



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: JHS 218 JAMES P. SINNOTT MAGNET SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 19K218

PRINCIPAL: MRS. VALENA WELCH-WOODLEY **EMAIL:** VWELCHW@SCHOOLS.NYC.GOV

SUPERINTENDENT: **JOYCE STALLINGS-HARTE**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Valena Welch-Woodley	*Principal or Designee	
Thomas Crean	*UFT Chapter Leader or Designee	
Syed Kasru	*PA/PTA President or Designated Co-President	
Eric Archer	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Glover Elemenina Glover	Member/ UFT	
Bobette Powell-Ross	Member/ UFT	
Judith Denbow	Member/ UFT	
Racquel Effinger	Member/ UFT	
Esther Ince	Member/ Parent	
Noel Osa	Member/ Parent	
Celestine Arthur	Member/ Parent	
Lukmon Kalejaiye	Member/ Parent	
Pedro Polanco	Member/ Parent	
Teyana Cummings	Member/ Parent	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

QR page 6: Deepen the analysis of student work during the observation process and consistency of frequency to ensure a clear focus on academic rigor and targeted student needs to improve professional growth. (4.1)

- While the school leaders conduct observations and daily walkthroughs, the frequency of feedback to teachers varies among administrators. In addition, feedback does not always include an analysis of students' work and data. This lessens opportunities for reflection on instructional practices to enhance student achievement.

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

____ 2.2 School leader's vision

____ 2.4 School leader's use of resources

____ 2.3 Systems and structures for school development

 x 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Our goal is to continue to deepen teacher effectiveness by improving the individualized professional development plans through implementing Charlotte Danielson's research-based teaching framework. Through this lens we will set clear expectations for teacher practice and development with a focus on 1e, 3b, and 3d.

By June 2013 the Principal and Assistant Principals will conduct at least 4 short frequent observations for all teachers as evidenced by written feedback with specific recommendations that reflect an analysis of students work and data.

Instructional strategies/activities

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

a) Activities

- Formulate an instructional cabinet that meets weekly (Monday/period 7 and Friday after school) including principal, assistant principals, coaches and key personnel to plan teacher inter-visitations and focus.
- School leaders set up and follow a schedule of formal teacher observations and feedback using researched based rubric.
- Formulate a weekly schedule for principal and assistant principals allocating 2-3 days a week for short frequent observations and teacher debriefing.
- Create a series of observation cycles that focus on specific grades/subject areas with the Principal observing new teachers and Assistant Principals working with the teachers on the floor they supervise with AUSSIE.
- Institute a series of instructional rounds with Principal, Assistant Principals, AUSSIE (literacy and math), and RBE-RN Staff
 - Team formulates a plan to visit 4 to 6 classrooms per session, based upon data collected from observations.
 - Team takes low inference notes on a graphic organizer that delineates what the teacher is doing, and what the student is doing.
 - Team meets after walkthrough to debrief, share notes and come to consensus as they norm the rubric.
 - Team meets with teacher and the teacher self assesses by reviewing rubric, an individualized action plan is formulated addressing the teacher's challenges.
 - Plans created for teacher to share their strengths with colleagues.
 - Teacher Study Group with Administrators to strengthen instructional program and meet goals delineated in individualized action plan
- Professional Development conducted by AUSSIE to deepen teacher effectiveness.
- Implement New York City Professional Development Resources: Build Teachers' Understanding of the Danielson Framework for Teaching (June 25 and 26th of 2012)

b) Key Personnel: All Teachers across grade levels and subject areas, Principal, Assistant Principals, Literacy and Math Coach, Data Specialist, RBE-RN Staff, AUSSIE

c) Targets to Evaluate Progress:

- Debrief and Feedback of Short Frequent Observations are done in a timely manner
- Short Frequent Observations reflect growth based upon feedback
- Development and implementation of individualized professional development plan for teachers
- Conference logs, Sign-in sheets and agendas delineating support provided

Steps for including Teachers in the decision-making process

- Teachers meet with school leaders as well as AUSSIE and RBE-RN Staff to self-assess and formalize an individual plan of action which includes next steps and support needed.
- Teachers plan workshop (powerpoint, video, smartboard) to share their strengths with colleagues.

d) Timeline for Implementation: September 2012 through June 2013

e) Budget:

AUSSIE (1 ELA and 1 Math Consultant) – 6 sessions at a rate of \$ 1,175 per session

AUSSIE (1 ELA and 1 Math Consultant) – 2 sessions at a rate of \$ 1,175 per session

Teacher Study Group with Administrator (January 2013 to June 2013)	Teacher Study Group with Administrators to strengthen instructional program and meet goals delineated in individualized action plan			
	# of Personnel	# of days (2 dy wk for 6 wks)	# of hours (per day)	Rate (\$)
Teachers	9	12	1	50.19
Supervisor	1	12	2	52.52

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: Priority/Focus Funds

Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Professional instructional materials to support curriculum development during the regular school day.
- External Support – AUSSIE and RBE-RN Staff

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

QR page 5 - Accelerate the development of rigorous academic tasks aligned to key standards in order to promote the development of higher order thinking skills. (1.1)

- Teacher teams' work is emerging to revise units of study and create cognitively engaging academic tasks. However, they are in the beginning stages of using student work to refine tasks using Depth of Knowledge (DOK), student work products and data to ensure that all students including, English language learners and students with disabilities are consistently engaged.

