



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: DITMAS I.S. 62

20K062

PRINCIPAL: BARRY KEVORKIAN

EMAIL: BKEVORK@SCHOOLS.NYC.GOV

SUPERINTENDENT: KARINA COSTANTINO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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, 2013, the number of Level 1 students will decrease by 8% (12 students) in English Language Arts as measured by the New York State ELA exam.

Comprehensive needs assessment

- As a result of being identified as a school in good standing we believe that we must continue to raise the level of achievement for all of our students.

Instructional strategies/activities

- PD on the following topics: Interim assessments to monitor and revise curriculum, curriculum mapping, use of rubrics with the language of the standards to provide specific feedback to students regarding their work, use of student data to plan and set goals, further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning;
- Teachers will meet in grade level and subject teams to review student data gathered from periodic assessments;
- We are using the National Geographic Language, Literacy and Content program, *Inside*;
- This program is used in all ELL, CTT, self-contained special education ELA classes. It is specifically designed to increase vocabulary on three levels (listening, reading, and speaking). The program also provides direct phonics instruction that is the foundation for reading and writing skills. It also contains a multitude of fiction and non-fiction reading selections that focus on real-life scenarios and comprehension and writing skills are also a major focus;
- All of our self-contained/ELA special education teachers were trained by Kathy Henderson of National Geographic in using the *Inside* program in the classroom. Additional training for our special education teachers, by Kathy Henderson, has been scheduled for the Chancellor's Conference Day in June;
- One of the components of the program is that it provides guidance and reproducible masters for measuring student progress;
- All Level 1 and Level 2 students are mandated to attend the early morning 37.5 minute tutoring;
- MSQI Student Success Academy I and Student Success Academy II ensures that all students are on the path towards high school and college success;
- We have one dedicated, trained Reading Specialist responsible for a) providing clinical reading support for subgroups of struggling readers, b) building school capacity to conduct general and targeted reading assessments, c) providing school professional development of reading support strategies, and d) facilitating disciplinary reading strategy development.

Strategies to increase parental involvement

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

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

MSQI: funding to improve school capacity to ensure that all students are the path towards high school and college success

Service and program coordination

- All eligible students are invited to attend and participate in Flatbush Development, before and after-school literacy based programs that have been established as part of the overall instructional program, the Saturday College Readiness ELA program, and the Title III ELA program on Saturday;
- Our 21st Century grant provides after school/Saturday small group instruction in dance, technology, chorus, Money Making and English Language Arts.

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, 2013, the number of Level 1 students will decrease by 8% (10 students) in Mathematics as measured by the New York State Mathematics exam.

Comprehensive needs assessment

- As a result of being identified as a school in good standing we believe that we must continue to raise the level of achievement for all of our students.

Instructional strategies/activities

- PD on the following topics: Interim assessments to monitor and revise curriculum, curriculum mapping, use of rubrics with the language of the standards to provide specific feedback to students regarding their work, use of student data to plan and set goals, further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning;
- Staff use IXL Math – a skills-based remediation/enrichment program aligned to Common Core standards;
- Teachers will meet in grade level and subject teams to review student data gathered from periodic assessments;
- All Level 1 and Level 2 students are mandated to attend the early morning 37.5 minute tutoring;

Strategies to increase parental involvement

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

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- All eligible students are invited to attend and participate in Flatbush Development, before and after-school literacy based programs that have been established as part of the overall instructional program, and Title III Math program, Saturday Math Remediation Program, After School College Math Program, Title III Math After School Program;
- Our 21st Century grant provides before school and after school small group instruction in dance, technology, chorus, Money Making, and English Language Arts.

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 2013, we will increase by 5% (15 students) the number of ELL students that score proficient on the NYSESLAT.

Comprehensive needs assessment

- As a result of being identified as a school in good standing we believe that we must continue to raise the level of achievement for all of our students.
- We have a significant number of SIFE students that come and go for weeks or months at a time.
- Since September, 2012, we have admitted over 150 students, 35 % of these are English Language Learners.
- 6.5 % of our population is considered SIFE.
- 25 % of our total enrollment is ELLs.
- 26 % of our total ELL population is considered SIFE.
- Welcome classes have been opened, one on each grade.

