepared in cooperation with the content area teacher in order to provide instruction that connects to the lesson taught by the content teacher during whole class instruction.

In addition, our 2011-2012 Inquiry Team focus for all ELL students is on writing and is a reflection of the data that suggest a stronger instructional program in language acquisition to improve the performance of English Language Learners (ELLs). The target population of eight students from each classes 601, 701 and 801, were selected based on their status as ELLs and their NY State ELA Assessment scores following the revised state assessment and the new grading criteria.

Several other assessments were utilized to determine students' initial proficiency and to track progress throughout the year, including Achieve 3000, the Acuity assessments, running records, and other teacher-created assessments. The goal for this target population is that by June 2012, 40% of the students will show growth in the comprehension skill of inference.

Additional support is provided to students through tutoring offered via BELL which is our Supplemental Educational Services (SES) provider and our Extended Day program. Together with their ESL teacher, students work on improving literacy and language skills. Special emphasis is placed on reading strategies, writing skills, and critical thinking. In addition, students aim to improve performance in all modalities of language including speaking and listening. Each student is looked at individually and holistically, and strengths were drawn upon to improve weaknesses.

#### VII Program Model Descriptions

Based on your school analysis:

IS 218 provides a Transitional Bilingual Education Program for its 144 Spanish speaking ELL students and a Free-Standing ESL program for ELLs whom parents selected that program.

- There are three bilingual classes for Spanish-speaking ELLs, one in each grade 6-8 (each class has 31 students).
- Two bilingual special education self contained classes: one in grade 6th and one in grade seven (each class has 12 students).
- Instruction is provided in two languages: Spanish and English.
- Instruction is fully aligned with New York City's Language Allocation policy.
- 60% Native Language 40% English instruction at the Beginner Level
- 50% Native Language 50% English instruction at the Intermediate Level
- 25% Native Language 75% English instruction at the Advanced Level
- NLA/ESL instruction is rigorous, aligned to standards and develops all four language skills: listening, speaking, reading and writing.
- Instruction is taught using the balanced literacy model
- Every teacher of ELLs participate in the intensive Ex-CELL Vocabulary training.
- Teachers of ELLs meet weekly as a team during Team Meetings.
- Literacy Coach meets with ELL teachers during Curriculum Planning meetings one period a week to provide support and roll

out units of study in ELA.

English as a Second Language Program

- Students whose parents have selected the ESL program received the following services:
  - Team Teaching Instruction using Read 180, a Computer based intervention program designed to meet the needs of students whose reading achievement is below the proficient level.
  - ESL certified teachers provide language instruction using ESL methodologies (CTT model). ESL instruction is enhanced through the use of several types of instructional scaffolding techniques (i.e. modeling, bridging, contextualization, schema building, text representation and meta-cognitive development)
  - The ELA and ESL teachers have common planning periods to coordinate the ELA and ESL lessons on a weekly basis.
  - Students receive the required amount of ESL instruction. Students at the beginning and Intermediate level receive 2 units of ESL or 360 minutes a week as per CR Part 154, Advanced received 1 unit of ESL or 180 minutes a week
  - ESL instruction is aligned to the NYS Learning Standards for English as a Second Language
  - ESL instruction is provided by fully certified ESL teachers

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12 <input checked="" type="radio"/>
---	--

**This school offers (check all that apply):**

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	To t #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>							31	40	26					97
<b>Dual Language</b> <small>(50%:50%)</small>							0	0	0					0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							11	9						20
<b>Push-In</b>							20	22	23					65
<b>Total</b>	0	0	0	0	0	0	62	71	49	0	0	0	0	182

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	144	Newcomers (ELLs receiving service 0-3 years)	68
		Special Education	23

Number of ELLs by Subgroups					
SIFE	42	ELLs receiving service 4-6 years	35	Long-Term (completed 6 years)	37

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. ①

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	43	37	6	8	3	5	4	0	4	55
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	18	10	8	0	0	0				18
Total	61	47	14	8	3	5	4	0	4	73

Number of ELLs in a TBE program who are in alternate placement: 0

### 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							31	40	26					97
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								2	1					3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>31</b>	<b>42</b>	<b>27</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</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
Russian																			0	0
Korean																			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																		
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**

**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)																		
Russian	100%																			0
Bengali	75%																			0
Urdu	50%																			0
Arabic	25%																			0
Native Language Usage/Support		Dual Language																		
French	100%																			0
Korean	75%																			0
Punjabi	50%																			0
Polish	25%																			0
Native Language Usage/Support		Freestanding ESL																		
Arabic	100%																			0
	75%																			0
	50%																			0
	25%																			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	TOTA
--	---	---	---	---	---	---	---	---	---	---	----	----	----	------

