



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE STATEN ISLAND SCHOOL OF CIVIC LEADERSHIP

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 31R861

PRINCIPAL: ROSE KERR

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SUPERINTENDENT: ERMINIA CLAUDIO

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
Rose Kerr	*Principal or Designee	
Frank Morano	*UFT Chapter Leader or Designee	
Mia Amendolagine - Hernandez	*PA/PTA President or Designated Co-President	
Sandi Lippe	Member/Paraprofessional	
Donna Nilsen	Member/Chairperson/A.P.	
Dina Catalano	Member/ Teacher	
Loreta Andersen	Member/Teacher	
Jenny Spirocostas	Member/Teacher	
Cherise Tafe	Member/Parent	
Marie Cantillo	Member/Parent	
Heather Ortiz	Member/Parent	
Neebal Abuhamdeh	Member/Parent	
Bedrie Tale	Member/Parent	
Lena Ferrera	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June 2012, there will be a 3.5% increase of students achieving at or above proficiency level, as measured by the New York State English Language Arts exam and Fountas and Pinnell Benchmark Leveling System.

Comprehensive needs assessment

In cross grade, cross content team, instructional team and inquiry team meetings, we have reflected on the performance trends of our students. To maintain accuracy, we have confirmed our findings and implications using standards assessment and ARIS data. We have collected and analyzed data from ACUITY interim and predictive data for the students in testing grades and NYS standardized ELA assessments. In non-testing grades, student data was collected from various assessment sources including Fountas and Pinnell Benchmark Leveling System, ECLAS-2 and classroom tests.

Some general trends noticed in regard to our No Child Left Behind subgroups include:

- Minority students outperform their peers in ELA and Mathematics State Tests by approximately 4%
- In general, Hispanic or Latino students achieved the highest performance in the ELA State Test
- Growth for females on State Tests was 10% higher than males
- Grade 6 scored significantly higher in both ELA and Math NYS tests
- In general, White children achieved the highest performance in NYS Math Test

In **literacy**, the following trends were discovered during this school year and confirmed to complement the data for the students in previous testing years. We responded to the trends through instructional planning and targeted teaching.

ELA Strengths: (Benchmark >60%)

CS1-Students read, write, listen, and speak for information and understanding: NYS ELA (79%)

CS2-Students read, write, listen, and speak for critical analysis and evaluation: NYS ELA (80%)

ELA Weaknesses: (Benchmark <65%)

CS-3Students read, write listen and speak for literary response and expression: NYS ELA (63%)

- To recognize how author's use of language creates images and feelings
- Determine how the use of literary devices (i.e. Symbolism, metaphor, simile, alliteration, personification, flashback, and foreshadowing) convey the author's message or intent
- Interpret story elements: character, plot, setting, and theme using evidence from text—**49%**

- The data shows that students are the weakest in Standard 3, specifically interpreting story elements: character, plot, setting, and theme using evidence from text. This weakness spread across all three grades.
- One of our goals is to move high two's to low three's, and low three's to high three's. The data shows that 30% of our children who scored a two are on the cusp of moving to a 3. The data also shows that 45% of our children who scored a three got a low three. The greatest percentage of low threes was on grade 8. Interventions will concentrate on the children's weaknesses listed above.
- In response to the ELA data, a shift toward push-in Academic Intervention Services was arranged and delivered to students who were making the least progress. Using the pool of talented staff, trained teachers were matched and scheduled to meet with small groups of students across grade levels. Targeted small group instruction was planned and monitored to close gaps in students' strategy and skill deficiencies. Students with high achievement were accelerated in peer book clubs and independent studies supported by teachers.
- Students who are not measured by the New York State exam will be benchmarked and monitored using Fountas and Pinnell Benchmark Leveling System, supplemented by ECLAS-2. 80% of K-3 students will progress by at least two Fountas and Pinnell independent reading levels and benchmark within one level of the grade-specific end-of-the-year target levels in tested strands by June 2012. Students performing at or above proficiency level, determined by grade-specific benchmark criteria, will increase by 3.5% overall.

Instructional strategies/activities

K-3:

- Students will receive 120 minutes of literacy instruction daily including reading workshop, word study, small-group strategy instruction, vocabulary development, literacy centers and writing workshop. The instruction will be supported through the curriculums including *Good Habits*, *Great Readers*, *Wilson Foundations* and *Core Knowledge*. The lead ELA teacher in each triad will direct the literacy planning and co-teaching opportunities will be scheduled for strategic small group instruction to scaffold and/ or accelerate students' literacy.
- Data-driven curriculum planning and mapping as well as reviewing trends in student work and assessments in triads along with support service teachers will be scheduled. Families will be informed quarterly using progress monitoring tools such as report cards, progress reports and notes.
- Selected strands of ECLAS-2 administered in the fall and again in the spring; Fountas and Pinnell Benchmark Leveling System administered four times throughout the year; *Good Habits*, *Great Readers* unit checklists; conference and observation notes; early literacy checklists, rubrics, *Wilson Foundations* unit assessments, and teacher-made assessments and samples of student work.

6-8:

- To achieve our goal, students will receive 84 minutes of literacy instruction daily including reading workshop, word study, flexible small-group strategy instruction, vocabulary development and writing workshop.
- In addition to the end-of-the year summative state assessment, students' progress will be monitored through Periodic Interim Assessments, Fountas and Pinnell Benchmark Leveling System and as well as writing rubrics and teacher-made formative assessments.
- Data-driven and rigorous curriculum planning and mapping aligned to the CCSS as well as reviewing trends in student work and assessments in teams along with support service teachers will be scheduled. Fountas and Pinnell Benchmark Leveling System administered three times

throughout the year; Acuity Interim Assessments administered in the fall and winter; Acuity Predictive Assessments administered in the winter and spring; conference and observation notes; teacher created assessments and samples of student work; progress reports/report cards.

- The Staten Island School of Civic Leadership is a school community committed to working collaboratively to effectively restructure its educational programs to provide a child-centered, safe learning environment that recognizes and values individual talents and seeks to develop the academic and social skills of its students to help them meet the challenges of the future.
- At SISCL we take a team approach to all our school initiatives. This is evident in our Instructional Team meetings and our grade level meetings where common themes, i.e., unit studies, author studies, assemblies, grade projects, trips and special events are discussed and planned collaboratively. As a school wide goal we have dedicated our efforts to looking at student work collaboratively using common rubrics that are aligned to the CCSS. We have also used our grade meetings to focus on new initiatives and programs i.e., CCSS, looking at student work, performance tasks, assessment portfolios, the writing process, promotional standards and criteria and new curriculum initiatives. A Pupil Personnel Team meets weekly to address the needs of struggling students.
- At SISCL we encourage and promote the role of “teachers as leaders” by creating a school culture in which the staff takes the initiative to collaborate on developing plans and programs to benefit the school community. The staff is encouraged and supported to seek new roles and responsibilities – to acquire new skills and knowledge through attendance at professional development workshops that can be incorporated into school leadership, i.e., teachers leading professional development workshops for their colleagues.
- Teachers have taken the initiative to access professional development opportunities on their own and have been encouraged and supported to pursue those interests both with time, payment and professional books to enhance their learning. The only condition is to share their experiences with their colleagues. Inquiry Learning Communities have been at the heart of our staff development efforts. The alignment of programming and support of professional development opportunities for the staff has been implemented through the SBO process.

Strategies to increase parental involvement

Research and common sense both indicate that increased parental involvement in school has a positive impact on student achievement. We hope to encourage any such involvement by starting with attendance at PTA meetings, where information is disseminated and teachers/administration are available for discussion outside of the classroom. We will take the following steps:

- Continue SISCL Leadership Awards Ceremony as an event following every PTA meeting Advertise a “door prize” for the next PTA meeting in the newsletter and meeting reminder flyer and increase the appeal of the “door prize” by soliciting desirable donations from local businesses (i.e., gift certificate to the movie theater, gift card for the grocery store, etc.)
- Encourage participation on committees
- Work with the administration to begin tours of the school/classrooms before or after PTA meetings to allow parents the opportunity to see their child’s work
- Look into the purchase of a telephone messaging system that would provide parents with a prerecorded message from the principal or other administrator about upcoming events, important meetings or school emergencies
- Curriculum Orientation Conferences

- Themed Family Night Activities
- Parent Coordinator's corner in the PTA Newsletter
- Workshops for parents and children

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative Staff works closely with DOE and Network HR resources to identify and recruit highly-qualified ELA teachers
- Interview process is done in collaboration with Administration and Teachers
- Pupil Personnel secretary works closely with the Network HR person to ensure that any non-HQT meet all required documentation and assessment deadlines

Service and program coordination

- Federal, State and Local Program Funds Are “Conceptually” Consolidated in our School Wide Program ,therefore, in response to the ELA data, resources were shifted towards a push-in Academic Intervention Services and delivered to students who were making the least progress. Using the pool of talented staff, trained teachers were matched and scheduled to meet with small groups of students across grade levels. Targeted small group instruction was planned and monitored to close gaps in students’ strategy and skill deficiencies. Students with high achievement were accelerated in peer book clubs and independent studies supported by teachers.
- The school’s Triad Model centers on alternative programming and school structures that support maximum academic rigor by supporting the learning of all students as it allows for push-in of mandated ESL, Special education, as well as Tier I Intervention services, without the loss of rigor often experiences in the “pull-out” model as well as co-teaching opportunities.

We have 100% Highly Qualified Teachers. As a result, 5%Set Aside for Highly Qualified Teachers will be used to support PD that meets NCLB standards.

- Ongoing and sustained
- High quality
- Research based
- Professional Development from this funding is coordinated by an Instructional team, which includes the Principal, Assistant Principal, grade representatives from each grade who work together to combine ideas on effective planning for teachers, on different ways to assess learning, on developing curricula and instructional materials, looking collaboratively at student work and assessing teachers’ needs for professional development. The team meets regularly to reflect and refine school-based practices and up-date professional development plans. The team provides a two-tier approach to staff development. On one level, they will work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level, to be implemented concurrently, will focus on effective practices in delivery of differentiated instruction to general education students, students with special needs including English Language Learners and advanced learners through enrichment.