Instructional strategies/activities

- PD on the following topics: interim assessments to monitor and revise curriculum, curriculum mapping, use of rubrics with the language of the standards to provide specific feedback to students regarding their work, use of student data to plan and set goals, further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning;
- Use of the RIGOR Program for struggling students;
- We are using the National Geographic Language, Literacy and Content program, *Inside*;
- This program targets ELL population from beginners to Level E. It is specifically designed to increase vocabulary on three levels (listening, reading, and speaking). The program also provides direct phonics instruction that is the foundation for reading and writing skills. It also contains a multitude of fiction and non-fiction reading selections that focus on real-life scenarios and comprehension and writing skills are also a major focus;
- All of our ESL teachers and self-contained special education teachers were trained by Kathy Henderson of National Geographic in using the *Inside* program in the classroom;
- One of the components of the program is that it provides guidance and reproducible masters to measuring student progress.

Strategies to increase parental involvement

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

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

SIFE grant

Service and program coordination

- All ELLs will participate in our Title III, SIFE, Student Success Academy I, and Student Success Academy II programs that have been established as part of the overall instructional program.
- Our 21st Century grant provides before school and after school small group instruction in dance, technology, chorus and English Language Arts, Wilson and SpellRead.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Wilson Reading program	Small group	After school
	SpellRead	Small group	37.5 minutes before school, during school day
	MSQI Student Success Academy I	Small group	Before school
	MSQI Student Success Academy II	Small group	After school
	National Geographic <i>Inside</i> Series	Whole class	During school day
	Kaplan Keys program	Small group	37.5 minutes before school
	21 st Century Grant	Small group	After school
<ul style="list-style-type: none"> • Chorus • Dance • Money making Flatbush Development Corporation CHAMPS	Small group	After school	
	Small group	Before school, after school	
	Specialized High School Test Prep	Small group	Saturday
	SIFE	Small group	After school
	Title III	Small group	After school, Saturday
	College Readiness ELA Program	Small group	Before school, after school, Saturday
Welcome ESL Class	Whole class	After school	
	Small group	After school	
Mathematics	ACHIEVE 3000	Whole class	During the school day
	Kaplan program	Small group	37.5 minutes before school
	College Readiness Math Program	Whole class	After school
	Flatbush Development	Small group	After school

	Specialized High School Test Prep Title III SIFE	Small group Small group Small group	After school After school, Saturday After school
Science	Preparations for the 8 th grade Science Performance Test Preparation for the 8 th grade Objective Test Preparation for the Earth Science Regents – Lab Practical Preparation for the Earth Science Regents Exam Kaplan program United Streaming	Small group, whole class Small group, whole class Whole class Whole class Small group Whole class	During the school day, after- School, Saturday During the school day, after- School, Saturday During the school day, after School During the school day, after- School, Saturday 37.5 minutes During the school day
Social Studies	United Streaming Kaplan program Title III Immigrant program	Whole class Small group Small group	During the school day 37.5 minutes After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance counselors, School Psychologist, Social Worker, and Speech teachers provide individual/group counseling/ services to “at-risk” students	Small group	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

99 % of our teachers are highly qualified.
Mentors are assigned to support strggling and unqualified teachers.

PARENT INVOLVEMENT POLICY (PIP)

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
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

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

D. School Demographics

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

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

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

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

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

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

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

LEP Identification Process

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

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

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

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

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

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

2B

Sample Parent Orientation Agenda from I.S. 62

Parent Orientation Agenda 2011-2012

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

a class.

CHART Parent Choice

2010-2011

Parent Choice

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

2011-2012

Parent Choice

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

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

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

Parent Choice/Program List

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

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

A. ELL Programs

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

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

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

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

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

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

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

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

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

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

A. Programming and Scheduling Information

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

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

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

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

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

Differentiation for our ELL Group:

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

A. Programming and Scheduling Information

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

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

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

Our before school Math program and our Saturday morning ELA intensive programs are designed for students in grades 6, 7 and 8 supplementing the Math and ELA instruction given on a daily basis within the classroom. Our Saturday program will also target our 8th grade ELL students in order to help them to prepare for the 8th Grade New York State Science performance and practical exams. Our Wednesday and Friday after-school ESL program was created for 6th, 7th and 8th grade students who have been in the United States for less than one year. This program is designed to meet the needs of newly arrived, pre-literate, non-english speaking immigrant students. These students will be taught the following in small groups of (10 to 15) students of mixed ability: sight vocabulary, phonics, reading, writing, listening, and speaking through out the core curriculum.