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

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

Paste response to questions 8-17 here

Our targeted intervention for ELLs overall is to monitor their growth or lack of it by giving formative assessments every two weeks to determine students progress. In English Language Arts students who are identified as SIFE or have been held over for promotion are being given intervention services twice weekly by a literacy intervention teacher who is working with them based on their initial baseline that was administered in September in science, English and mathematics. From these assessments the teacher will develop goals and develop an action plan which she will follow to work with these students. In addition to the above, these students will further receive intervention via our SES provider BELL three days weekly (Thursdays, Fridays and Saturdays). Finally, in the classroom students will receive support from the literacy technology based program Achieve 3000 which provides non-fiction text at students reading levels in both English and Spanish.

In mathematics the above identified students will also receive targeted intervention from math teachers who are aware of their deficiencies as identified by the math baseline. Through the SES program they will also receive guided support

## Part IV: ELL Programming

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

Paste response to questions 1-5 here

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

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

Paste response to questions 1-3 here

## D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

## E. Parental Involvement

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

Parent volunteers

Every year, several staff members create a series of workshops where parents receive information and orientations around how to help their children with academics and school life regardless of language, social class or race. These workshops are offered in both English and Spanish and translated as well. Parents receive valuable information and introductions to technology and getting themselves and their child for the 21st Century, college and the work force. ste response to questions 1-4 here

## 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?

1. How is instruction delivered?

a. and b. -- What are the organizational models? What are the program models?

I.S. 218 provides a Transitional Bilingual Education Program for its ELL students and a Free-Standing ESL program for ELLs whose parents selected this option. There are five Transitional Bilingual classes in total for Spanish-speaking students at our school. Three of these classes have approximately 30 students and is organized in a co-teaching block model, and grouped heterogeneously. The other two classes are for

## A. Programming and Scheduling Information

students identified as bilingual special education self contained (12:1 and 12:1:1 classes) in the school.

3. Instruction is provided in English and Spanish
  - Instruction is fully aligned with the New York City Language Allocation policy as follows:
    1. 60% Native Language 40% English instruction at the Beginner Level
    - 2- 50% Native Language 50% English instruction at the Intermediate Level
    - 3- 25% Native Language 75% English instruction at the Advanced Level
  - NLA/ESL instruction is rigorous, is aligned to the state standards, and is organized to develop all four language modalities: listening, speaking, reading and writing.
  - Instruction is developed using the balanced literacy-workshop model
  - All ELL teachers participates in the literacy training provided by Teaching Matters and CFN112 (the schools network)
  - Literacy coordinator meets with ELL teachers during Curriculum Planning Meetings to provide instructional support/strategies/focus within the curriculum maps for the school year.

Students whose parents selected our ESL program receive the following services:

- Team Teaching Instruction
  - ESL certified teachers provide language instruction using ESL methodologies which is enhanced through the use of several types of instructional scaffolding techniques (modeling, bridging, contextualization, schema building, text representation, and meta-cognitive development).
  - ELA and ESL teachers have a combined weekly planning period to ensure they are both planning lessons with students in mind:
    - a) Students receive the required amount of ESL instruction. Students at the beginning and intermediate levels receive 2 units of ESL or 360 minutes per week as indicated in CR Part 154. Advanced students receive 1 unit of ESL or 180 minutes a week
    - b) ESL instruction is aligned to the NYS Learning Standards for English as a Second Language
    - c) ESL instruction is provided by State Education Department certified ESL teachers
4. The school ensures that ELLs are appropriately evaluated in their native language by providing formative and summative assessments in their first language. Text books, trade books, and other learning materials are also in place for students in their classrooms.
  5. We differentiate instruction for our ELL sub groups as follows:
    - a. SIFE students will receive a proficiency assessment in their native language that will test their ability to speak, read, write and listen in their native language. Taking into consideration our need to be strategic in our plans for SIFE students this data, along with the baseline that students take at the start of the school year in English Language Arts, Science, and mathematics will assist us in developing goals and intervention plans for these students. There are three specific ways that SIFE students are supported -- first, they receive ESL classes along with other students who are at their proficiency level as tested by the NYSESLAT. Second, our SIFE students receive tutorials specific to their literacy/language deficiencies during the Extended Day sessions that are Tuesdays through Thursdays weekly. Lastly, our SIFE students are mandated to attend our After school BELL program that will be in operation this school year Thursdays, Fridays and Saturdays. In each classroom there are libraries that take into consideration the needs of the SIFE student -- text that is supportive of them at their Fountas and Pinnell level, trade books that are organized across genres to stimulate their interests, and reading logs that are mandated weekly to track their reading progress. During ELA instruction SIFE students are partnered with another student who is able to provide peer support. Homework help through our community based partner, Children's Aid Society is also provided to students as additional support for students who are unable to receive support at home when completing homework.
    - b. Our ELL students who have been in the United States less than three years are provided support through attending our Afterschool Program where they are placed in groups of 10 students or less so that they may receive maximum support in a small guided group. This allows the teacher to assess closely the needs of the student. This information is then shared with the team of teachers who provide instruction to the student in the other content areas. Students who have been in the country less than three years are also provided tutorials from his/her teacher during Extended Day to develop foundational literacy in English and to strengthen the reading skills and strategies he/she will be tested on as part of the ELA state assessment. Students are also programmed to participate in the Achieve 3000 computer based program which allows them to read non-fiction text in English while reinforcing and advancing their native language skills as they also read expository text in Spanish. The program also allows for students to complete comprehension questions in Spanish and/or English, as well as provide opportunities for the students to write reflections and commentary to their teacher on the work done on the web site.
    - c. and d. For ELLs receiving service 4 to 6 year plus -- the parent involvement becomes critical because the parents support is necessary in ensuring that the student remains focused and the family is aware of the state regulations regarding promotion for students who are considered ELLs approaching long term ELLs status. While parent information sessions are held for all our students in an out of