Budget and resources alignment

- Elementary teachers are organized in triad models where as three teachers are the primary teachers of two grade-specific classes allowing for co-teaching in various models including team teaching, parallel teaching, and support teaching. Lead teachers of ELA will provide AIS or small group targeted instruction to students identified in need according to formative data. This model supports meeting the needs of all students.
- Intermediate teachers are organized in teams where as four content-specific teachers will deliver instruction to students which support a program where content teachers are also scheduled to service the needs of students through push-in Academic Intervention Services.

TL Fair Student Funding

Title I

TL DRA Stabilization

Accountability: Administration, Teachers, ESL, SETSS Teachers, Parents

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2012, there will be a 3% increase of all students achieving at or above proficiency level as measured by the New York State Mathematics exam and Everyday Math/Impact Math Unit Assessments.

Comprehensive needs assessment

In **mathematics**, the following trends were discovered during this school year and confirmed to complement the data for the students in previous testing years. We responded to the trends through instructional planning and targeted teaching. We are looking at results for NYS Math Tests.

Mathematics Strengths (Benchmark >60%)

Number Sense and Operations - NYS (75%)

Statistics and Probability: – NYS- (82%)

Geometry: – NYS – (70%)

Measurement NYS- (73%)

Mathematics Weaknesses (Benchmark <65%)

Algebra: – NYS- (63%)

- Translate 2 step verbal expressions into algebraic equations

- Identify a polynomial as an algebraic expression containing one or more items
 - Solve simple proportions within context
 - Solve and explain one step equations using inverse operations involving whole numbers
 - Evaluate the perimeter formula for given input of values
- In mathematics, there was a marked improvement in solving geometry problems, measurement problems, statistics and probability problems, as well as recognizing the correct operations involved in solving word problems. We will work this year to improve scores in the algebra strand, paying particular attention to the specific strands indicated above. In response to students' struggle with reading, understanding and computing multi-step problems, multiple methods of problem solving were introduced and students were given vast opportunities explore problem solving in small and whole group situations.
- Students were introduced to new learning through a Math Problem of the Day and previous learning was revisited through the Math Message. As a school community we introduced explicit content vocabulary instruction in mathematics which also impacted positive gains on students' overall math performance.
 - Our goal is to move high two's to low three's. The data shows that forty percent of our students who scored a two are on the cusp of scoring a three. Our data also shows that 34% of children who scored a three on the Math NYS Test got low threes. The highest percentage of low threes was in grade 8. Interventions will concentrate on the children's weaknesses listed above.

Instructional strategies/activities

K-3 Math Block Daily

- Students who are not measured by a standardized exam will be monitored by Everyday Mathematics End of Unit Assessments. Teachers will score using standard- based rubric and record progress on the EM Profile of Progress which will be shared with families to build family partnerships and placed in portfolios to monitor progress. Students who will be monitored by the New York State Mathematics Assessment will have the opportunity to receive small group targeted instruction to address deficiencies and accelerate in areas of rigor. Students not meeting expectation will meet in strategic groups.
- Instruction will be delivered in a workshop model whereby the teacher models content, students practice and are released to independent or group work. When students are called back the teacher will assess the needs of the group to plan for future teaching. The workshop will include the use of hands on learning opportunities to incorporate the necessity of concrete experiences to build abstract mathematical concepts along with the use of manipulatives at this age.
- To support the curriculum teachers will align Math Steps and calendar routines and rituals to extend students mathematical experiences. Teachers will use the Math Message of the Day. Teachers will develop appropriate Math Centers using Everyday math games. Additionally, problem solving methodologies, i.e. Singapore Math, will be introduced to the instructional model to ensure a string foundation in problem solving skills. Open-ended portfolio pieces for each mathematics strand will be designed and administered at least two times throughout the year to mark student achievement.
- Differentiation of small groups by process, content, product and interest will be incorporated into regular instruction and be documented on

curriculum maps. Supportive technology will be incorporated into instruction when the opportunity is available.

- Student progress will be monitored using multiple measures including content-strand specific portfolios with scoring rubrics; Everyday Math unit assessments and individual profiles of progress; checklists and; samples of student work.

6-8 Math Block Scheduling

- Students measured by the New York State Mathematics Assessment have the opportunity to receive small group targeted instruction to address deficiencies and accelerate in areas of vigor. Instruction will be delivered in a workshop model whereby the teacher models content, students practice and are released to independent or group work. When students are called back the teacher will assess the needs of the group to plan for future teaching.
- The workshop will include the use of hands on learning opportunities when necessary to incorporate the necessity to build concrete explorations to scaffold abstract mathematical concepts for those learners who have a need. Group work will be scheduled during the math workshop and based on student progress, flexible grouping opportunities will be provided. Students new to Impact Math will receive support of a gradual release of responsibility into the transition of new content and bridge new learning. Students in years two and three will be assisted in the transition into the next cycle.
- Scaffolding of Impact lessons directed by math strands will support learners and differentiate at all ability levels. Teachers will use the Problem of the day and the Math Message of the day to scaffold learning. To ensure strong problem solving strategies, methodologies will be introduced, i.e. Singapore Model Drawing, to address the trend of weak skills in this area. Instruction will be differentiated by instructional content and process when possible to be aligned to the standards.
- Open-ended portfolio pieces for each mathematics strand will be designed and administered at least two times throughout the year to mark student achievement.
- Differentiated activities correlating to the various CCSS mathematics strands will be designed and administered throughout the year to also move student achievement. Furthermore, cross-curricular infusions will include literature connections and use of Foldables and organizers.
- Technology and digital learning will be incorporated in planning and lesson delivery through the use of Smart Boards and document cameras, Texas Instrument technologies, Geometer's Sketchpad.
- Student progress will be monitored using multiple measures including Acuity Interim Assessments and Predictives; Impact-generated performance-based assessments and chapter tests; teacher-made quizzes; journal entries; self-reflections and test-taking practice; progress reports; report cards

Strategies to increase parental involvement

- Provide materials and training to help parents work with their children to improve their achievement level, e.g. math and use of technology;
- Provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- Provide assistance to parents in understanding the CCSS and City, and State assessments;

- Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- Provide 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;

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative Staff works closely with DOE and Network HR resources to identify and recruit highly-qualified Math teachers
- Interview process is done in collaboration with Administration and Teachers
- Pupil Personnel secretary works closely with the Network HR person to ensure that any non-HQT meet all required documentation and assessment deadlines

Service and program coordination

- Federal, State and Local Program Funds Are “Conceptually” Consolidated in our School Wide Program, therefore, Lead Math Teachers are organized in triad models where as three teachers are the primary teachers of two grade-specific classes allowing for co-teaching in various models including team teaching, parallel teaching, and support teaching. Lead teachers of MATH will provide AIS or small group targeted instruction to students identified in need according to formative data. This model supports meeting the needs of all students.
- The school’s Triad Model centers on alternative programming and school structures that support maximum academic rigor by supporting the learning of all students as it allows for push-in of mandated ESL, Special education, as well as Tier I Intervention services, without the loss of rigor often experiences in the “pull-out” model as well as co-teaching opportunities.
- Professional Development from this funding is coordinated by an Instructional team, which includes the Principal, Assistant Principal, grade representatives from each grade who work together to combine ideas on effective planning for teachers, on different ways to assess learning, on developing curricula and instructional materials, looking collaboratively at student work and assessing teachers’ needs for professional development. The team meets regularly to reflect and refine school-based practices and up-date professional development plans. The team provides a two-tier approach to staff development. On one level, they will work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level, to be implemented concurrently, will focus on effective practices in delivery of differentiated instruction to general education students, students with special needs including English Language Learners and advanced learners through enrichment.

Budget and resources alignment

- Lead Math Teachers are organized in triad models where as three teachers are the primary teachers of two grade-specific classes allowing for co-teaching in various models including team teaching, parallel teaching, and support teaching.

- The vertical “goal buddies” Math Team will meet weekly to interact and plan more interclass visitations with focus on teaching and learning. This time is built into the school program allowing for regular meetings and inter visits.
- Instructional resources include Everyday Mathematics and manipulatives, Math Steps, Impact Math and manipulatives, Texas Instrument equipment, Geometer’s Sketchpad, and technological equipment.
- On-going Partnerships with St. John’s University and Wagner College will continue to support content areas.

TL Fair Student Funding

Title I

TL DRA Stabilization

Accountability: Administration, Teachers, ESL, SETSS Teachers, Parents

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June 2012, 95% of all students will perform at grade level proficiency as measured by successful participation in a Science Expo project assessed by New York State Science standard-based rubric.

Comprehensive needs assessment

In the absence of data from the NYS Science Assessment, as this is the first year the school has an eighth grade, we are basing our needs assessment on student portfolios, end of unit tests, checklists through observation, teacher assessment. As a result, 22% of all students struggle with proficiency on the assessment of their portfolios.

Instructional strategies/activities

- All students will engage in a Science Expo project-based learning experience aligned with grade-specific content aligned with New York State curriculum and standards. The following content will determine the focus of the grade level projects:

Kindergarten: Trees, Properties or Animals

Grade 1: Animal Diversity, Properties of Matter or Weather and Seasons

Grade 2: Earth Materials, Forces and Motion or Plant Diversity

Grade 3: Force and Motion, Measurement, Sound, Structure of Life

Grade 6: Simple and Complex Machines, Weather, Diversity of Life or Interdependence, Genetics

Grade 7: Geology, Interactions between Matter and Energy, the Human Animal or Organisms

Grade 8: Genetics, Planetary Science, Humans in Their Environment, Forces & Motion

Students will explore science concepts through hands-on experiments and gain content knowledge through shared reading and small group reading experiences in texts scaffolded by ability.