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<u> </u> 3.2 Enacted curriculum	<u> X </u> 3.4 Teacher collaboration
<u> X </u> 3.3 Units and lesson plans	<u> X </u> 3.5 Use of data and action planning

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Our goal is to engage all students in at least two units of study for each of the content areas (Humanities, Math, and Science) aligned to the Common Core Learning Standards.

By June 2013, all students will participate in at least two units of study for each content area aligned to the Common Core Learning Standards as evidenced by tasks and teacher team evaluations of student work products.

Instructional strategies/activities

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

a) Activities:

Instructional Program:

Content Area Instructional program will include the following features: formulating curriculum maps and units of study align with the Common Core Learning Standards, creating Performance Based Assessments and following the collaborative inquiry cycle.

- School will program Humanities (ELA/Social Studies) where possible.
- Curriculum maps will be created across the content areas.
- Backwards planning will result in at least two unit plans aligned with the Common Core Learning Standards including multiple entry points in Humanities, Math, and Science.
- Progress will be monitored by Acuity and teacher created materials.
- Data (Assessment Data, Item analysis, Roster Reports, etc.) will be reviewed by cabinet, Inquiry Team Leaders and teacher teams utilizing the *Digging into Data* Protocol.
- Student work (short and constructed response, culminating activities) will be examined with the *Looking at Student Work* Protocol.
- The Collaborative Inquiry Cycle will be followed
 - Look at student work and data in teams and across the school
 - Look at teacher planning and practice in teams and across the school
 - Set goals and take action to address gaps
 - Monitor and Track Progress
 - Engage external resources - AUSSIE

Professional Development:

Professional Development will be provided on the following topics: curriculum mapping, Common Core Learning Standards, Depth of Knowledge, Danielson Framework for Teaching, Universal Design for Learning, using ELLs Strategies and Differentiating Instruction for Students with Disabilities, Data based student grouping, Data Analysis and Planning, Planning Coherent Instruction, Using ARIS to Identify Students in the Bottom Third, Identifying and Supporting our ELL students, Smartboard Training, further development of Inquiry Work, New Teachers will be mentored, Achieve 3000 (reading program for ELLs, this data provides entry points for ELL students.) AUSSIE (Literacy and Math) will lead professional development sessions to formulate unit plans and increase rigor in the instructional program.

b) Key Personnel: Principal, Assistant Principals, Coaches, Data Specialist, Teachers, and RBE-RN Staff

c) Targets to Evaluate Progress:

- A minimum of two units of study produced by subject/grade level teams, along with lesson plans and student work products
- Data analysis of student work utilizing the Looking at Student Work protocol by teacher teams
- Analysis of student data utilizing the Digging into Data protocol by instructional cabinet
- Sign-in sheets and agendas of team meetings and professional development

Steps for including Teachers in the decision-making process

- Teachers will meet in grade level teams to review student data generated from Benchmark Assessments, Baseline Assessments, Scantron Performance Series, Performance Based Assessments, Unit Pre and Post Tests, and Culminating Tasks.

- Teachers will meet by subject/grade level teams for inquiry work, to plan curriculum and units of study.
- Teachers will meet in subject/grade level teams to plan implementation of the units of study.
- Teachers will meet by subject/grade level teams to review student work generated from the implementation of the units of study.

d) **Timeline for Implementation:** September 2012 through June 2013

e) **Budget:**

AUSSIE (1 ELA and 1 Math Consultant) – 6 sessions at a rate of \$ 1,175 per session

AUSSIE (1 ELA and 1 Math Consultant) – 2 sessions at a rate of \$ 1,175 per session

AUSSIE PD (January 2013 to March 2013)	Consultants to conduct Prof Dev to support teacher effectiveness via units of study and lessons aligned to the common core learning standards			
	# of Personnel	# of days	# of hours (per day)	Rate (\$)
Teachers	16	4	3	50.19
Supervisor	2	4	3	52.52

Teacher Study Group with Administrator (January 2013 to June 2013)	Teacher Study Group with Administrators to formulate unit plans and increase rigor in the instructional programs			
	# of Personnel	# of days (2 dy wk for 6 wks)	# of hours (per day)	Rate (\$)
Teachers	9	12	1	50.19
Supervisor	1	12	2	52.52

Consumables	Professional literature to support teacher study groups
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Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: Priority/Focus Funds

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Supervisor per session (4 days) AUSSIE PD
- Teacher per session (4 days) AUSSIE PD.
- Teacher per session (1.5 hours twice per month) Inquiry Work for Team Leaders

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

QR page 6: Strengthen the use of consistent assessment practices so that teachers continuously gauge progress for individual students and subgroups in order to improve outcomes. (2.2)

- Teachers individually and in teams, routinely gather and analyze student data including formal and interim assessment information. This provides them with an overarching view of the accomplishments and struggles of their students with a view towards knowing what their students know and are able to do. However, this analysis has not yet extended to targeted subgroups, specifically English language learners. Thus, limiting the ability of teachers to appropriately adjust instructional practices to meet the needs of all students.