5b. ELL's in our school for less than three years receive a wide range of additional services beyond their ELA and ESL instructional time. Every year, staff members identify beginner and intermediate students in all three (3) grades in need of additional support in phonics and decoding. (We have invested in the Phonics Kits- Vocal Cards in Math and Science). These students receive extra pull-out services in small groups of five (5) students using the Kaplan SpellRead program. Some students with 2 – 3 years of service have also been identified for additional reading tutoring using the Wilson curriculum. All of our ELL teachers have received extensive training and coaching in SIOP, and they implement the SIOP model in their science, math, ELA, and social studies classes. Our school was also awarded a SIFE grant, which has enabled us to run an after school program for SIFE students to support literacy using RIGOR, and Destinaton Math for this high-need population. Returning this academic year is a collaborative project called Story Studio. Story Studio is arts integration programming at its most rigorous; with very specific goals focused on improving literacy and literacy test scores for English language learners. Story Studio teaching arts are collaborating with a 6th grade beginner and intermediate, and a 7th and 8th grade welcome classroom teacher using their combined expertise to strategically employ the arts as a method of improving vocabulary, acquiring language, improving comprehension and fluency and helping students feel more comfortable at speaking in public. The artists are in our classrooms working with our students and teachers every Monday. We are excited to bring back this unique program that brings storytelling into the ELL classroom and are committed to using innovative methods to help our students achieve new skills.

5c. ELL's who have been receiving services for 4 – 6 years also receive a wide range of supports at our school. In addition to their self-contained, push-in, or pull-out ESL services, those who are in need of additional literacy support are pulled-out in a small group setting for reading and writing remediation using the Kaplan Text-Connections program. All of our teachers have received extensive training and coaching in SIOP, and they implement the SIOP model in their science, math, ELA, and social studies classes. A SIOP consultant supports our teachers throughout the year. Class visits, mini-training sessions, professional learning circles, coaching, follow-up recommendations are among the many services she provides our teachers. We also facilitate the formation of special classes with the UFT Young People's Academy and SES programs at our school for ELL's, and match these groups with certified ESL teachers whenever possible. The 21st Century after school program, also located at our school, has targeted our ESL population for a music and drama enrichment program. Many members of our teaching staff have also been trained in the use of differentiated internet-based curricula such as Achieve3000, Writing Matters.

5d. There are many interventions for our long term ELL students. One of them is our before school Title III program. These students receive extra hours of test preparation and project building/completion in Math and English in a small group setting. This allows for language deficits to be addressed in a non- threatening atmosphere as well as focused individual remediation. Of the 25 students that are classified as self-contained special education students, 40% are long term ELLs. These students often demonstrate low academic literacy in English and their home language. Our long term ELLs benefit from all of the above programs including

Title III Early morning program

A. Programming and Scheduling Information

- *SIFE program*
- *RIGOR*
- *SES providers – UFT Young People’s Academy and Brienza*
- *21st Century*
- *Achieve 3000*

6. Our teachers differentiate instruction, utilize the SIOP model, and all content objectives are aligned with the New York State Standards and the New York City Common Core Standards. Our beginner and intermediate ELL's are given a placement test and then materials are distributed according to level. Our advanced ELL's utilize materials such as anthologies that are on grade level. At our school, we have designated ESL teachers to push in to ELA classes/pull out our ELL students as necessary in order to meet the mandates.

7. Our ELL’s are afforded special education services after being evaluated. The initial request for evaluation is made by teacher recommendation through our guidance counselor. Once our students are placed in a special education setting, they retain their ESL services by attending ESL classes.

We are able to meet the diverse needs of our ELL-SWD students by being flexible with our programming maintaining the least restrictive environment for our students. We utilize a pull-out ESL program for our ELL-SWD. Our ESL teachers push into the ELA classes of our ICT and Resource room students. Our ELL-SWD students intermingle with general education students during our lunch periods, gym classes, talent classes, SES programs, 21st Century, Flatbush Development after school programs, and early morning programs.