- Students will encounter ongoing hands-on learning experiences using the scientific method to assist in preparing for the independent Science Expo project. The Expo will be a school community event celebrating the scientific accomplishments of our students.
- Throughout the year, students will participate in group and whole-class projects specific to Science content which will be scored by a standards-based rubric to approximate a Science Expo project which will be carried out independently, in partnerships or in small groups.
- A standards-based rubric will be designed with teachers and students to use to score the projects. Students struggling with proficiencies on the small project-based learning experiences will receive support and scaffold to prepare them for the culminating final project.
- Additionally, student progress will be measured by quizzes and end of unit tests as well as checklists and through observation.

Strategies to increase parental involvement

- Provide materials and training to help parents work with their children to improve their achievement level, e.g., science and use of technology;

- Provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- Provide assistance to parents in understanding CCSS and City and State assessments;
- Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- Provide 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;

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative Staff works closely with DOE and Network HR resources to identify and recruit highly-qualified Science teachers
- Interview process is done in collaboration with Administration and Teachers
- Pupil Personnel secretary works closely with the Network HR person to ensure that any non-HQT meet all required documentation and assessment deadlines

Service and program coordination

- Federal, State and Local Program Funds Are “Conceptually” Consolidated in our School Wide Program,. As such, Lead teachers of Science will provide AIS or small group targeted instruction to students identified in need according to formative data. This model supports meeting the needs of all students.
- An instructional emphasis is on diversity in learning styles, Triad/Team Teaching Learning Communities, least restrictive special education classes and incorporation of a District 75 inclusion program.

Budget and resources alignment

K-3

- Teachers will utilize resources including FOSS Science kits and student materials, science libraries and texts to deliver content as well as provide learning opportunities to acquire and modify content and process skills independently and in small groups.
- Technologies including laptops, interactive software and Smart Boards will support student learning in kinesthetic and multisensory fashion as well rich technology integration.

6-8

- Teachers will utilize resources including FOSS and Glencoe Science texts and materials, science libraries and texts to deliver content as well as provide reading independently and in small groups. Glencoe Science texts will be available for students to read in depth and apply knowledge to learning experiences and projects. Additional resources include short stories and anthologies specific to the content of the grade.
- Technologies including laptops, interactive software and Smart Boards, web-based learning will support student learning in a kinesthetic and

multisensory fashion, as well as rich technology integration. Upper elementary and middle school labs will be assembled with lab resources to align hands-on instruction.

TL Fair Student Funding

Title I

TL DRA Stabilization

Accountability: Administration, Teachers, ESL, SETSS Teachers, Parents

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- **By June 2012, 90% of all students will perform at grade level proficiency as measured by successful participation in an end-of-year exit project assessed by New York State Social Studies Standard-based rubric.**

Comprehensive needs assessment

In the absence of data from the NYS Social Studies Assessment, we are basing our needs assessment on student portfolios, end of unit tests, checklists through observation, and teacher assessment. Additionally, student progress is measured by: checklists with student responses; quizzes and exams; oral presentation and Document-Based Questions with general and specific rubrics; graphic organizers; performances and art work; and effective participation in community partnership visits and functions. As a result, 24% of all students struggle with proficiency on the assessment of their portfolios.

Instructional strategies/activities

- All students will engage in Social Studies project-based learning experiences aligned with grade-specific content, CCSS and the NYC Scope & Sequence and participation in the Experiences in American History: Setting the Stage for Grades K-2 Grant will determine the focus of the grade level projects:

Kindergarten: Self and Others: US Symbols and Figures, American Presidents, American traditions

Grade 1: Families: Now and Long Ago, American Symbols, Presidents and Traditions

Grade 2: Communities and Citizenship, American Symbols, Presidents and Traditions

Grade 3: Introduction to World Geography and World Communities with Case Studies

Grade 6: Ancient and Modern Democracy

Grade 7: US History: American Leadership

Grade 8: US & NY History, Post Civil War to the Present

The project will launch at the start of the school year and culminate with a Social Studies Expo in June 2012. The expo will be open to parents, community partnerships and interested collaborative officials.

K-3

- Teachers will utilize resources including the new Harcourt Social Studies Series, Pearson Core Knowledge libraries and texts and core libraries to deliver content as well as provide leveled reading independently and in small groups.
- Atlases, wall maps and globes will support student learning in kinesthetic and multisensory fashion as well rich technology integration.
- Participation in the Experiences in American History Grant will provide further resources and teacher training for presenting American History.

6-8

- Teachers will utilize resources including Pearson Core Knowledge libraries and texts and core libraries to deliver content as well as provide reading independently and in small groups. Glencoe Social Studies texts will be available for students to read in depth and apply knowledge to learning experiences and projects.

- Additional resources include Project Citizen, a project-based civics program, “We The People” curriculum from the Justice Resource Center, short stories and anthologies specific to the content of the grade. Atlases, wall maps and globes will support student learning in a kinesthetic and multisensory fashion, as well as rich technology integration.
- A Leadership Apprenticeship incorporating the “Leader In Me” and the 7 Habits will be scheduled each week during a designated Social Studies period. Further development of the Student Government and the SISCL Constitution will continue as well as the launching of the Student Court for peer mediation and conflict resolution.
- Throughout the year, students will participate in group and whole-class projects specific to Social Studies content and leadership skills and qualities which will be scored by a Common Core State Standards-based rubric to approximate an end-of-year project which will be carried out independently, in partnerships or in small groups. Projects must be connected to a historical event, time period, or current social issue covered during the year. Student projects will explicitly refer to lessons and examples learned from the study of history.
- A standards-based rubric will be designed with teachers and students to use to score the projects which will be displayed at the fair. Students struggling with proficiencies on the small project-based learning experiences will receive support and scaffold to prepare them for the culminating exit project.
- Additionally, student progress will be measured by: checklists with student responses; quizzes and exams; oral presentation and Document-Based Questions with general and specific rubrics; graphic organizers; performances and art work; and effective participation in community partnership visits and functions.

Strategies to increase parental involvement

- Provide materials and training to help parents work with their children to improve their achievement level, e.g., social studies and use of technology;
- Provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- Provide assistance to parents in understanding the CCSS and City and State assessments;
- Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- Provide 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;

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative Staff works closely with DOE and Network HR resources to identify and recruit highly-qualified Social Studies teachers
- Interview process is done in collaboration with Administration and Teachers

- Pupil Personnel secretary works closely with the Network HR person to ensure that any non-HQT meet all required documentation and assessment deadlines

Service and program coordination

Federal, State and Local Program Funds Are “Conceptually” Consolidated in our School Wide Program. As such, Lead teachers of Social Studies will provide AIS or small group targeted instruction to students identified in need according to formative data. This model supports meeting the needs of all students and NCLB.

Budget and resources alignment

- The lead teachers of Social Studies will plan the implementation of the project-based learning and primarily deliver the instruction and direction.
- Weekly, the students will receive a leadership/ citizen lesson based on “The Leader In Me, to foster leadership skills and abilities and ensure productive, vested citizens are built during their years at SISCL.
- Triad and team teachers will support when possible in cross-curricular instruction such as reading and writing in the content area.
- Students will make systematic use of targeted content reading, class visits and lectures, station activities, art and drama integration and inquiry based projects.
- Complementary field trips will complement unit plan when possible.

TL Fair Student Funding

Title I

TL DRA Stabilization

Accountability: Administration, Teachers, ESL, SETSS Teachers, Parents

ANNUAL GOAL #5 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 #5

By June 2012, 100% of all students will receive a comprehensive art, music, dance and/ or dramatic performance education and will demonstrate standards based skills as measured by the New York City Blueprint for the Arts.

Comprehensive needs assessment

Based on the results of the NYC Annual Arts Survey, there was a marked deficiency in the amount of hours allocated for dance instruction. We are committed to the challenge of creating and sustaining a high quality comprehensive formal arts learning experiences for our students.

Instructional strategies/activities

- All students will engage in an arts activity described in the New York City Blueprint for the Arts including visual arts and/ or performance arts such as drama, dance, concert and choral performances. Program schedules in rotation blocks will allow for students in the elementary school grades to receive education in visual arts, dance and music instruction.
- Students will incorporate the learning into stage performances as well as school performances for parents and the community.
- Intermediate students will be programmed into a track of art, band or chorus, drama dependent upon interest and talent.
- To supplement the in house performing arts instruction, we will form a partnership with The Staten Island Ballet where students will have the opportunity to participate in a dance residency which will be further developed during the 2011-2012 school year.
- At the culmination of arts studies all students will have the opportunity to display their talents through various performances and/ or art exhibits. These events will be open to families and community partners.
- Students accomplishments in the arts curriculum will be measured periodically using developed checklists of genre-specific behaviors in accordance to the New York City Blueprint for the Arts.
- Students will maintain an Arts display portfolio which encompasses a sampling of the accomplishments of each art form. This portfolio will be maintained and grow with the artist during their years as a SISCL student.
- Culminating performances and/ or exhibitions of art displays will be documented and assessed using rubrics.

Strategies to increase parental involvement

- Work with the administration to begin tours of the school/classrooms before or after PTA meetings to allow parents the opportunity to see their child's work
- Look into the purchase of a telephone messaging system that would provide parents with a prerecorded message from the principal or other administrator about upcoming events, important meetings or school emergencies
- Curriculum Orientation Conferences
- Themed Family Night Activities

- Parent Coordinator's corner in the PTA Newsletter
- Arts Workshops for parents and children
- Culminating performances and/ or exhibitions of art displays

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative Staff works closely with DOE and Network HR resources to identify and recruit highly-qualified Art, Music, Performing Arts teachers
- Interview process is done in collaboration with Administration and Teachers
- Pupil Personnel secretary works closely with the Network HR person to ensure that any non-HQT meet all required documentation and assessment deadlines

Service and program coordination

- Federal, State and Local Program Funds Are “Conceptually” Consolidated in our School Wide Program. As such, Lead teachers of the Arts will provide, according to the DOE Blueprint for Teaching and Learning in the Arts, the sequential study of art, music, dance and theater and will help students achieve both a vocation and avocation for the arts..
- This year grant funding for a comprehensive dance instruction program will continue to assist our school in increasing its capacity to teach arts to all students.