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 4.2 Instructional Practices and strategies

_____ 4.4 Classroom environment and culture

_____ 4.3 Comprehensive plans for teaching

 x 4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Our goal is to decrease the number of students in subgroups (Limited English Proficient, Students with Disabilities, African American, Hispanic, Economically Disadvantaged Students) performing at level one by 3% and increase the number of students in said subgroups scoring at level 3 and 4 by 3% in both ELA and Math as measured by Acuity and Teacher Made Assessments.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- strategies/activities that encompass the needs of identified student subgroups,
- key personnel and other resources used to implement these strategies/activities,
- identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
- timeline for implementation
- budget

a) Activities:

Professional Development: PD will focus on the following topics: Analysis of Interim assessments to monitor and revise curriculum, use of rubrics with the language of CCLS to provide specific feedback to students regarding their work, use of student data to plan and set goals; further the development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning, curriculum mapping, unit planning, Common Core Learning Standards, Depth of Knowledge, Danielson Framework for Teaching, using ELLs Strategies and Differentiating Instruction for Students with Disabilities, Data based student grouping, Data Analysis and Planning, Planning Coherent Instruction, Using ARIS to Identify Students in the Bottom Third, Students with Disabilities, and ELL students, Smartboard Training, further development of Inquiry Work

Instructional Support:

- Provide extended day, after school and Saturday Academy support – Academic Success Academy (January 2013), Title III ELL Academy, SIFE Saturday, Super Saturday Academy, Spring Holiday Academy.
- Order instructional materials to be used in Super Saturday and Spring Holiday Academies, including books and calculators
- Use Hot List to identify students with Level 1's and low Level 2's and low Level's 3 and Level's 4.
- Use ARIS to identify students performing in the Bottom Third and provide support
- Develop specific instructional plan for students with Level 1's, low Level 2's and low Level's 3 and Level's 4.
- Utilize item analysis reports to identify student strengths and challenges by student, class, subgroup.
- Identify and develop appropriate materials for use with these students.
- Continue to support classroom instruction through observation-feedback-coaching methods, strategy modeling, and debriefing with classroom teachers and paraprofessionals.
- Create units of study that provide multiple entry points for Students with Disabilities and ELL students
- Utilize Achieve 3000 to target reading level and entry point

b) Key Personnel: Principal, Assistant Principals, Coaches, RBE-RN Staff, RSE TASC-SEGIS and Teachers servicing Students with Disabilities and Limited English Proficient Students and the students in these subgroups

c) Target to Evaluate Progress:

- Periodic Assessment Data: October 2012, November 2012, February 2013, and March 2013.
- Student attendance in Academic Support (Academic Success Academy, Title III Seamless Day Academy, SIFE Saturdays, Super Saturday Academy, Spring Holiday Academy)
- Data generated from teacher created materials

Steps for including Teachers in the decision-making process

- Teachers will meet in grade level teams to review student data generated from Benchmark Assessments, Baseline Assessments, Scantron Performance Series, Performance Based Assessments, Unit Pre and Post Tests, and Culminating Tasks.
- Teachers will apply and teach in Academic Support Academies.
- Teachers will meet by subject/grade level teams to review student work generated from participation in the various academies.

d) **Timeline for Implementation:** September 2012 through June 2013

e) **Budget**

Academic Success Academy (January 2013 - March 2013)	The Academic Success Academy will target hot list students - those with level 1 and low level 2, low level 3 and 4, including those with Sp Needs and ELLs. Staff provides small group instruction to students based upon deficits.			
	# of Personnel	# of days (1day a wk for 12 wks)	# of hours (per day)	Rate (\$)
Teachers	12	12	3	50.19
Ed Assoc (Para)	1	12	3	29.01
Supervisor	1	12	4	52.52

Super Saturday Academy (February 2013 - May 2013)	The Super Saturday Academy will target the bottom third students including those with Sp Needs and ELLs. Staff provides small group instruction to students based upon deficits.			
	# of Personnel	# of days (1 dy for 9wks)	# of hours (per day)	Rate (\$)
Teachers	6	9	4	50.19
Ed Assoc (Para)	1	9	4	29.01
Supervisor	1	9	5	52.52
Consumables	Support materials to enhance student performance			

Spring Holiday Academy (March 26 - 28, 2013)	The Spring Holiday Academy is available to students (including hot list students, Sp Needs and ELLs) for review - specific targeted instruction in preparation for the upcoming NYS Assessments. Staff provides small group instruction to students based upon deficits.			
	# of Personnel	# of days (3 days)	# of hours (per day)	Rate (\$)
Teachers	8	3	4	50.19
Ed Assoc (Para)	1	3	4	29.01
Supervisor	1	3	5	52.52
Consumables	Support materials to enhance student performance			

Budget and resource 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 IA Title IIA Title III Set Aside Grants Funds Other-describe here: SIFE and Priority/Focus

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Supervisor per session (4 days per week) supervise various per session activities including Saturdays
- Teacher per session (3 hours per week) After School ELL Title III Academy
- Teacher per session (3 hours per week) Academic Success Academy
- Teacher per session (4 hours per week) Saturday SIFE Academy
- Teacher per session (4 hours per week) Saturday Academy
- Teacher per session (12 hours per week) April Holiday Academy

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

School Learning Survey – page 1

After reviewing the 2011 – 2012, NYC School Survey it was found that the safety and respect score (6.6) was below average.