Courses Taught in Languages Other than English ⓘ

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

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

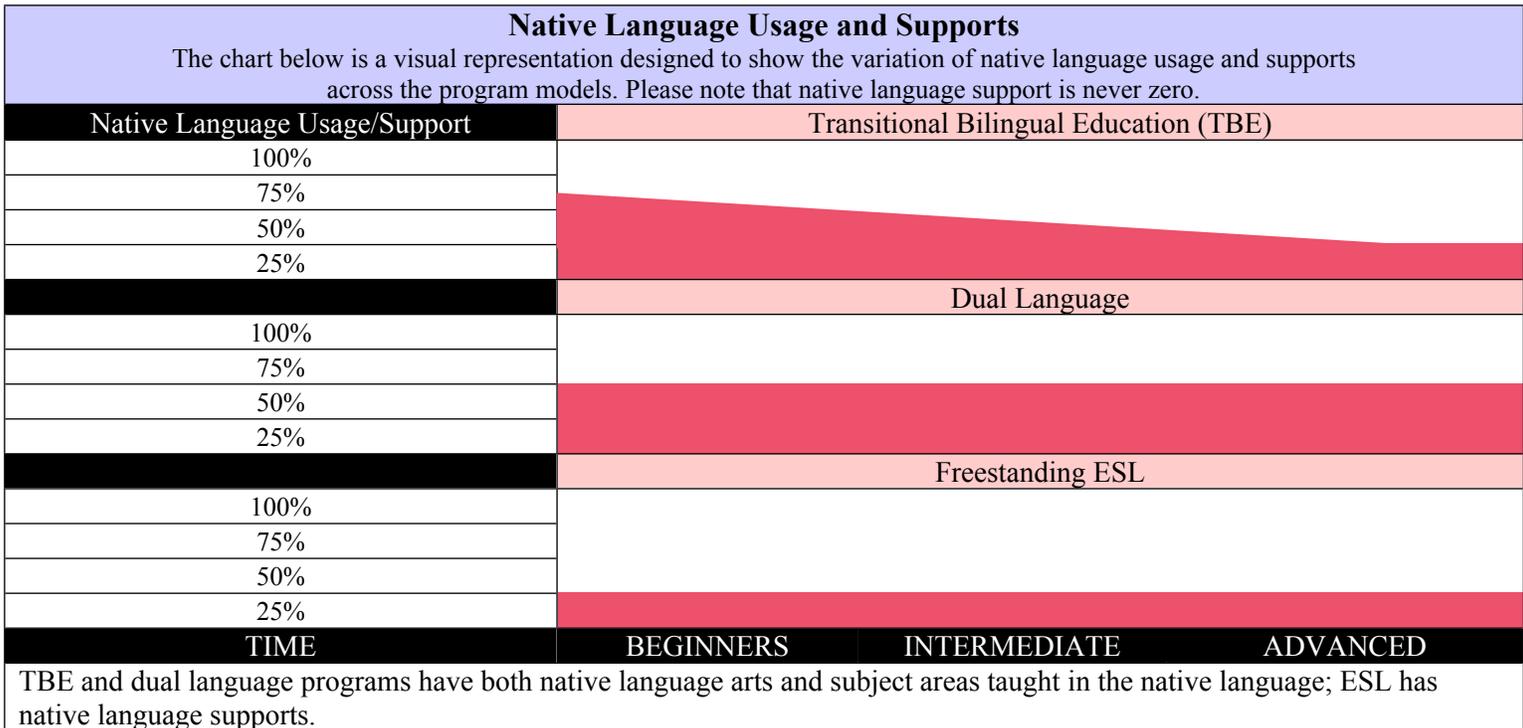
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	N/A			
Social Studies:	N/A			
Math:	N/A			
Science:	N/A			

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

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

ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

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

writing and cognitive development using interactive lessons that combine a variety of instructional activities. Kaplan Keys Unlock the Test builds on the critical thinking skills essential for success on the New York State ELA and Math Assessment. Kaplan ELA and Math Advantage this program is a supplemental, research-based instructional program that introduces students to the content and structure of the NYS ELA and Math tests. Kaplan SpellRead this program enables students to become more confident readers by emphasizing sequential development of reading through phonemic awareness, phonics, fluency, and reading comprehension, addressing the needs of non readers and students with limited reading ability, including ELL's and Special Education students. Kaplan TextConnections is a reading support program that works to develop fluency, comprehension, vocabulary, writing and independent reading. It provides an inquiry-based curriculum with explicit instructions, Scaffolded activities, and leveled texts and trade books to create strategic and independent readers in all content areas. Achieve3000 this program is a web-based individualized learning solution scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance on high stakes tests. Destination Math helps students investigate how mathematical issues arise out of real-life situations in a highly engaging setting students work through tutorials in numbers, number sense, operations with numbers, fractions, decimals, geometry, data analysis and probability. In addition, our school has various Extended Day Programs..

9. Our ELL Students receive support for two years after they have received proficiency by following the literacy curriculum. Students are also given additional support in the early morning and after school literacy programs. Students continuing transitional support are grouped in their classrooms according to weakness as informed by the NYSESLAT test.

10. This year we have instituted three Welcome classes. Our school has also invested in the National Geographic Inside Series for our ELL students. Our teachers have also been professionally developed in this series. We have welcomed Urban Arts Story Studio into our building to work with our ELL's for the second year. Title III morning, afternoon and Saturday programs have been put into place in order to enable our ELL's to succeed.