Budget and resources alignment

- Three teachers on staff will take the lead in delivering instruction as well as preparation for performances and exhibits: they are the visual arts teacher, the musical director and the performing arts teacher.
- Other SISCL staff will be involved in the publicizing, hosting the event and supporting the event including administration, parent coordinator and teachers as well as the PTA.
- A grant sponsored by Staten Island Foundation will potentially fund the Staten Island Ballet partnership.
- PTA and school funds will assist in funding for productions, performances and exhibitions.

TL Fair Student Funding- Music teacher, Art Teacher, Drama Teacher

Title I

TL DRA Stabilization

Grant Money

Accountability: Administration, Teachers, ESL, SETSS Teachers, Parents

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	9	7	N/A	N/A	1	1	1	3
1	14	10	N/A	N/A	5	1	2	2
2	18	14	N/A	N/A	2	1	1	2
3	18	12	N/A	N/A	2	1	1	1
4								
5								
6	20	16	18	11	4	2	1	5
7	22	15	20	9	15	2	1	6
8	25	17	25	12	19	2	1	6
9								
10								
11								
12								

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
<p>ELA</p>	<p>ELA Academic Intervention Services will include</p> <p>At Risk students: AIS in ELA is being implemented in several different ways:</p> <ul style="list-style-type: none"> • One 45 minute period per week is dedicated to explicit instruction in ELA aligned with the indicated needs of the learners. • Differentiate instruction in all ELA classes via Tier I Intervention such as data-driven small group instruction, Foundations, Wilson • Through frequent monitoring, evaluation of the effectiveness of Tier I Intervention. Students not benefiting from a Tier I intervention will have a change of service/ strategy until effective strategies are identified for each learner. <p>English as a Second Language: AIS in ESL is being implemented in several different ways</p> <ul style="list-style-type: none"> • One 45 minute period a week is dedicated to explicit instruction in ELA aligned with the indicated needs of the learners. • Differentiate instruction in reading and writing workshops through the design of data-driven small group instruction. <p>Through frequent monitoring the effectiveness of Tier I interventions will be determined. Students not benefiting from a Tier I intervention will have a change of service/ strategy until effective strategies are identified for each learner.</p>
<p>Mathematics</p>	<p>Mathematics Academic Intervention Services will include</p> <p>AIS in Mathematics is being implemented in several different ways:</p> <ul style="list-style-type: none"> • One 45 minute period per week, including Math Clubs, is dedicated to explicit teaching of math instruction aligned with the indicated needs of the learners. • Differentiate instruction in math workshops through Tier I Intervention. <p>Through frequent monitoring the effectiveness of Tier I interventions will be determined. Students not benefiting from a Tier I intervention will have a change of service/ strategy until effective strategies are identified for each learner.</p>
<p>Science</p>	<p>Science Academic Intervention Services will include</p> <ul style="list-style-type: none"> • In addition to the State mandated periods of science instruction students will receive an additional 45 minute period of AIS instruction in science per week. The science lab will be used as a vehicle to provide AIS instruction through small guided groups will be

	<p>tailored to meet the specific needs of each student.</p>
<p>Social Studies</p>	<p>Social Studies Academic Intervention Services will include In addition to the State mandated periods of social studies instruction students will receive an additional 45 minute period of AIS instruction in social studies per week. The additional AIS period of social studies instruction through small guided groups will be tailored to meet the specific needs of each student.</p>
<p>At-risk Services provided by the Guidance Counselor</p>	<p>School guidance counselor will provide individual and group guidance and crisis counseling services during the school day, one period a week or more frequently when needed. This service is offered in English and Spanish. Students are assisted in learning to deal with various personal issues including schools, friends, family, current events, etc.</p>
<p>At-risk Services provided by the School Psychologist</p>	<p>The school psychologist will offer clinical services, agency referrals and educational, social and personal services during the school day on an as needed basis to at risk students including students in the LEP, Black, Hispanic and economically disadvantaged subgroups. This service will identify emotional, social, neurological factors that impede on student performance and provide prescriptive measures that address student needs by suggesting additional student support services.</p>
<p>At-risk Services provided by the Social Worker</p>	<p>Social workers will provide counseling services to at risk students especially students in the targeted subgroups of LEP, Black, Hispanic and Economically Disadvantaged and their families during the school day, one period a week or more frequently if needed. Students are assisted in learning how to deal with various personal and family issues that are adversely affecting student progress</p>
<p>At-risk Health-related Services</p>	<p>Health related services are offered during the school day, one period a week or as needed to all students. Students are assisted in learning how to cope with health related issues such as obesity, diabetes, asthma, etc.</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.

PARENT INVOLVEMENT POLICY (PIP)

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will 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.

**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 Charles Amundsen	District 31	Borough Staten Island	School Number 861
School Name The Staten Island School of Leadership			

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

Principal Rose Kerr	Assistant Principal Donna Nilsen
Coach	Coach
ESL Teacher Trish C. Franzen	Guidance Counselor Gail Martinez
Teacher/Subject Area Melody Messina/TBE	Parent
Teacher/Subject Area	Parent Coordinator Lynda Bernstein
Related Service Provider Bonnie Moss	Other
Network Leader Jean McKeon	Other

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

D. School Demographics

Total number of students in school	720	Total Number of ELLs	44	ELLs as share of total student population (%)	5.78%
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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. 

Part 2

ELL Identification

The steps followed for the initial identification of the students who may possibly be English Language Learners begins at initial registration when parents enter the main office and are greeted by the school pupil accounting secretary. The guidance counselor, ESL teacher and/or other bilingual staff members are available at the counter to translate and assist with the completion of forms. We have staff members who speak Spanish, Arabic and Albanian. We are able to contact translators of other languages, such as Urdu, Chinese, Singhalese if needed. At registration an oral interview is conducted with the parents of possible ELL's to determine whether the child needs to be tested with the LAB-R and/or the Spanish LAB. At the time of the oral interview, the parents complete a Home Language Identification Survey (HLIS) in their native language to identify the language(s) spoken by the child and the family in the home. After the registration process is completed, reports are generated through ATS indicating the students' home languages. The ESL teacher looks at the home language forms and administers the LAB-R and/or the Spanish LAB to the eligible students. After the assessment of the students' exams, the ESL teacher determines whether the students are ELL's. If the student is determined to be an ELL the student begins receiving their mandated minutes of instruction in a free standing ESL program while awaiting the parent orientation and selection of one of the three programs offered by the NYC DOE. This is done within the first 10 days of school for new admits that registered over the summer months. If a new student registers at any other time throughout the school year this process is completed within 10 school days of the student's registration.

The steps followed to identify the ELL's who took the NYSESLAT the previous year begins when the scores of the test are delivered to the school. In addition the students are identified by running the RNMR, RLER and RLAT through ATS. The students who received a proficient score are identified and a Transition/No-longer Entitled letter is generated for those students. The letter is sent home with the student in the parent's native language along with a score report. Next, the students who received a beginner, intermediate or advanced score on the NYSESLAT are identified. A Continued Entitlement letter is generated for those students and it is sent home with a return signature. The letter is sent home in the parent's native language along with a copy of the student's score report. The letter is returned to school signed and is collected and held by the ESL teacher, Ms. Franzen. If the student does not return the first letter, a second letter is sent. If the second letter is not returned the ESL teacher and the parent coordinator along with the classroom teacher work together to get the letter signed and returned to school.

Administration of the NYSESLAT

Before the administration of the NYSESLAT the RLER is run through ATS. This report lists the students who are eligible to take the NYSESLAT. The ESL teacher (Trish Franzen), the Transitional Bilingual Special Education teacher (Melody Messina) and the testing coordinator (Donna Nilsen) are responsible for the administration of the NYSESLAT. The students are identified and a schedule is created to ensure the proper testing of all four components is completed by the teachers within the testing dates. Ms. Messina administers the test to her students and Ms. Franzen administers the test to the remaining ELL's in the building. The students are given test modifications according to their IEPs is needed and as always a quiet classroom in which to take their test.

ELL Parent Program Choice

There are several structures that are in place to ensure that parents understand all three programs offered by the NYC DOE. The primary structure in place that ensures parents comprehend the information they are being given is that all material and information is presented in the parents native language. The process begins by generating the entitlement letters for the newly identified ELL students. The entitlement letters include the date, time and location for the orientation for parents. The parent selection form is sent home with the entitlement letter.

The orientation is offered at the school within 10 school days of the student's registration. The orientation is held in the library. The parents are welcomed and introduced to the principal, the assistant principal(s), the ESL teacher(s), the parent coordinator and the translator(s). The translators are there to translate information into the native language of the parent if needed. The parents are assisted as they are shown the parent orientation video on lap tops. The lap tops are set up in advance so that the parents may watch the video as it streams directly from the NYC DOE website. The parents choose the language they want to watch the video in. In the video the three programs offered to ELL's within the New York City public school system are fully explained by former Chancellor Joel Klein. After viewing the video, the parents have an opportunity to ask questions and learn more about each program. The parents are then asked to complete the parent selection form. For parents who have forgotten the form at home they are given new copies in their native language. The ESL teacher and the parent coordinator are available to discuss the programs with the parents, along with translators. If there are any parents who cannot attend the first orientation we hold private orientations during morning arrival and set up meetings with the parents to come to school at a more convenient time. If a parent is still unable to attend an orientation we phone them and send native language information home including the ELL program brochure and the parent selection form with their child for them to read and sign. All signed letters are kept at the school with the ESL teacher. We ensure that all parents select a program. This protocol is used if there are new admits later on in the year.