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Communicate curriculum initiatives, goals, and student progress school wide

By June 2013, all students and teachers will formulate four goals aligned to the schools instructional and behavioral expectations in order to improve student performance as measured by interim assessments, performance tasks and a decrease in school-wide incidents.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - strategies/activities that encompass the needs of identified student subgroups,
 - key personnel and other resources used to implement these strategies/activities,
 - identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - timeline for implementation.
 - budget

a) Activities:

Conferencing

- Teachers will participate in a professional development session after school that demonstrates how to develop student goals during the month of October 2012.
- Principal and Coach will provide examples of smart goals during demonstrations in the month of October 2012.
- Teachers will conference with students to assist them in developing 4 goals (2 academic, 1 career & college ready, 1 personal goal) during the month of October 2012.
- Principal, Assistant Principals, and Coaches will review student goals and offer suggestions when necessary to support teachers and students in the development of smart goals.
- Principal and APs will meet with teachers to review and discuss their goals, and create an action plan.

Professional Development

Classroom management workshop for teachers with links to Danielson Framework for Teaching and Learning with a focus on Special Education and ICT classrooms

Advisory Program

- “Overcoming Obstacles” Program
- Service Learning Projects

Improve School Climate

Continue PBIS Program, utilize SAVE Room, provide support (Community Based Organizations), Principal’s Incentive Program, School Uniforms, School Spirit Days, No Name Calling Week, Respect For All Week, Wellness Center, Staff and Student Sensitivity Training

After School and Extra Curricular Programs

- Achieve Now Academy
- Academic Success Academy
- Saturday Academy
- Male Mentoring Academy
- Female Mentoring Academy
- Boys & Girls Basketball Teams
- Volleyball Team
- Zumba Class for Students
- Service Learning Projects

b) Key Personnel: Principal, Assistant Principals, Coaches, Guidance Counselors, Social Worker, Psychologist, Teachers, Students and Support Staff

c) Target to Evaluate Progress:

- Goal sheets completed and revised/updated for students and staff.
- Conference logs of teachers, assistant principals, guidance counselors, social worker, etc
- Students enrolling in afterschool / extra curricular programs
- Increase in student performance on interim assessments and performance tasks
- Implementation of strategies learned from workshops

Steps for including Teachers in the decision-making process

- Teachers will review their teacher data reports to develop goals for professional growth
- Teachers will meet in grade level teams to review student data generated from Benchmark Assessments, Baseline Assessments, Scantron Performance Series, Performance Based Assessments, Unit Pre and Post Tests, and Culminating Tasks to aid in writing student goals.
- Teachers will meet by subject/grade level teams to review student work generated from aforementioned data to revise/update goals as necessary.
- Teachers will meet with Principal, Assistant Principals and Coaches to review and discuss their goals and create an individual professional development plan

d) Timeline for Implementation: September 2012 through June 2013

e) Budget

CITE PD Classroom Management (February 2013 - April 2013)	Classroom management workshop for teachers with links to Danielson Framework for Teaching and Learning with a focus on Special Education and ICT classrooms			
	# of Personnel	# of days	# of hours (per day)	Rate (\$)
Consultant	1	4	1	750
Consultant	1	1	28	250

Achieve Now Male/Female Mentoring (January)	
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	behaviors essential to making decisions that will have a positive impact on their educational life and social-emotional well-being.			
	# of Personnel	# of days (1 dy wk for 15 wks)	# of hours (per day)	Rate (\$)
Teachers	2	15	4	50.19
Supervisor	1	15	5	52.52

Consumables	Materials to support student performance, teacher study groups, and to increase parent communication and involvement
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Budget and resource alignment what other funding sources besides priority?

- 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 IA Title IIA Title III Set Aside Grants Other-describe here: Priority/Focus Funds

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Supervisor per session study group with teachers
- Teacher per session study group with Administrators
- Teacher per session Achieve Now Academy Male and Female Mentoring Program
- Supervisor per session Achieve Now Academy Male and Female Mentoring Program

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

School Learning Survey

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

After reviewing the 2011 – 2012, NYC School Survey it was found the communication score (6.8) was below average.

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

- | | |
|--|--|
| <input type="checkbox"/> 6.2 Welcoming environment | <input type="checkbox"/> 6.4 Partnerships and responsibility |
| <input checked="" type="checkbox"/> 6.3 Reciprocal communication | <input type="checkbox"/> 6.5. Use of data and families |

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

- Communicate curriculum initiatives, goals, and student progress school wide

By June 2013, all students and teachers will evaluate the progress towards reaching their goals by reviewing journals, portfolios, binders, attendance, anecdotal logs and create an action plan.

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - e) budget

a) Activities:

Improve School Communication:

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

Conferencing

- Teachers will conference with students to evaluate their progress in meeting 4 goals (2 academic, 1 career & college ready, 1 personal goal).
- Principal, Assistant Principals, and Coaches will review student goals and progress in order to support teachers and students in the process.
- Principal and APs will meet with teachers to review and discuss their goals as well as student goals, and revise their action plan if necessary.