## A. Programming and Scheduling Information

the Bilingual/ESL programs, special attention is made to have parents assist us in maintaining literacy at home. Further, in addition to the programs already in place for ELLs we have also identified SIFE students in the country between 4 to 6 years for Inquiry Team focus. This ensures students strengths and weakensses are addressed in a clinical manner. Through the Inquiry Team focus students are assessed every two weeks to assess students progress.

6.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish			
Social Studies:	Spanish and English			
Math:	Spanish and English			
Science:	Spanish and English			

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

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

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

Paste response to questions 1-6 here

1. We continue to participate in the citywide interim assessments as one of the measurements used to determine the growth of our ELLs. Along with this assessment, however, we work to build up our students skills in literacy by closely monitoring their growth and charting their progress during guided instruction and student/teacher conferences. Other instruments used to measure the various literacy skills are running records, Fountas and Pinnell, DRA. Our primary assessment is the baseline assessments in the four core content areas. This initial assessment is administered in September will assist teachers in detemring the needs of the students and be a factor in grouping students for

## 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.

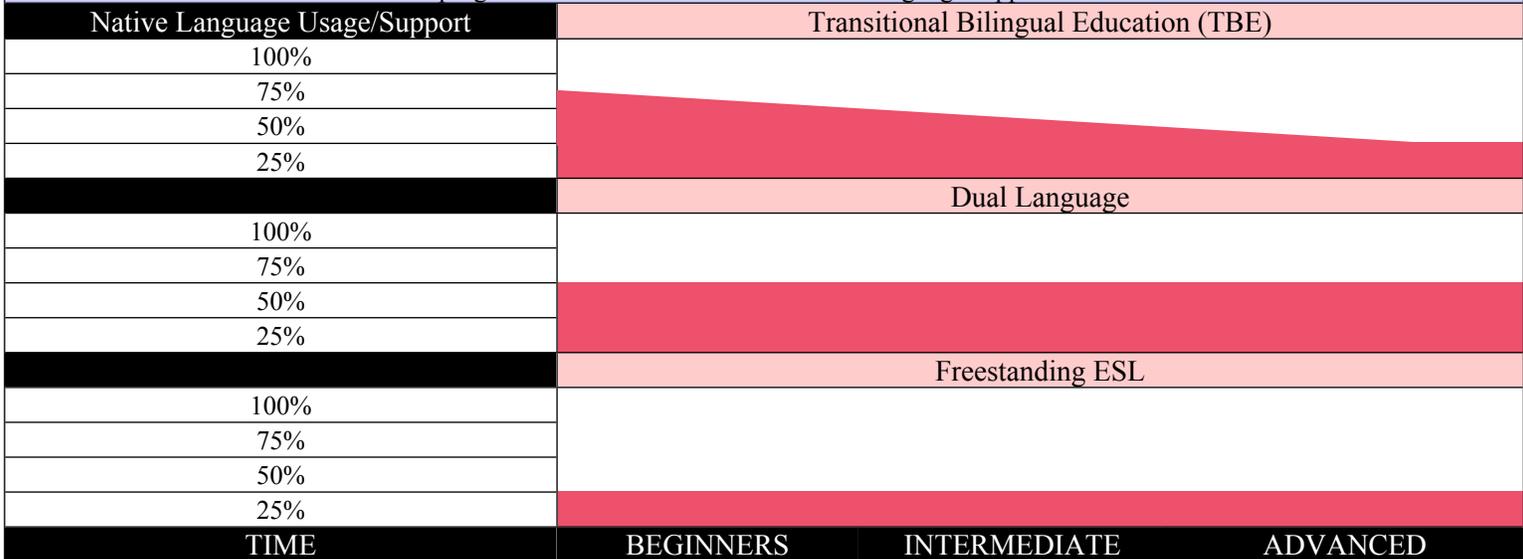
Paste additional information here

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<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?