Form Distribution

Specific letters **This school serves the following grades (includes ELLs and EPs)** informing them of the program they are eligible for in the native language. We distribute letters **Check all that apply** entitlement or of non-entitlement. Photocopies are kept on file in an ELL binder of all signed letters. (Principal, Parent Coordinator and ESL teachers) whereby new letters with due dates are sent out and phone calls are made to the parents of our ELL's asking them to return all the forms in order to properly place their children. New ELL parents receive a letter explaining their placement in an ESL program. Prior ELL's receive a letter explaining their child's continued ESL service. If a child passes the NYSESLAT, (is proficient), the parent receives a letter explaining that their child no longer requires ESL services, but will be getting "transitional" instruction to help them adjust. A record is kept of all the forms that are sent home and checked off once the form is returned. All parents are required to select a program for their child.

ELL Student Placement

The students are tested with the LAB-R which occurs within ten days of their first day of entrance to the school. The ESL teacher hand scores the exams and determines whether the students are eligible for ESL, TBE, or DL. The teacher reviews the parent selection forms and the surveys and distributes letters of eligibility to the students in the parents' home language. The students are placed according to their grade. Parents who request a program other than the free standing ESL program are informed of their option to transfer their child to another school which offers Transitional Bilingual Education or Dual Language. All of the parents requesting another program declined the transfer to another school. Their requests are kept on file in case there is a time when 15 students in consecutive grades with same native language request the same program, in which case SISCL would be required to open a class here to accommodate their requests. That number has not been met since SISCL opened its doors in 2009.

Program Selection Trends

Our parents usually choose the freestanding ESL program. Only three parents selected a program that is not available at our school. Those three parents selected Transitional Bilingual Education. The parents were given the information about where the other programs were located and upon learning that the program was not offered here, they immediately declined the transfer. Their requests have been noted and kept on file in case there is a time when 15 students in consecutive grades with same native language request the same program.

Our Transitional Bilingual Spanish Special Education self-contained second grade is IEP driven.

This is SISCL's third year. We do not have all the grades in our school yet. Currently we are missing grades 4 and 5. For this reason there is not much to base our trends on. However we can see that our incoming ELL population dramatically grew from our previous two years. In previous years only a few children were deemed eligible for LAB-R testing. This year that number grew significantly to 35 new admits who were eligible for LAB-R testing. 15 of these students were deemed ELL's; all of them were in kindergarten. This is substantial jump from having only one ELL student in kindergarten last year. Several of the transfer students this year were ELL's as well. There were 2 in first grade, 1 in second grade, 1 third grade and 4 in sixth grade.

According to their parent selection forms all of the parents selected the free standing ESL program offered at our school, except for the 3 kindergarten parents. As was explained previously they were offered a transfer and declined. We will continue to keep record of the requests and offer the families a transfer should they change their minds. Also we will keep an accurate record of their choices in case 15 parents with students in consecutive grades request either a dual language or a transitional bilingual with the same native language. If that does occur we will open a class to accommodate the request.

SISCL Aligns it's Programs with Parent Request

The program models offered at our school are aligned with the majority of parent requests. The three parents who requested a transitional bilingual placement were offered a transfer and declined as explained previously.

Part III: ELL Demographics

A. ELL Programs

<p>This school serves the following grades (includes ELLs and EPs) Check all that apply</p>	<p>K* 1* 2* 3* 4● 5● 6* 7* 8* 9● 10● 11● 12●</p>
--	--

This school offers (check all that apply):

Transitional bilingual education program	Yes*	No●	If yes, indicate language(s): SP
Dual language program	Yes●	No*	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#
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>			11											11
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	15	3	4	2			4	3	2					33
Total	15	3	15	2	0	0	4	3	2	0	0	0	0	44

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

Number of ELLs by Subgroups					
All ELLs	44	Newcomers (ELLs receiving service 0-3 years)	36	Special Education	21
SIFE	1	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	11		11							11
Dual Language										0
ESL	25	1	2	8		8				33
Total	36	1	13	8	0	8	0	0	0	44
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

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			11											11
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	11	0	11									

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

**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																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	10	3	2	2			3	1	2					23
Chinese														0
Russian														0
Bengali														0
Urdu	2													2
Arabic	3		2				1	1						7
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other								1						1
TOTAL	15	3	4	2	0	0	4	3	2	0	0	0	0	33

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

How instruction is delivered at SISCL

We have a Free Standing ESL program in our school for K, 1st, 2nd, 3rd, 6th, 7th and 8th grade. ESL instruction at SISCL is delivered through a push-in program or a small group pull-out program. ELL students in grades K through 3rd are serviced in small groups of mixed proficiency levels. The ELL students in grades 6-8 receive push-in services, in which the ESL teacher pushes-in to their programmed classes, primarily their ELA block, but also Math, Science and Social Studies. The students are at mixed proficiency levels.

The 2nd grade Transitional Bilingual Class is a self-contained Special education class that is IEP driven. These students are all ELL's and they are at mixed proficiency levels.

Instructional Practices and Organization of Instructional minutes

The beginner and intermediate proficiency level students receive 360 minutes a week of ESL instruction and the advanced level students receive 180 minutes of ESL instruction. All students receive 180 minutes of ELA instruction with their classroom teacher in grades K-3 or their ELA teacher in grades 6-8.

The ESL teacher provides the principal with a chart that describes the mandated minutes for each proficiency level and a schedule of the minutes she is with each student. The Free Standing ESL program provides texts and aides in the native language to support the student and fulfill the native language percentage of instruction to many of the ELL's.

A. Programming and Scheduling Information

The second grade transitional bilingual special education class is in its 3rd year at SISCL. Melody Messina is the licensed bilingual special education teacher. Ms. Messina covers all of the mandated ESL and native language instruction in the classroom. It is given, as an average, 30% Native Language instruction and 70% English Language instruction. Due to the mixed proficiency levels in the class groups are differentiated utilizing the paraprofessional assigned to the class to ensure that students with a lower proficiency level are receiving more Native Language instruction and students who score an advanced proficiency on the NYSESLAT receive more English Language instruction. These students are programmed for the require ELA instructional minutes

Content Area Instruction for ELL's

The ELL student's needs are supported in their content areas both by the ESL teacher and the classroom teachers. The ESL teacher uses the consensus maps and curriculum maps created by the classroom teachers to align the lessons to the work being covered by the classroom teacher. The "workshop model" is used throughout the building. Teachers scaffold learning to help the child understand the information presented.

In the free stranding ESL pull-out program the teacher plans lesson that complement the content being taught in the classroom. TPR activities are integrated to keep the students engaged in the lessons such as movement, songs, finger plays and nursery rhymes. The native language cognates are used to support vocabulary comprehension. Lessons contain visuals and repetition to aid in language development and fluency. The students are taught content specific vocabulary with through visuals and 'just right' texts. Hands-on activities and classroom technologies are utilized to help the students understand the concepts being taught in their content areas. The students are also taught the grammar structure to write and speak their knowledge of the content they are covering. The students are given opportunities to speak the langue using content specific vocabulary. The students are given differentiated work to best assist their language acquisition. All lessons are based on the Common Core State Standards for College and Career Readiness.

In the freestanding ESL push-in program the students are taught new vocabulary in context using visuals and 'just right' texts. Hands-on activities are utilized in science and social studies to help the students understand the concepts being taught. The students are also guided through their writing tasks with accompanying grammar instruction. They are given differentiated work to best assist their language acquisition. Some examples of work done in the push-in program would be introducing vocabulary to the students, tapping into the student's prior knowledge and working on the writing process. The English grammar structure is highlighted in context, demonstrated and practiced in writing. The students are encouraged to think more deeply about complex texts by using higher order thinking skills to gain comprehension when reading both fiction and non-fiction.

The second grade class transitional bilingual special education class covers all content areas with the bilingual classroom teacher. She, along with the bilingual educational assistant (Evelyn Rodriguez) assigned to the class, use all of the methods mentioned above to make the content comprehensible to the students.

There are numerous ways in which ELL students are supported in their content areas by the classroom teachers. Listening centers are utilized to support to the ELL's with their fluency and comprehension. Classroom teachers label as many things as they can in their classroom. The classroom teacher's uses content specific word walls along with visual aids in the classrooms. Every SISCL classroom is a literacy rich environment. Teachers use the school library and teacher's resource room which contain bilingual books on a multitude of subjects to support their students' native language.

Assessment in the Native Language

Newly admitted ELL students who are Spanish speaking are all assessed using the Spanish Lab-R.

The students in the TBE Special Education class are assessed less and less in the native language according to their proficiency levels. Native language assessment is offered to these students in Math, Science and Social Studies. The TBE Special Education students are also given their tri-annual reviews in both Spanish and English.

When available the students taking the NYS Standardized assessments are given the native language version of that text, along with dictionaries in their native language. When this is not available a translator is used to translate the test for them.

A. Programming and Scheduling Information

Differentiated Instruction for ELL subgroups

SIFE Students

SIFE students at our school receive their mandated ESL instruction. They are identified to their teachers and are given differentiated work to bring them to grade level. These students are given opportunities to work on their specific needs in AIS or through Title III funding.

Newcomers

The plan for newcomers in the US school system less than three years is to give them as much language support as possible. They receive 360 minutes of ESL instruction a week, in addition to 180 minutes of ELA instruction. Newcomers are identified to their classroom teachers and are given differentiated instruction to meet their substantial needs. They are given extra time to complete the work assigned to them in class. They are often given a classroom buddy to help assist them in completing work and following classroom rules.