11. The only program that has been discontinued at our school is NYCLA. This program was discontinued because our ELL students are now going to be placed into programs that have been specifically developed to meet the individual needs of our students.

12a. Our ELL students receive the same access to all programs during the school day that are offered to our students who are English proficient.

12b. In terms of after school programs and supplemental services, our students are sent home with invitations in their Native Language inviting students to attend. Our Title III Programs are offered to our ELL students targeting our Welcome classes, students taking the New York State Math test, and students taking the English Language Arts test for the first time in the Spring 2012. Our before school Math program and our Saturday morning ELA intensive programs are designed for students in grades 6, 7 and 8 supplementing the ELA and Math instruction given on a daily basis in the classroom. Our Saturday program will also target our 8th grade ELL students in order to prepare them for the State Science exam. Our Wednesday and Friday after school ESL program was created for all of our students who have been in this country for less than one year. Students will be taught the following in groups of (10 to 15) of mixed ability: sight vocabulary, phonics, reading, writing, listening, and speaking throughout the core curriculum.

13a. At our school, we have three state of the art computer labs. Each of our ELL classes receives two periods of technology per week. Students are immersed in Achieve 3000. Smartboards are installed in classrooms giving the students the opportunity to interact in the lesson. We have invested over \$30,000 on materials from National Geographic. Additionally, all of our sixth grade students will receive desktop computers for use in their homes supplied by our Computers for Youth program. Our new 7th Grade students will also receive desktop computers in their homes. (This program began last year with our then 6th graders who are now our current 7th grade students). At Ditmas, we also support our ELL students through the use of ESL dictionaries and thesaurus' in a variety of languages, science glossaries, Kaplan SpellRead and TextConnections, Achieve 3000, RIGOR, Test Prep- Getting ready for the NYSESLAT- on all three grade levels, a plethora of ESL non fiction activity books, audio/visual equipment and listening centers.

14. Native language support is delivered in ESL through the use of our classroom libraries that are in Native Languages, bilingual glossaries and picture dictionaries.

15. Yes, required services and support are aligned with each student's grade level. Additionally, services are also aligned with proficiency levels.

16. Newly enrolled ELL students are invited to participate in our Title III summer enrichment program each year (contingent upon

funding). This opportunity to prepare new ELL's for the coming school year included thematic units that explore American language and culture, literacy and mathematics, and field trips to sites of cultural interest around New York City. Our Title III allocation for the 2011-2012 school year will facilitate the availability of early morning programming for our newcomers and our first time test takers.

17. At this time we do not offer any language electives for our ELL students

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

D. Professional Development and Support for School Staff

2011-2012 Calendar for Continuous Professional Learning & Collaboration

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

Department Meeting and grade 12/19/2011	Entire Staff Assistant Principals, Principal	ELLs in the Math, Science, Social Studies and ELA Classroom			Grouped by subject
Grade Meetings by Institute 1/9/2012	Entire Staff	Inquiry	Grouped by Institute	Assistant Principals	
Grade Meetings by Institute Faculty Conference 1/23/2012	Entire Staff Principals and Principal	Using "United Streaming" by Discovery Education	Grouped by Institute	Assistant Principals and Principal	
Department Meeting and grade 1/30/2012	Entire Staff Assistant Principals, Principal	ELLs in the Math, Science, Social Studies and ELA Classroom			Grouped by subject
Grade Meetings by Institute 2/6/2012	Entire Staff	Smart Boards Part II	Grouped by Institute	Assistant Principals	
Grade Meetings by Institute Faculty Conference 2/13/2012	Entire Staff	Preparing for the ELA test	Grouped by Institute	Assistant Principals and Principal	
Department Meeting and grade 2/27/2012	Entire Staff Assistant Principal, Principal	ELLs in the Math, Science, Social Studies and ELA Classroom			Grouped by subject
Grade Meetings by Institute 3/5/2012	Entire Staff	Using technology in your classroom	Grouped by Institute	Assistant Principals	
Grade Meetings by Institute Faculty Conference 3/12/2012	Entire Staff	Inquiry	Grouped by Institute	Assistant Principals and Principal	
Department Meeting and grade 3/19/2012	Entire Staff Assistant Principals, Principal	ELLs in the Math, Science, Social Studies and ELA Classroom			Grouped by subject
Grade Meetings by Institute 3/26/2012	Entire Staff	Inquiry	Grouped by Institute	Assistant Principals	
Specialized Meetings: SE, ESL, Principal's Class, CTT, Common Planning, Deans, Guidance 4/2/2012	Entire staff is grouped by meeting	Subject Team Leaders, Assistant Principals, 60/40 IEP Teacher, Principal		Entire Staff	Agenda developed by
Grade Meetings by Institute Faculty Conference 4/16/2012	Entire Staff	Preparing for the Math test	Grouped by Institute	Assistant Principals and Principal	
Department Meeting and grade 4/23/2012	Entire Staff Assistant Principals, Principal	ELLs in the Math, Science, Social Studies and ELA Classroom			Grouped by subject
Grade Meetings by Institute 4/30/2012	Entire Staff	Inquiry	Grouped by Institute	Assistant Principals	
Specialized Meetings: SE, ESL, Principal's Class, CTT, Common Planning, Deans, Guidance 5/7/2012	Entire staff is grouped by meeting	Subject Team Leaders, Assistant Principals, 60/40 IEP Teacher, Principal		Entire Staff	Agenda developed by
Grade Meetings by Institute Faculty Conference 5/14/2012	Entire Staff	Reorganization	Grouped by Institute	Assistant Principals and Principal	
Department Meeting and grade 5/21/2012	Entire Staff Assistant Principals, Principal	ELLs in the Math, Science, Social Studies and ELA Classroom			Grouped by subject
Grade Meetings by Institute 6/4/2012	Entire Staff	Inquiry	Grouped by Institute	Assistant Principals	