Parental Involvement

- Parent Orientation will be held in the summer for incoming sixth grade students as well as returning seventh and eighth grade students.
- An Open House will be held for parents to meet teachers.
- Parents will be trained on how to use ARIS Parent Link.
- Parent calendars will be created and distributed.
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g. PTA) to share information and respond to parent questions and inquiries.
- The Parent Coordinator will host workshops for parents.
- An interpreter will be present on open school night to translate for parents.
- A student progress report will be sent home informing parents on the curriculum focus.
- Further increase parent communication using Engrade and Global Connect
- Parents will review student goals.
- Parent workshops to be held by external resource - CITE

b) Key Personnel: Principal, Assistant Principals, Coaches, Guidance Counselors, Social Worker, Psychologist, Teachers, Students and Support Staff and Parents

c) Target to Evaluate Progress:

- Goal sheets completed and revised/updated for students and staff.
- Action plan for revisions
- Sign in sheet and agendas for parent activities

d) Timeline for Implementation: September 2012 – June 2013

e) Budget:

CITE Parent workshop (May 2013)	Parent workshop (Summer Slide) to support parents in keeping students engaged throughout the summer		
	# of Personnel	# of days	Rate (\$)
Consultant	1	1	750

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: Priority Focus Funds

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- School and Teacher Data Team meet during the school day
- Parent workshops during the day
-

ACADEMIC INTERVENTION SERVICES (AIS) 7U

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	<ul style="list-style-type: none"> - Extended Day (50 min) Classroom Inc - Academic Success Academy - Saturday Academy - Vacation Academy - SIFE program - Title III 	small group	Before school After school Saturday School
Mathematics	<ul style="list-style-type: none"> - Extended Day (50 min) Classroom Inc - Academic Success Academy - Saturday Academy - Vacation Academy - SIFE program - Title III 	small group	Before school After school Saturday School
Science	<ul style="list-style-type: none"> - Extended Day (50 min) Classroom Inc - Sinnott Success Academy - SIFE program - Title III 	small group	Before school After school Saturday School
Social Studies	<ul style="list-style-type: none"> - Extended Day (50 min) Classroom Inc - Sinnott Success Academy - SIFE program - Title III 	small group	Before school After school Saturday School

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> - Extended Day (50 min) Classroom Inc - Sinnott Success Academy - SIFE program - Title III - Achieve Now Academy - Male/Female Mentoring Program - Group and Individual Counseling - Monitor Attendance of At Risk Students - Referrals to Supportive Agencies - Behavior Management /Goal Setting - PPT Meeting - Conference with parents and teachers 	<p>small group One on one</p>	<p>Before school After school Saturday School During School</p>
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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.

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

- Mentors are assigned to support new teachers.
- Math coach provide in classroom support for teachers as well as debriefing sessions.
- Teacher Teams, Common Planning provide forums for teachers to work together to create lessons.
- Retreat for all teachers.
- Professional Development – Literacy in the Content Areas, Unit Planning (AUSSIE).
- Professional Development on classroom management.
- Professional Development on Common Core Learning Standards, Depth of Knowledge.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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
MAY 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 301	District 19	Borough Brooklyn	School Number 218
School Name James Peter Sinnott Magnet School			

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

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

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

D. School Demographics

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

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

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

1447ELL Identification Process

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

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

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

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

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

Upon admission:

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

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

Parent Choice / Parent Involvement

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

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

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

and teachers' expectations of student performance.

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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 (60%:40% 50%:50% 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In							26	32	26					84
Total	0	0	0	0	0	0	26	32	26	0	0	0	0	84

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	49	11	2	22	4	7	13	0	3	84
Total	49	11	2	22	4	7	13	0	3	84

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							14	19	15					48
Chinese														0
Russian														0
Bengali							12	9	11					32
Urdu														0
Arabic								2						2
Haitian								1						1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other								1						1
TOTAL	0	0	0	0	0	0	26	32	26	0	0	0	0	84

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							14	19	15					48
Chinese														0
Russian														0
Bengali							12	9	11					32
Urdu														0
Arabic								2						2
Haitian								1						1
French														0
Korean														0
Punjabi														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other								1						1
TOTAL	0	0	0	0	0	0	26	32	26	0	0	0	0	84

Part IV: ELL Programming

A. Programming and Scheduling Information

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

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

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

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

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

A. Programming and Scheduling Information

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

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

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

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

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

Current English Language Learners Instructional Programs

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

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

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

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

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

A. Programming and Scheduling Information

Plan for Newcomers

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

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

Plan for SIFE

- Saturday Learning Center – Reading and math intervention for level two students in grades 6, 7 and 8.
- After school program – Students will receive intensive reading and math instruction in a small group setting level one students will be seen on a 10:1 student/teacher ratio and level two students will receive services on a 15:1 student/teacher ratio.
- Additional Staff to facilitate targeted instruction in small group settings and /or tutorial sessions. F Status Tutoring – Students receive small group tutoring by part time F Status ESL teacher.
- February Academies –We will hold a three day February break vacation academy for grades 6, 7, and 8 to provide test preparation in math.
- Tutorials -Small groups of students selected from level 1 and level 2 cohorts. Strategies include: conferencing, guided reading, independent reading, math skills, math problem solving. Assessed through benchmarks, lexile testing, and teacher evaluation. Scheduling determined by student and teacher programs. Teachers and other staff members will push into classrooms or pull students out for these intensive tutorial sessions.