The newcomer is given easier texts and materials according to their listening, speaking, reading and writing proficiency levels. The newcomer students work very specifically to quickly gain the language needed for daily life in an English dominate school and classroom. They are given instruction in social behaviors that are expected in their new environment. The ESL teacher works closely with the classroom teacher to help engage the newcomer and make him/her feel comfortable. Newcomer lessons are based upon the Common Core State Standards (CCSS) to build a foundation for college and career readiness.

ELL's receiving 4-6 years and Long-term ELL's

ELL's receiving service in the 4 to 6 year category will be assessed by the ESL teacher and the classroom teacher to determine what their needs are. The assessments used at SISCL are the ITS's, monitoring for results, Everyday math, Impact Math, Fountas and Pinnell, E-class, Rigby and a multitude of standards based teacher created assessments. Proper materials and texts will be used to help the students. Teachers will provide academic intervention when needed to help the child move to the next proficiency level. The ESL teacher will concentrate on the areas the students need help in. The teacher will assess their reading and writing and work with the students to help improve formation of sentences, paragraphs and more complex writing assignments expected of their grade level according to the CCSS.

Students in the 4 to 6 year category, as well as the long term ELL's will receive language support in the area of vocabulary development, oral language, reading and writing.

At times we meet with the parents to see if they would agree to an evaluation by our School Assessment Team to find out if there are other needs the child has that are not being met.

ELL's with Special Needs

All of our middle school ELL's have been receiving ESL for 4-6 years and have been identified as a students with disabilities (SWD) so this is a sub group of ELL's that our school is very focused on.

Some instructional strategies found to be most effective when educating ELL students with disabilities include but are not limited to using

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	Dual Language
75%	
50%	
25%	
0%	
100%	Freestanding ESL
75%	
50%	
25%	
0%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

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

Courses Taught in Languages Other than English

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?

Part B

Targeted Interventions Offered at SISCL

There are several targeted intervention offered at SISCL for ELL students. The AM period along with push-in periods are utilized for academic intervention. At SISCL classroom teachers are assigned periods for pushing-into other subjects. This allows for AIS to be provided to the students by familiar teachers who know the whole child. After school test preparation classes are available for students not achieving passing grades in subject areas. Several teachers at SISCL offer extra support to their students during lunch periods. ELL's who require additional interventions other than those provided in their mandated minutes are designated 'at risk' and are taken in these small AIS groups, selected to participate in the afterschool programs and encouraged to take part in teacher lead lunch period study groups.

With-in these periods students are grouped based on common needs. The teachers analyze data from assessments and from student work. Data continuously drives the instruction provided in these interventions. Teachers use the workshop model in a small group setting to support literacy strategies, apply skills to text, respond to focused writing tasks and respond to literature for specific skill development. In addition, guided reading is used as an intervention in these small groups. In math, teachers use interactive student lead groups and games to support the understanding and application on skills.

Transitional Support of FELL's

According to the 2010-2011 NYSESLAT results, there were a few students who scored proficient. These are our "former ELL's." These students will receive test accommodations, which is extended time, and a separate location, when they take any city wide or state exams for two years. Even though they do not require ESL services, the teachers and the administration will provide additional support for them as they slowly immerse themselves in the English language and the academic learning environment. They may need extra help in the classroom to make sure they are comfortable and stay on grade level in their reading and math. The AIS periods previously mentioned are used to support the FELL's who struggle.

New Programs and/or Improvements

This is the first year the school has been able to employ a full time licensed (amazing, wonderful, fantastic ;-)) ESL teacher in the building. Due to the increase of the ELL population in the school the ESL teacher and ELL students have their own classroom in which to receive targeted ESL instruction. The ESL teacher is working with and alongside the classroom teachers to ensure that the ELL's make progress in their proficiency levels. The AIS periods built into the teacher's schedules allows the ELL students to receive additional support in their areas of weakness.

The kindergarten and first grade ELL's are following the Rigby, On Our Way to English program for the first time. The ESL teacher and the classroom teachers are trained in Foundations. All of the elementary grades ELL's receive guided reading using Rigby and Good Habits, Great Readers which offers modification for ELL's. Headsprout, a computer based literacy program, is available for the Early Childhood students and has specific ELL aligned tasks. Students complete a series of lessons on the computer at school or at home. Teachers are able to monitor student progress on-line. As the testing dates for the NYSESLAT come closer ESL periods integrate test taking skills needed for the NYSESLAT using student preparation books.

Discontinued Programs

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.
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14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
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Discontinued Programs

At this time we are not discontinuing any of our ESL programs.

B. Programming and Scheduling Information--Continued

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Transitional Support of FELL's

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New Programs and/or Improvements

This is the first year the school has been able to employ a full time licensed (amazing, wonderful, fantastic ;-)) ESL teacher in the building. Due to the increase of the ELL population in the school the ESL teacher and ELL students have their own classroom in which to receive targeted ESL instruction. The ESL teacher is working with and alongside the classroom teachers to ensure that the ELL's make progress in their proficiency levels. The AIS periods built into the teacher's schedules allows the ELL students to receive additional support in their areas of weakness.

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Discontinued Programs

At this time we are not discontinuing any of our ESL programs.

School Programs Offered to ELL's

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

Beginning

Intermediate

Advanced

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)?

No DL is offered at SISCL.

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

D. Professional Development and Support for School Staff

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

Professional Development and ELL's at SISCL

Professional development opportunities have and will continue to be offered to our entire staff in implementing ESL teaching methodologies because English Language Learners are in every classroom. Every teacher has an understanding of ESL strategies such as scaffolding, modeling, TPR, the use of manipulatives, visuals, technology, authentic texts, and planning thematic units of study

During the 2011-2012 school year, ongoing professional development will be provided for ESL, bilingual, and monolingual teachers as well as school administrators. In addition SISCL personnel will be invited to attend and participate in all professional development meetings. The professional development will include conferences and workshops based on second language acquisition theories and methodologies of high quality teaching practices for students.

The ESL teacher will provide classroom teachers with strategies for teaching ELL's in monolingual classrooms. During professional development and common preparation periods the ESL teacher will review modifications of our state curriculum to meet the needs of our ELL's. Professional development activities will address assessments, balanced literacy, mathematics, differentiated instruction, theories of multiple intelligences, HOTS and the Common Core State Standards for College and Career Readiness. Teachers seeking additional development will be able to attend workshops, professional developments and trainings throughout the school year.

We are continuing to conduct on-going professional development to meet the required minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses as per Jose P.

ELL's Transitioning to Middle School or/High School

This the first year students at SISCL will be transitioning to high-school. The ELL's in eighth grade will be supported in their applications to high schools. They are given opportunities to attend after school test preparation classes. These classes are taught by their classroom teachers and help them prepare for the State ELA and Math exams.

SISCL has a part-time eighth grade guidance counselor who provided the students with all of the information needed to complete their high school applications. An evening high school application workshop was offered to the students and parents at SISCL in October. In the PowerPoint presentation given that evening the step-by-step application process was presented and explained. In addition the eighth grade guidance counselor presents new information to the students during their lunch period and class visits. She is available throughout the school day to give students and parents independent guidance with the application process. In addition to sending home several memo's specifically explaining the high school application process. Translations are available for all parents.

In their classroom the academic rigor is increased toward high school standards as June approaches and the students subsequently approach the beginning of their high school career. SISCL's focus on civic leadership propels our eighth grades toward success in high school and college and career readiness.

We have not had the opportunity to provide support the staff to assist ELL's as they transition from elementary to middle because we do not have students who are transitioning to middle school in our building yet.

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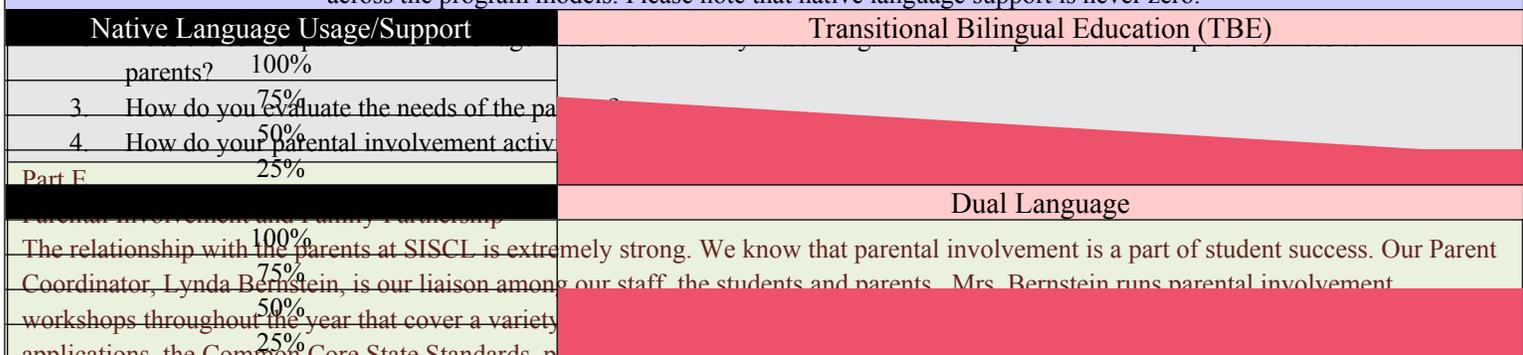
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Native Language Usage and Supports

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.



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?

Part E

Parental Involvement and Family Partnership

The relationship with the parents at SISCL is extremely strong. We know that parental involvement is a part of student success. Our Parent Coordinator, Lynda Bernstein, is our liaison among our staff, the students and parents. Mrs. Bernstein runs parental involvement workshops throughout the year that cover a variety of parental interests and concerns. Some workshop topics include high school applications, the Common Core State Standards, preparing your child for the state tests, supporting our fathers and more. Translation is available at these meeting through parent volunteers.