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

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

2. As a part of our Restructuring Plan, we have hired a Restructuring Principal. He provides Professional Development twice a week. For 2011-2012, he has targeted our ESL teachers as well as those subject specific teachers of ELL students. At the beginning of the school year, our Sixth Grade Assistant Principal meets with all the sixth grade students. At this assembly program, the students are introduced to the important people of the grade (Dean, Guidance Counselor, Family worker). Our Guidance Counselors meet with all the new admissions to the school. In the eighth grade, our Guidance Counselors meet with each student to discuss the choices that are available for high school.

3. Our teachers are afforded opportunities for professional development and to participate in peer focus groups. Many have been trained in Q-Tel and all have been trained in SIOP and continue to attend workshops offered by the office of English Language Learners and the New York State Education Department.

As a part of our commitment to establish good practice, we have purchased SIOP (Sheltered Instruction Observation Protocol). These funds are providing the following Professional Development:

Ninety percent of our staff (teachers, guidance counselors, paraprofessionals, the school psychologist, speech therapists, parent coordinator school secretaries, and assistant principals have been trained in the SIOP model and will receive a refresher PD on Election Day.

Our new teachers will be trained in the SIOP model when the SIOP consultant comes to Ditmas. The consultant is scheduled for 20 entire day visits. She will visit classroom and provide feedback to individual teachers on the SIOP Model as well as providing PD to all ESL teachers.

We are planning to offer the following afterschool workshops:

ELA/ESL . This workshop will develop 6th, 7th and 8th grade curriculum aligned to the Glencoe Literature Series and the National Geographic “inside” series. Additionally, they will develop IO’s and CO’s around this new curriculum and develop smart goals that correspond with this curriculum.

Math/ESL. These workshops will provide training in the use of manipulatives, visual based instruction, creating visual resources, how to align the genre of common core standards, enrichment and journaling.

Social Studies/ESL. These workshops will focus on geography developing a Social Studies vocabulary, map skills as well as study skills.

E. Parental Involvement

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

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

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

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

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

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

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

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

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

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

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

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

4. Our parental involvement activities address the needs of the parents because the activities were developed as a result of surveys and needs assessments.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							32	27	42					101
Intermediate(I)							17	29	44					90
Advanced (A)							26	51	31					108
Total	0	0	0	0	0	0	75	107	117	0	0	0	0	299

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	24		29		8		3		64
7	28		44		18		3		93
8	35		43		17		4		99
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	21		42		20		5		88
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

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

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

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

2. The general trends of the NYSESLAT scores in all grades show that our ELL’s speaking and listening skills are stronger than their

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

3. We have carefully analyzed student performance on each performance indicator of the English Language Arts Exam for each grade. On the 2011 ELA exam, our 6th grade ELL's are most in need of improving their ability to interpret information (interpret data from multiple sources and interpret literary texts from a variety of genres). They also need to improve understanding of new vocabulary (determine the meaning of unfamiliar words, by using context clues, dictionaries, and glossaries). ELL's in the 7th grade struggled to understand literary devices (determine how the use and meaning of literary devices convey the author's purpose). Additionally, to evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in various text. Our 8th grade ELL's demonstrated that they struggle with the way the authors language creates feeling and images. They also had difficulty evaluating the validity and accuracy of information, ideas, themes, and opinions in text.