Plan for Long Term ELLs

- Saturday Learning Center – Reading and math intervention for level two students in grades 6, 7 and 8.
- After school program – Students will receive intensive reading and math instruction in a small group setting level one students will be seen on a 10:1 student/teacher ratio and level two students will receive services on a 15:1 student/teacher ratio.
- Holiday Break Academies –We will hold a three day February break vacation academy for grades 6, 7, and 8 to provide test preparation in math.
- Tutorials -Small groups of students selected from level 1 and level 2 cohorts. Strategies include: conferencing, guided reading, independent reading, math skills, math problem solving. Assessed through benchmarks, lexile testing, and teacher evaluation. Scheduling determined by student and teacher programs. Teachers and other staff members will push into classrooms or pull students out for these intensive tutorial sessions.
- Extracurricular activities available to Long-term ELLs include art, music, sports, clubs, etc. – Spanish Spelling Bee – Sinnott Warriors Basketball Team – Ujoma Steppers – Sinnott Dance Ensemble – Sinnott School Chorus – Steel Band – The Beacon Program – PAL

- Differentiated instruction – All teachers at I.S 218 use data and student educational history to both drive and differentiate instruction. Differentiated instruction for students receiving service for 4 to 6 years will have support through differentiated instruction through one or several of the following: tiered questioning, visual and/or audio aids, graphic organizers, interactive lessons, and hands on activities, among others supported by the latest in instructional methodology. Reading and math intervention for level two students in grades 6, 7 and 8.

Plan for Special Needs Students

At IS 218 Students with disabilities are provided with instruction appropriate to their IEP. Teachers and administrators meet to discuss student IEPs. ESL teachers are provided access to a hard copy of a students IEP by an assistant principal. In addition, most students' IEP are available to teachers online through the Special Education Student Information System (SEGIS). For ESL, teachers pull out students with disabilities in groups of 8 or fewer.

Additional support structures that are in place in IS 218 which are available to ELLs include:.

A. Programming and Scheduling Information

- Saturday Learning Center – Reading and math intervention for level two students in grades 6, 7 and 8.
- After school program – Students will receive intensive reading and math instruction in a small group setting level one students will be seen on a 10:1 student/teacher ratio and level two students will receive services on a 15:1 student/teacher ratio. • Additional Staff to facilitate targeted instruction in small group settings and /or tutorial sessions. F Status Tutoring – Students receive small group tutoring by part time F Status ESL teacher.
- February Academies –We will hold a three day February break vacation academy for grades 6, 7, and 8 to provide test preparation in math.
- Tutorials -Small groups of students selected from level 1 and level 2 cohorts. Strategies include: conferencing, guided reading, and independent reading, math skills, math problem solving. Assessed through benchmarks, lexile testing, and teacher evaluation. Scheduling determined by student and teacher programs. Teachers and other staff members will push into classrooms or pull students out for these intensive tutorial sessions.
- Beacon Program – Homework help, tutorials
- SIFE – Students from non-English speaking countries who have had an interruption in their formal education and long term English Language Learners are targeted for intense ESL instruction after school and on Saturday.
- Title III - Students from English speaking countries who have been in the country less than three years are targeted for literacy instruction in small groups during the school day.

Our school ensures that flexible programming is used to maximize time spent with non-disabled peers during recess, lunch periods, extended day classes, after school programs, and physical education classes.

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

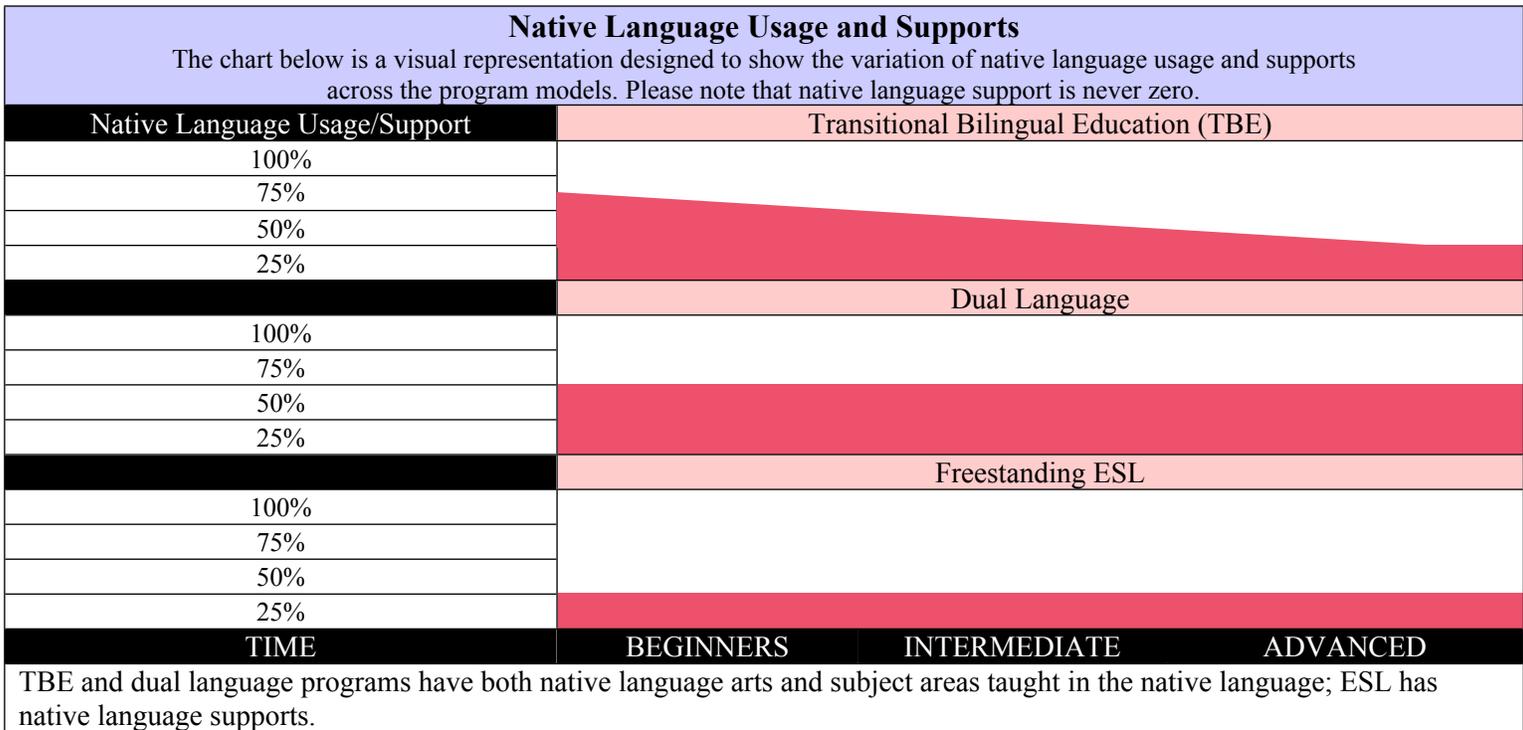
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