The parents are invited to our school a multitude reasons. Twice a year we have parent teacher conferences. These are held in the afternoon and evening to make the time convenient for all of our parents. The parents meet with their student's teachers to specifically go over the student's progress and address any areas of concern. Parents are also invited to the school for Curriculum Conferences. At Curriculum Conferences the teachers meet with the parents as a grade specific group and go over what will be covered in the grade's curriculum that year. Open school week is a time when parents are invited to the school to observe a typical school day for their student. In addition to these academic visits to the school individual classes and groups of students put on assemblies, performances and celebrations throughout the year in which parents are welcomed to come.

Teachers are consistently in direct communication with the parents of their students. In the beginning of the school year letters are sent home to the students introducing the parents to the teachers. The ESL teacher also sends a letter home in the parents' native language introducing herself and giving the parents her contact information. When any student is struggling their parents are notified. Solutions and strategies are discussed that the parents can utilize at home to help their child(ren). The classroom teachers and ESL teacher support each other when discussing the student's needs with the parents of ELL's.

SISCL has a very involved and active PTA. The members of the PTA are often in the school building and are an integral part of several of our annual traditions, such as the Thanksgiving Food Drive, the Coat Drive, the Winter Wonderland Family Night, the Halloween and Valentine's Day Dance, Candy Sale, Candle Sales and so much more. PTA meetings are held every month in conjunction with the Award Ceremony for The Leaders of the Month.

Community Partnerships for ELL Parents

Family partnerships are embedded directly in the foundation of our school. We support our families and help them to help their children by bringing family literacy to the forefront by providing free on site and community based adult English Language learner classes. We work with the Jewish Community Center of Staten Island to provide English Language instruction for the ELL parents in English, Literacy, and Citizenship. These classes are offered weekly and are free of charge. Translation is not available at these classes

Evaluating ELL Parent Needs

As mentioned previously, the bond between the parents and the staff at SISCL is extremely strong. The parents contact the Parent Coordinator, their student's teachers, SISCL administration or the PTA when they have concerns for their students. Parents call the school, write notes to the teachers, speak with teachers at arrival or dismissal, attend monthly PTA meetings and set up meeting to discuss needs with necessary staff. Translation is available as needed.

The parent coordinator uses the HLIS to make a note of parent's home language to ensure that all notices are sent home in appropriate language. Every year SISCL sends home the School Survey in early Spring. We use the March Parent-Teacher Conferences as the kick off to the completion of this important survey. The NYC School Survey helps our school leaders understand what our parents say about the learning environment at our school. The information captured by the survey is used to help our school evaluate the needs of all our students and parents including our ELL population. The survey is available in different languages.

Based on the parent needs in our building we have been able to offer the English Language classes, along with workshops that support completing the high school application, introducing the Common Core State Standards to our parents, preparing for the state tests, supporting our fathers and more. Translation is available at these meetings.

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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?

Part B

Targeted Interventions Offered at SISCL

There are several targeted intervention offered at SISCL for ELL students. The AM period along with push-in periods are utilized for academic intervention. At SISCL classroom teachers are assigned periods for pushing-into other subjects. This allows for AIS to be provided to the students by familiar teachers who know the whole child. After school test preparation classes are available for students not achieving passing grades in subject areas. Several teachers at SISCL offer extra support to their students during lunch periods. ELL's who require additional interventions other than those provided in their mandated minutes are designated 'at risk' and are taken in these small AIS groups, selected to participate in the afterschool programs and encouraged to take part in teacher lead lunch period study groups.

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Discontinued Programs

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C. Schools with Dual Language Programs

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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)?

No DL is offered at SISCL.

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.

Assessments used at SISCL

At SISCL there are several ways in which our students are assessed. We have a unique situation at our school because of the vast grade range of our students. Certain assessments are school-wide and others are specific to our Early Childhood students as opposed to our middle school students.

For our early childhood students (K-2) the NYSESLAT is the only mandated state test that is administered. New York State does not mandate that students below grade three participate in standardized testing. Instead, schools have the opportunity to choose their own assessment tool to gauge early literacy skills. At SISCL for our early childhood students we use a combination of E-Class and the Fountas and Pinnell. These offer a number of assessments to support our teachers in this critical work. Using the E-Class our students are assessed in Concepts of Print (for emergent readers), Letter-Sound Identification, High-frequency Words, Phonemic awareness and the ability to sound out, rhyme recognition and generation and syllable awareness. Fountas and Pinnell are used to determine a student's independent reading level.

Math is assessed in the early childhood classes through Everyday Math unit tests and check lists along with observations and small group assessment. In the middle school Impact Math and teacher created, standard aligned tests are used to assess student knowledge of the concepts being covered. Pre-tests and post-tests are used to track the effectiveness of the material being covered and the lessons being taught.

Our middle school students are administered the ITA's and the State exams. This will be the first year SISCL has had a third grade class, so it is the first year the 3rd grade ITA's, ELA and Math test will be administered. The data collected and analyzed from these assessments continuously drives the instruction of the teachers.

In 6th-8th grade the students take standards based teacher created assessment in Social Studies and Science. They also work independently to in cooperative interactive groups to create projects and perform tasks that prove their competencies in Social Studies and Science. In addition to the grade specific assessments there are school-wide student assessments. All students' reading progress is closely monitored using Fountas and Pinnell and a teacher created Monitoring for Results program. Writing is assessed using grade created rubrics, check-lists, teacher conferences and student observations.

Our Transitional Bilingual Special Education Class has been given less and less of their assessments in their Native Language. All of the formal assessments are given in English, apart from their annuals and tri-annuals which are completed in both the Spanish and English according to their IEP. The students fare better on their tests in English in relation to their proficiency level. Student's with lower proficiency levels perform better on the tests when given a verbal translation or verbal reading aloud of the test as opposed to a native language version on the test.

Our school has not administered the ELL periodic Assessment to our students

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

D. Professional Development and Support for School Staff

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SISCL has a part-time eighth grade guidance counselor who provided the students with all of the information needed to complete their high school applications. An evening high school application workshop was offered to the students and parents at SISCL in October. In the PowerPoint presentation given that evening the step-by-step application process was presented and explained. In addition the eighth grade guidance counselor presents new information to the students during their lunch period and class visits. She is available throughout the school day to give students and parents independent guidance with the application process. In addition to sending home several memo's specifically explaining the high school application process. Translations are available for all parents.

In their classroom the academic rigor is increased toward high school standards as June approaches and the students subsequently approach the beginning of their high school career. SISCL's focus on civic leadership propels our eighth grades toward success in high school and college and career readiness.

We have not had the opportunity to provide support the staff to assist ELL's as they transition from elementary to middle because we do not have students who are transitioning to middle school in our building yet.

D. Professional Development and Support for School Staff

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

Professional Development and ELL's at SISCL

Professional development opportunities have and will continue to be offered to our entire staff in implementing ESL teaching methodologies because English Language Learners are in every classroom. Every teacher has an understanding of ESL strategies such as scaffolding, modeling, TPR, the use of manipulatives, visuals, technology, authentic texts, and planning thematic units of study

During the 2011-2012 school year, ongoing professional development will be provided for ESL, bilingual, and monolingual teachers as well as school administrators. In addition SISCL personnel will be invited to attend and participate in all professional development meetings. The professional development will include conferences and workshops based on second language acquisition theories and methodologies of high quality teaching practices for students.

The ESL teacher will provide classroom teachers with strategies for teaching ELL's in monolingual classrooms. During professional development and common preparation periods the ESL teacher will review modifications of our state curriculum to meet the needs of our ELL's. Professional development activities will address assessments, balanced literacy, mathematics, differentiated instruction, theories of multiple intelligences, HOTS and the Common Core State Standards for College and Career Readiness. Teachers seeking additional development will be able to attend workshops, professional developments and trainings throughout the school year.

We are continuing to conduct on-going professional development to meet the required minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses as per Jose P.

ELL's Transitioning to Middle School or/High School

This the first year students at SISCL will be transitioning to high-school. The ELL's in eighth grade will be supported in their applications to high schools. They are given opportunities to attend after school test preparation classes. These classes are taught by their classroom teachers and help them prepare for the State ELA and Math exams.

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We have not had the opportunity to provide support the staff to assist ELL's as they transition from elementary to middle because we do not have students who are transitioning to middle school in our building yet.

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?

Part E

Parental Involvement and Family Partnership

The relationship with the parents at SISCL is extremely strong. We know that parental involvement is a part of student success. Our Parent Coordinator, Lynda Bernstein, is our liaison among our staff, the students and parents. Mrs. Bernstein runs parental involvement workshops throughout the year that cover a variety of parental interests and concerns. Some workshop topics include high school applications, the Common Core State Standards, preparing your child for the state tests, supporting our fathers and more. Translation is

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The parents are invited to our school a multitude reasons. Twice a year we have parent teacher conferences. These are held in the afternoon and evening to make the time convenient for all of our parents. The parents meet with their student's teachers to specifically go over the student's progress and address any areas of concern. Parents are also invited to the school for Curriculum Conferences. At Curriculum Conferences the teachers meet with the parents as a grade specific group and go over what will be covered in the grade's curriculum that year. Open school week is a time when parents are invited to the school to observe a typical school day for their student. In addition to these academic visits to the school individual classes and groups of students put on assemblies, performances and celebrations throughout the year in which parents are welcomed to come.

Teachers are consistently in direct communication with the parents of their students. In the beginning of the school year letters are sent home to the students introducing the parents to the teachers. The ESL teacher also sends a letter home in the parents' native language introducing herself and giving the parents her contact information. When any student is struggling their parents are notified. Solutions and strategies are discussed that the parents can utilize at home to help their child(ren). The classroom teachers and ESL teacher support each other when discussing the student's needs with the parents of ELL's.

SISCL has a very involved and active PTA. The members of the PTA are often in the school building and are an integral part of several of our annual traditions, such as the Thanksgiving Food Drive, the Coat Drive, the Winter Wonderland Family Night, the Halloween and Valentine's Day Dance, Candy Sale, Candle Sales and so much more. PTA meetings are held every month in conjunction with the Award Ceremony for The Leaders of the Month.