The Periodic Assessment is utilized to both provide a measure that addresses areas of deficiency among our ELL's and to assess growth and improvement in Listening, Speaking, Reading and Writing. School leadership, Inquiry Team and teachers are using the results of the Periodic Assessment to help drive instruction. Results of these assessments are closely analyzed and lessons, projects, homework, and classroom assignments are tailored to the specific needs of each of our students. We expose our students to project based coursework. Our students create computer generated graphic organizers for pre writing/brainstorming activities, internet research, complete document based writing activities and incorporate narrative, expository, descriptive and persuasive writing genres. Additionally, students write utilizing Writer's Workshop and vocabulary inclusive strategies. Writing is integrated into all content areas.

6. The success of our programs for ELL's are evaluated using a multitude of measures. We employ the results of formal, informal, formative and collaborative assessments at the beginning, midterm and at the end of our programs. Scores are carefully analyzed and evaluated for future sustainability purposes.

At our school, we utilize the National Geographic inside Series Pre-tests and Post- tests, results from the NYSESLAT, and the median scale scores on the ELA and Math exams in order to evaluate the success of our programs for our ELL 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.

Part VI: LAP Assurances

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 53 **Network:** N533

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Ditmas Intermediate School 62	DBN: 20K062
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 13
of certified ESL/Bilingual teachers: 7
of content area teachers: 6

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: As a result of the waiver that New York State received from the United States Department of Education, New York State has given us a "Good Standing" accountability status for 2012-13 school year. Since we are now a school in "Good Standing", our students are no longer eligible for Supplementary Educational Services. On our last State Report Card (2011-2012) our Limited English Proficient students failed to make AYP in ELA, Math and Science. We plan to use our Title III LEP funds to provide additional instruction in Math, ELA and Science with the following programs:

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

The After School Math Program will run for 34 sessions, Tuesday/Thursday, from 3:00 PM to 4:30 PM beginning in November 2012. These 6th, 7th and 8th grade students will be taking the New York State Math exam in April 2013. The regular school day does not provide for enough time to prepare these students for the high stakes New York State exam in Math. It is necessary that we provide these students with supplementary services in a after school program. The intensive program will be taught by three (3) highly qualified ESL and Math teachers. The language of instruction is English. There will be a minimum of one (1) ESL teacher present at all times to assist in the instruction and planning. We will purchase supplementary consumable Math materials. The program will be supervised by a Math Assistant Principal who will provide one on one professional development as well as demonstration lessons.

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

The Before School "Welcome Class" Intensive ESL Program will run for 74 sessions, Tuesday through Friday from 7:15 AM to 8:00 AM from November to April 2013. This program will target 6th, 7th and 8th grade students. This program is designed to meet the needs of newly arrived pre-literate, non-English speaking immigrant students. Many of these students have entered our school with little or no literacy skills in their Native language, have little acquaintance with the school culture, and have few academic literacy skills or knowledge. The language of instruction is English. The program will be taught by five (5) highly qualified ESL teachers in a small group setting of ten to fifteen students. The students will be instructed using ESL methodologies and strategies. The program is inter-disciplinary, student-centered, and lends itself to mixed ability grouping. The following skills will be taught: sight vocabulary, phonics, reading, writing, listening, speaking, as well as an introduction to the core academic areas of English Language Arts, Mathematics, Social Studies and Science. We will purchase supplementary consumable materials.

3. Provide an after school ELA program for ELL students who will be taking the NYS ELA test for the first

Part B: Direct Instruction Supplemental Program Information

time.

The ELA “Do Your Best On The Test Academy” will run for 35 sessions, Wednesday 3:00-4:30 and Friday 2:20-3:50 PM from November 2012 to April 2013. The program will target approximately 75 ELL’s that were admitted to New York City Public Schools between April 2011 and April 2012. These 6th, 7th and 8th grade students will be taking the New York State ELA exam for the first time in April 2013. The regular school day does not provide for enough time to prepare these students for the high stakes New York State exam in ELA. It is necessary that we provide these students with supplementary services in a after school program. The intensive program will be taught by five (5) highly qualified ESL and ELA teachers. The language of instruction is English. There will be a minimum of one (1) ESL teacher present at all times to assist in the instruction and planning. We will purchase supplementary consumable educational materials. At no cost to the Title III grant, the program will be supervised by the ESL/ELA supervisor. This position is being funded with our Middle School Quality Initiative Funds.