## 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?

Paste response to questions 8-17 here

Our targeted intervention for ELLs overall is to monitor their growth or lack of it by giving formative assessments every two weeks to determine students progress. In English Language Arts students who are identified as SIFE or have been held over for promotion are being given intervention services twice weekly by a literacy intervention teacher who is working with them based on their initial baseline that was administered in September in science, English and mathematics. From these assessments the teacher will develop goals and develop an action plan which she will follow to work with these students. In addition to the above, these students will further receive intervention via our SES provider BELL three days weekly (Thursdays, Fridays and Saturdays). Finally, in the classroom students will receive support from the literacy technology based program Achieve 3000 which provides non-fiction text at students reading levels in both English and Spanish.

In mathematics the above identified students will also receive targeted intervention from math teachers who are aware of their deficiencies as identified by the math baseline. Through the SES program they will also receive guided support

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

## E. Parental Involvement

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

### Parent volunteers

Every year, several staff members create a series of workshops where parents receive information and orientations around how to help their children with academics and school life regardless of language, social class or race. These workshops are offered in both English and Spanish and translated as well. Parents receive valuable information and introductions to technology and getting themselves and their child for the 21st Century, college and the work force. ste response to questions 1-4 here

# 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)							15	11	25					51
Intermediate(I)							15	18	15					48
Advanced (A)							25	12	8					45
Total	0	0	0	0	0	0	55	41	48	0	0	0	0	144

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							9	7	3				
	I							6	8	15				
	A							24	26	14				
	P							7	10	10				
READING/ WRITING	B							12	14	12				
	I							16	14	5				
	A							19	16	15				
	P							1	5	6				

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
5					0
6	38	32	16	1	87
7	38	61	13	0	112
8	11	51	19	0	81
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	18		44		32		3		97
7	20		62		32		3		117
8	18		45		40		7		110
NYSAA Bilingual Spe Ed									0

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

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				

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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.

Paste response to questions 1-6 here

- We continue to participate in the citywide interim assessments as one of the measurements used to determine the growth of our ELLs. Along with this assessment, however, we work to build up our students skills in literacy by closely monitoring their growth and charting their progress during guided instruction and student/teacher conferences. Other instruments used to measure the various literacy skills are running records, Fountas and Pinnell, DRA. Our primary assessment is the baseline assessments in the four core content areas. This initial assessment is administered in September will assist teachers in determining the needs of the students and be a factor in grouping students for learning goals. The students' strength and/or weakness, as well as the area of focus will be developed from the baseline results. Along with the baseline we will also administer a summative assessment every two months to measure students learning and growth within that span of time.
- Based on the 2010-2011 New York State mandated assessments (NYSESLAT and Lab R) the data patterns reveals that while the largest group is our Beginners at 51 students total, the Intermediate and Advanced students total 48 and 45 respectively. The identified reason for this is 30% of our population are new arrivals. The implication for instruction we have arrived at is we must apply the necessary strategies equally for all the modalities as students show a need to have their language acquisition increased across grades.
- Teachers across grades are aware of their ELL students and apply Tier 1 strategies to support students with words that may be unfamiliar to them as part of their language acquisition. Read alouds are part of the workshop model that teachers use in literacy classes (ELA and social studies) as a strategy to support them in listening and speaking. Accountable talk is also employed in the literacy and science classes

## 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.

Paste additional information here

## Part VI: LAP Assurances

**School Name:** Salome Urena de Henriquez

**School DBN:** 06M218

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
June Barnett	Principal		10/31/11
N/A	Assistant Principal		10/31/11
Ana Paulino	Parent Coordinator		10/31/11
	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

## 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: Salome Urena de Henriquez	DBN: 06M218
Cluster Leader: Donald Conyers	Network Leader: Kathy Pelles
This school is (check one):    ✱conceptually consolidated (skip part E below) ●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): ●Before school      ✱After school      ✱Saturday academy      ●Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): ●K    ●1    ●2    ●3    ●4    ●5 ✱6    ✱7    ✱8    ●9    ●10    ●11    ●12
Total # of teachers in this program: 10 # of certified ESL/Bilingual teachers: 8 # of content area teachers: 2