	Beginning	Intermediate	Advanced
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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?

Assessment Analysis Implications for LAP in English Language Arts Area

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

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

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

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

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

In addition to the aforementioned, there is an intensive and organized test preparation and test practice program which carefully aligns to last year's test and concentrates on reading comprehension skills. Test preparation is also aligned to a specific, designated strategy/skill of

the week. The James P. Sinnott Magnet School, I.S.218 literacy team supervises and coordinates this program, and utilizes specific material that focuses on skill development. This program, in conjunction with our coordinated classroom instruction, helps teachers focus instruction and students improve skills. Students are grouped by cohort, which allows for the identification of “hot list” students who are on the cusp of a higher reading level, as well as those students who are at levels 3 and 4 and who are ready for enrichment activities. Each classroom teacher receives a printout of data available including the New York State Parent Report, Acuity assessments, as well as standardized test scores from the previous three years; using this information, literacy teachers are able to differentiate instruction and address the needs of individual or small groups of students within the larger classroom context.

Research shows that struggling readers generally plateau at a fourth or fifth grade reading level; our own, in-house assessments reflect similar data. In order to address this stagnation in literacy, Sinnott has begun to utilize programs to help struggling readers in small group tutorial settings. Programs recently implemented include REWARDS, Recipe for Reading and Reading Advantage. Teachers received training in one or more of these programs, and have implemented them in various ways throughout the school.

Implications for LAP in Mathematics Content Area

Math instruction at James P. Sinnott Magnet School, I.S.218, is aligned with the New York State Math Standards. Instruction is designed to provide a solid foundation in basic math and algebraic skills in order to prepare students for high school and beyond. The scope and sequence of our sixth, seventh and eighth grade curriculum is focused by the performance indicators of the content and process strands of the “New” New York State Standards. The curriculum stresses traditional middle school math topics such as arithmetic, operations of rational numbers, geometry, and pre-algebra. Additionally, in order to address the changing needs of our students, Sinnott has placed additional emphasis on problem solving data analysis, mathematical reasoning and graphic representation.

In order to reach our instructional aims, the James P. Sinnott Magnet School, I.S.218 utilizes NTCM approved, contextually based, investigation driven curriculum. Impact Mathematics will continue to be implemented in grades 6, 7 and 8. It focuses on skill development through conceptual understanding, problem solving and reasoning. Impact Mathematics is a standards based, integrated curriculum that includes strands on number and numeration, proportional reasoning, geometry, probability and data with a focus on algebraic thinking. In addition to Impact Mathematics, teachers will utilize Hot Words, Hot Topics, a supplemental skill practice program and class sets of scientific calculators.

The grade eight curricula concentrates on the comprehension of algebraic concepts in preparation for Integrated Algebra. Accelerated eighth grade students will be offered the Integrated Algebra curriculum which consists of three semesters of study using Integrated Algebra, by Prentice Hall. They will take the Integrated Math A Regents at the end of three semesters. This curriculum focuses on algebra, geometry, measurement, data analysis and probability. Many ancillary materials are provided to supplement instruction. In addition, each teacher receives a class set of graphing calculators.

In School Year 2011-2012 James P. Sinnott Magnet School, I.S.218 will continue full implementation of the Knowledge Network balanced mathematics prototype core curriculum. The math prototype includes Problem of the Day with the use of Four Square Math to enhance problem analysis and solution. Modeling, strategic problem solving, and guided practice are also emphasized. Mathematics journals, interactive open-ended problem solving, mathematics word walls and teacher/student conferences are integral parts of the prototype. Classrooms are fully outfitted with manipulatives, calculators and other exploratory mathematics tools. Additionally 6th and 7th grade classrooms will implement computer and Smart board technology via the iTeach iLearn program.

During the course of the year, students will be given two interim mathematics assessments from Acuity. Each student will further receive four practice standardized tests in mathematics, including two under testing conditions.

The workshop instructional model will continue in a sixth, seventh and eighth grade classrooms. This model supports the Knowledge Network mathematics prototype curriculum through a balanced numeracy approach, substantial professional development, ongoing assessment, standards based curriculum and methodology.

Implications for LAP in Science Content Area

Best literacy practices will be utilized in the content areas. Included will be an emphasis on content area vocabulary and reading using materials on reading level.

Implications for LAP in Social Studies Content Area

Best literacy practices will be utilized in the content areas. Included will be an emphasis on content area vocabulary and reading using materials on reading level.