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

The Science Saturday Academy will run for seven (7) Saturdays beginning April 2013 from 9:00 AM to 12:00. The program will target approximately 100 8th grade ELL’s that will be taking the New York State Science Performance and Written exam The program will be taught by two (2) highly qualified ESL and Science teachers. The language of instruction is English. There will be a minimum of one (1) ESL teacher present at all times to assist in the instruction and planning. We will purchase Science supplementary consumable materials especially targeting science content vocabulary. At no cost to the Title III Program, the program will be supervised by the Science Supervisor.

Part C: Professional Development

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

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

Begin description here:

Our teachers are afforded opportunities for professional development and to participate in peer focus groups. Many have been trained in Q-Tel and all have been trained in SIOP, and continue to attend workshops offered by the office of English Language Learners and the New York State Education Department. Ditmas coaches and staff developers conduct bi-monthly professional development

Part C: Professional Development

sessions to prepare our teachers with tools to help the LEP student. Additionally, teachers are invited to attend district as well as city conferences and workshops that pertain to their subject area and to the ELL student's particular learning needs.

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

- Most of our teachers have been trained in the SIOP model and will receive a refresher PD on Election Day.
- Three new teachers will be trained in the SIOP model when the SIOP consultant comes to Ditmas. The consultant is scheduled for 20 days. She will visit classrooms and provide feedback to individual teachers on the SIOP Model as well as providing PD to all ESL teachers.
- The Restructuring Principal provides additional PD twice a week working with all the ESL teachers as well as those subject specific teachers of ELL students.

According to our Professional Development Calendar, our content area teachers meet one Monday a month for 37.5 minutes. A description is provided below:

- ELA/ESL Workshop. These workshops will develop 6th, 7th and 8th grade curriculum aligned to the Glencoe Literature Series and National Geographic Inside Series. Additionally, they will develop LO's and CO's around this new curriculum and develop smart goals that correspond with this curriculum.
- Math/ESL Workshop. These workshops will provide training in the use of manipulatives, visual based instruction, creating visual resources, how to align the genre of common core stands, enrichment and journaling.
- Social Studies/ESL Workshop. These workshops will focus on geography, developing a Social Studies vocabulary, map skills as well as study skills.
- Science/ESL Workshop. These workshops will provide teachers with hands on Science materials as well as lab experiences.

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

We have purchased National Geographic's Inside Program for our ELL students with our Title I SWP funds. This program provides for intensive staff development using this series of books with our ELL population. In the Spring of 2012, all of our ESL teachers and self-contained special education teachers were trained in using the Inside Program in the classroom. At the beginning of this school year, we provided additional training for our ESL and self-contained special education teachers and have

Part C: Professional Development

scheduled training for Election Day in November, our school PD day in December and the Chancellor's Conference Day in June.

Part D: Parental Engagement Activities

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

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

Begin description here: At no cost to the Title III grant, we have entered into a partnership with the Department of Youth & Community Development (DYCD) to provide immigrant services that will be delivered by Goodwill Industries of Greater New York and Northern New Jersey, Inc. Additionally, at no cost to this grant, we have purchased the Talk & Listen System. It is a portable, wireless, voice-silencing communication system that has revolutionized the way educators communicate with students and parents. This system allows listeners to hear meetings in their native language in a non-threatening manner utilizing a voice-silencing microphone (everyone hears the same message at the same time). As a speaker gives his/her presentation, an interpreter speaks into the mic which is connected to a transmitter (about the size of a deck of cards). Listeners in the audience, equipped with a receiver and headphones hear the interpreter's voice. Multiple languages can be interpreted simultaneously. Parents who are using this system will hear the meeting in their own language through an interpreter. They can sit anywhere without feeling segregated from other listeners. As a result of our partnership with Goodwill Industries of Greater New York and northern New Jersey, translators are provided at all parent meetings/workshops.

We held a sixth grade parent orientation on September 13, 2012 as an introduction to our school. Translators were present.

We held a seventh and eighth grade parent orientation on September 20, 2012. This orientation provided the parents with information concerning the high school application process as well as the activities planned for the year. Information was given about the various high school open houses. Translators were present.

We are planning to have a Family Literacy Night and a Family Math Night. We plan to purchase bilingual books and materials. As a part of the Literacy Night/Math Night we plan to hold workshops

Part D: Parental Engagement Activities

that will provide parents with information on how to help your child do better in English and Math.

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

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

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

All parents recived written notification in their home language as well as receive telephone notification through our SchoolMessenger System.

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 		

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.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		