**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:

Data from the 2010-2011 New York State ELA and NYSESLAT assessments show that students identified as English Language Learners are in need of additional instructional support to increase their performance levels on these assessments. The table below is a graphic representation of our students' ELA and NYSESLAT scores respectively:

GRADES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
6th Grade	36 (37.1%)	31 (32.0%)	16 (16.5%)	1 (1.0%)
7th Grade	37 (30.6%)	61 (50.4%)	13 (10.7%)	0 (0.0%)
8th Grade	17 (13.5%)	72 (57.1%)	19 (15.1%)	0 (0.0%)

GRADES	NYSESLAT/Beg.	NYSESLAT/Inter.	NYSESLAT/Adv.	NYSESLAT/Prof.	# SIFE STUD.
6th Grade	15 (15.5%)	15 (15.5%)	25 (25.8%)	11 (11.3%)	17 (17.5%)
7th Grade	11 (9.1%)	18 (14.9%)	12 (9.9%)	3 (2.5%)	9 (7.4%)
8th Grade	25 (19.8%)	15 (11.9%)	8 (6.3%)	6 (4.8%)	9 (7.1%)

Based on our analysis of the data above along with our baseline that was administered at the start of the school year, the first interim assessment given in October, along with our review of student work, vocabulary, reading comprehension, fluency and writing across genres we have determine that our work with ELLs must focus on critical thinking and writing across genres. According to the 2011 NYSESLAT results 25% of our students scored a 12 or lower on the writing section of the exam and 30% of the students scored 15 or lower on the reading section.

Based on these demonstrated needs, an after school literacy program taught by two certified bilingual teachers and two certified ESL teachers, for 40 students from January 2012 to April 2012 will be provided Wednesday through Friday from 3:30 p.m. to 4:30 p.m. Title III funds will be used for per session as follows: 4 teachers X 50 sessions X 1 hour @ \$49.98 = \$10,096.00. There will be four classes comprised of 10 students in each class. During this time instruction will focus on vocabulary, comprehension of text at students instructional reading level, and writing across genres with attention

### Part B: Direct Instruction Supplemental Program Information

given to writing mechanics and grammar.

Materials that will be used for this program include Achieve 3000 to build vocabulary acquisition and fluency, NYSESLAT test prep materials from Rally Inc. to provide students with opportunities for practising the skills the ESL assessment will focus on, and guided reading opportunities of non-fiction text to provide students with background knowledge and information as they prepare for the New York State ELA assessment that will focus on the new Common Core State Standards.

### Part C: Professional Development

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

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

Begin description here:

Teachers in the Title III intervention program will be provided with professional development to support the intervention strategies they will utilize in their work with ELL students. To support this work we will work with Teaching Matters consultant group of New York City who will facilitate workshops on writing skills and strategies to support our goal to improve this area of students' literacy. The cost for four days of on-site professional development at \$1000.00 per day will be: \$4,000.00.

Other workshops teachers will be provided with include additional training by Achieve 3000 consultants at no extra cost to the Title III grant. Monies identified from other budget lines are in place to support workshops for faculty including those providing the guided intervention groups to ELLs. Achieve 3000 continues to be a valuable literacy intervention web based program that provides non-fiction text at Fountas and Pinnel reading levels so that students are supported as they are reading at their independent levels. Achieve 3000 will support our non-fiction work with students who must learn to read expository text and make meaning of themes, topics unfamiliar to them.

### 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

**Part D: Parental Engagement Activities**

- name of provider
- how parents will be notified of these activities

Begin description here:

Parent involvement to increase students’ performance levels on the State ELA assessment is crucial to our goal’s success. We will provide parents with the following:

1. Title III funds will be used to purchase a desk top and a lap top computer for parents to use when on school premises to log on to the ARIS Parent Link that they may track their students’ progress
2. Training on Achieve 3000 will be facilitated four times in the school year for two hours each in October, November, December and January to ensure parents awareness of the program by a certified teacher for per session as follows: 1 teacher X 8 hours @ \$49.98 = \$399.84
3. Translated communication on the schools intervention plans for these identified sub groups will be on-going
4. ESL teachers on staff will provide parents of ELLs workshops on strategies for working with their children on literacy at home. There will be six workshops in the school year: two in each of the following months -- December, February, and April for three hours each on the first Saturday of each month identified. The teacher will be paid per session as follows: 1 teacher X 9 hours total @ \$49.98 = \$899.64.

**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		

**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.
<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>		