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

Professional Development:

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

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

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

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

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

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

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



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?

Description of Parent and Community Participation—Explain how the school will use Title III funds to increase parent and community participation ELLs

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

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

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

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							9	11	6					26
Intermediate(I)							7	6	13					26
Advanced (A)							10	15	7					32
Total	0	0	0	0	0	0	26	32	26	0	0	0	0	84

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	11	6	0	0	17
7	18	4	1	0	23
8	6	6	0	0	12
NYSAA Bilingual Spe Ed					0

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	5	0	9	0	4	0	0	0	18
7	6	0	18	0	3	0	0	0	27
8	6	0	11	0	2	0	0	0	19
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	4	4	18	0					26
NYSAA Bilingual Spe Ed									0

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

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

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

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

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

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

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

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

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

is 0% proficient.

Math test scores reveal that the results are basically the same for students who take the Math test in English (showing a slight edge) when compared to the students who take the test in their Native Language. Students usually have the advantage of using both English and native language versions of the test based on NYS testing regulations. Periodic assessments in Math are usually given in the student's native language if that is the preference. The data gathered from such an assessment is used to compare the students to their peers and used to drive instruction. The data from the NYS Tests are our major tools for evaluating the success of our programs. From this data it was evident that the students who are consistent in participating in all of the available programs have outperformed those who did not. With the exception of beginners our ELLs are performing at the same levels as their peers.

Additional Information

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

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

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

Part VI: LAP Assurances

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

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 2 **Network:** CFN 210

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

Our school will provide the following translation services:

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

Workshops held in Spanish.

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

Spanish speaking staff members make or receive phone calls.

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

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

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

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

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

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

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

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

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

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

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

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: James P. Sinnott	DBN: 19K218
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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 69
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: 6
of certified ESL/Bilingual teachers: 2
of content area teachers: 4

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: An analysis of the data for English Language Learners at I.S. 218 on the 2011-2012 New York State Test for ELA indicates that 1% of our ELL students performed at Level 3. 59% performed at Level 1. A comparison of the 2011-2012 and the 2010-2011 New York State ELA test results shows that the number of students performing at level 3 decreased by 4%. The students performing at Level 1 increased by 7%. Both the Predictives and the NYS Exams when analyzed at the standard level point to challenges in non fiction. Sinnott wants to reverse these trends during this school year by providing support for the ELLs. An analysis of the NYSESLAT data for 2011-2012 indicates that 9% of our ELLs were proficient in Reading and Writing and 35% were proficient in Listening and Speaking. A comparison of the 2011-2012 and the 2010 -2011 NYSESLAT test results shows that the number of students proficient in Reading and Writing decreased by 7% and the number of students proficient in Listening and Speaking decreased by 4 %.

In Math 32% of ELLs scored Levels 3 and 4 on the NYS test. 28% gained Level 1's. A comparison of the 2011-2012 and the 2010-2011 New York State Math test results shows that the number of students performing at level 3 increased by 9%. The students performing at Level 1 increased by 7%. An analysis of student work showed that students performed poorly on the questions that required written responses. Students who participate in the program will be exposed to questions that require them to explain their answers.

The proposed program will utilize an After School Program. The program will begin in November and end in February, providing students with 12 weeks of additional help. Students will receive instruction during 1.5 hour academic sessions on Tuesdays and Wednesdays from 3:15 pm – 4:45 pm for a total of 24 sessions. The proposed program will utilize Maria Calderon's Rigor Program for beginners and the Achieve 3000 program. Teachers who were trained in the use of the Pre-Literacy Program will provide the instruction. Instruction will focus on academic vocabulary, grammar and comprehension skills. Destination Math will be the math component. Instruction will be provided by teachers who have been trained in the use of the program. The emphasis will be on areas of weakness identified by the analysis of data from Common Formative assessments and Acuity Periodic assessments.

There will be two classes on each grade level and students will receive instruction in both ELA and Math

Students will be in 6 classes with a minimum of ten students. Teachers will be rotating so that ESL teachers will provide the language support to all the students. Classes with beginners are small so that

Part B: Direct Instruction Supplemental Program Information

these students can benefit from the individualized attention that is targeted to their specific needs. Students will also be exposed to test prep materials provided by the school.

(*Please include the # of sessions or weeks that the program will offer.)

ELA Teachers: Ms. Bethel

ESL Teachers: Ms. Zachary, Ms. Bell

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

Part C: Professional Development

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

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

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

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

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

Part C: Professional Development

during faculty conferences and /or grade level meetings. Teachers meet for 50 minutes on Wednesday to create unit plans, look at students work and analyze data. This work is continued during the weekly common planning periods that are built in to the schedules.

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

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

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

Month Topic

September Common Core Learning Standards and Creation of CCLS Units

October Data Review & Goal Setting , The Achieve 3000 Literacy Program

December Creation of Performance Based Assessments and CCLS Units

January Creation of CCLS Units

February Reviewing Student Work

March Academic Vocabulary

April Best Practices for ELLS

May ELL Evaluations/NYSESLAT

June Goal Review

Part D: Parental Engagement Activities

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

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

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

- Morning Tutorial Program
- Extra Interventions – 50 minute sessions on Monday and Tuesday morning.
- SIFE Program
- After School Instruction
- Saturday Programs
- Bilingual Program Options

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

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$11200

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: \$11200

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	11,200	