Community Partnerships for ELL Parents

Family partnerships are embedded directly in the foundation of our school. We support our families and help them to help their children by bringing family literacy to the forefront by providing free on site and community based adult English Language learner classes. We work with the Jewish Community Center of Staten Island to provide English Language instruction for the ELL parents in English, Literacy, and Citizenship. These classes are offered weekly and are free of charge. Translation is not available at these classes

Evaluating ELL Parent Needs

As mentioned previously, the bond between the parents and the staff at SISCL is extremely strong. The parents contact the Parent Coordinator, their student's teachers, SISCL administration or the PTA when they have concerns for their students. Parents call the school, write notes to the teachers, speak with teachers at arrival or dismissal, attend monthly PTA meetings and set up meeting to discuss needs with necessary staff. Translation is available as needed.

The parent coordinator uses the HLIS to make a note of parent's home language to ensure that all notices are sent home in appropriate language. Every year SISCL sends home the School Survey in early Spring. We use the March Parent-Teacher Conferences as the kick off to the completion of this important survey. The NYC School Survey helps our school leaders understand what our parents say about the learning environment at our school. The information captured by the survey is used to help our school evaluate the needs of all our students and parents including our ELL population. The survey is available in different languages.

Based on the parent needs in our building we have been able to offer the English Language classes, along with workshops that support completing the high school application, introducing the Common Core State Standards to our parents, preparing for the state tests, supporting our fathers and more. Translation is available at these meetings.

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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)	10	2	5											17
Intermediate(I)		1	6	1			1	1	1	1				12
Advanced (A)	5		4	1			3	2						15
Total	15	3	15	2	0	0	4	3	1	1	0	0	0	44

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I		1	2										
	A		1	13	1			3	2	1				
	P		1		1			1	1	1				
READING/ WRITING	B		2	5										
	I		1	7	1			1	1	1				
	A			1	1			3	2	1				
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	3	1			4
7	2	1			3
8	1	1			2
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
6	2		2						4
7			2		1				3
8			1		1				2
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	3		3		1				7
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				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

Assessments used at SISCL

At SISCL there are several ways in which our students are assessed. We have a unique situation at our school because of the vast grade range of our students. Certain assessments are school-wide and others are specific to our Early Childhood students as opposed to our middle school students.

For our early childhood students (K-2) the NYSESLAT is the only mandated state test that is administered. New York State does not mandate that students below grade three participate in standardized testing. Instead, schools have the opportunity to choose their own assessment tool to gauge early literacy skills. At SISCL for our early childhood students we use a combination of E-Class and the Fountas and Pinnell. These offer a number of assessments to support our teachers in this critical work. Using the E-Class our students are assessed in Concepts of Print (for emergent readers), Letter-Sound Identification, High-frequency Words, Phonemic awareness and the ability to sound out, rhyme recognition and generation and syllable awareness. Fountas and Pinnell are used to determine a student's independent reading level.

Math is assessed in the early childhood classes through Everyday Math unit tests and check lists along with observations and small group assessment. In the middle school Impact Math and teacher created, standard aligned tests are used to assess student knowledge of the concepts being covered. Pre-tests and post-tests are used to track the effectiveness of the material being covered and the lessons being taught.

Our middle school students are administered the ITA's and the State exams. This will be the first year SISCL has had a third grade class, so it is the first year the 3rd grade ITA's, ELA and Math test will be administered. The data collected and analyzed from these assessments continuously drives the instruction of the teachers.

In 6th-8th grade the students take standards based teacher created assessment in Social Studies and Science. They also work independently to in cooperative interactive groups to create projects and perform tasks that prove their competencies in Social Studies and Science. In addition to the grade specific assessments there are school-wide student assessments. All students' reading progress is closely monitored using Fountas and Pinnell and a teacher created Monitoring for Results program. Writing is assessed using grade created rubrics, check-lists, teacher conferences and student observations.

Our Transitional Bilingual Special Education Class has been given less and less of their assessments in their Native Language. All of the formal assessments are given in English, apart from their annuals and tri-annuals which are completed in both the Spanish and English according to their IEP. The students fare better on their tests in English in relation to their proficiency level. Student's with lower proficiency levels perform better on the tests when given a verbal translation or verbal reading aloud of the test as opposed to a native language version on the test.

Our school has not administered the ELL periodic Assessment to our students

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: <u>SISCL</u>		School DBN: <u>861</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rose Kerr	Principal		
Donna Nilsen	Assistant Principal		
Lynda Bernstein	Parent Coordinator		
Trish Franzen	ESL Teacher		
	Parent		
Melody Messina	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Gail Martinez	Guidance Counselor		
Jean McKeon	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 31R861 **School Name:** The Staten Island School of Civic L

Cluster: 2 **Network:** CFN 211

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

Part A: Needs Assessment Findings

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

The following data is used to assess and address the individual needs of our ELL students: ECLAS-2, NYSELAT, LAB-R, Home Language Survey. All data and communication is communicated to parents of our ELL students through Parent Orientations, Parent-Teacher Conferences in both English and their home language when needed.

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

PS 861 has 44 ELL students enrolled. Currently, we have an active parent community who when called upon, can provide adequate translation to the parent community. Staff members also assist with translation. Our translation and interpretation needs are shared with our parent coordinator who is helping to recruit parents to help communicate information to our ELL families in their home language.

Part B: Strategies and Activities

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

Effective communication with ELL students' parents and local communities is a primary practice for P.S. 861. All communication that is sent home are written in English as well as the student's home language. When needed a note is attached in the students' home language explaining that it is very important for someone to translate the letter for them and translation efforts will be made if brought into school. In house, as well as Department of Education translations are also utilized on a regular basis.

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

Translators will be hired from the DOE contracted vendors to interpret for our parents during parent-teacher meetings. Currently, P.S. 861 does not have an in-house translator, however when needed a parent or staff member has provided adequate interpretations to ELL family members.

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

- We have signs located in the entrance of the building indicating that we have translation services available
- All school notices are presently translated to the parent's home language
- DOE documents are downloaded in several languages
- If the need arises a translator is hired through a DOE contracted vendor
- Parent/community volunteers interpret for our ELL families

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: SISCL	DBN: 31R861
Cluster Leader: Charles Amundsen	Network Leader: Jean McKeon
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

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: Part B

Rationale: SISCL will be offering a supplemental afterschool program once a week for two hours (3:15 - 5:15 p.m.) beginning in January 2012 until May 2012, targeting our English Language Learners (ELL's) and Former English Language Learners (FELL's). There will be two groups, a lower grade K-2 and an upper grade 6-8, with approximately 15 students in each group. The lower grade group will be taught by a Certified Bilingual Teacher. The upper grade group will be taught by a certified ESL Teacher. We have analyzed the data from the Spring 2011 NYSESLAT and see clearly that our ELL's scored at least one proficiency level lower in the reading and writing modalities as compared to the listening and speaking modalities. Our ELL's and FELL's consistently score lower on the state ELA exams in comparison to their English speaking counterparts. We will focus our afterschool program on two groups of struggling ELL's. The lowest performing ELL's and FELL's in 6th, 7th and 8th grades, including our long-term and SIFE students, will be chosen for the program to help them make gains in reading and writing. The second group will include our newcomer ELL's and FELL's in the 2nd and 3rd grades, to give them the extra support to move proficiency levels on the NYSESLAT but also to hone the reading and skills to fully acquire English as their second language.

Language of Instruction: Instruction will be given in English.

Program Description: The materials used in the after-school program will include the Empire State NYSESLAT grade specific books, Hampton Brown's 'Inside – Language, Literacy and Content' Practice books and Writers' Workbooks and Longman's Cornerstone series.

The middle school students will work on their reading and writing skills using the 'Inside Practice Books' and 'Writer's Workout' books. The practice book focuses on key vocabulary, academic vocabulary and analysis of fiction and non-fiction text, building background knowledge, and explicit grammar instruction. The 'Writers Workout' book gives step-by-step tools student use to properly compose different forms of writing, beginning with paragraph formation and leading into informational reports, cause-and-effect essays, descriptive essays, persuasive writing and literary responses. The book uses graphic organizers to editing and proofreading drills.

The 2nd and 3rd grade ELL's and FELL's will work with the Longman Cornerstone program which builds reading comprehension, background knowledge, vocabulary and phonic awareness specific to acquiring a second language.

In addition, the ELL's will all receive differentiated work to support the lesson in the NYSESLAT test preparation books. [REDACTED]

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: Part C

Professional Development: Teachers working the afterschool program for our ELL's and FELL's will be given training specific to the materials they will be using. There will be a pre program training before classes begin, a mid training during the program to evaluate progress, and a post-evaluation session to share best practices and to evaluate the overall effectiveness of the program. The teachers will also plan and coordinate with each other to share best practices which include: oral skills as the foundation for literacy; the importance of comprehensible input and vocabulary development; the role of phonemic awareness and phonic skills in the ELL curriculum; how the current research on writing also supports how ELLs write. This planning time will be built into each session after the students are dismissed.

Part D: Parental Engagement Activities

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

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

Begin description here: Part D

Parental Involvement: Several workshops, run by our Parent Coordinator Lynda Berstien, are offered throughout the school year that cover a variety of parental interests and concerns. Some workshop topics include high school applications, the Common Core State Standards, preparing your child for the state tests, supporting our fathers and more. Adult ESL courses are also held at our school twice a week that are open to our parents.

Family partnerships are embedded directly in the foundation of our school. We support our families and help them to help their children by bringing family literacy to the forefront by providing free on site and community based adult English Language learner classes. We work with the Jewish Community Center of Staten Island to provide instruction for the ELL parents in English, Literacy, and Citizenship. These classes are offered weekly and are free of charge.

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Part D: Parental Engagement Activities

Translation is available as needed.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		