



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE SALOME URENA DE HENRIQUEZ SCHOOL

DBN: 06M218

PRINCIPAL: JUNE BARNETT

EMAIL: JBARNETT@SCHOOLS.NYC.GOV

SUPERINTENDENT: ELSA NUNEZ – DISTRICT 6

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
June Barnett	*Principal or Designee	
Joseph D’Urso	*UFT Chapter Leader or Designee	
Melina Sanchez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Migdalia Cortes-Torres	CBO Representative, if applicable	
Elizabeth Sanchez	Member/Parent	
Maria Mendez	Member/Parent	
Sharon Rubin	Member/Teacher	
Raphael Patrick	Member/Teacher	
	Member/	
	Member/	
	Member/	

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

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be 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.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June 2013 50% of the Bilingual Students identified at the Intermediate Level, and 50% of those identified at the Advance level on the New York State English as a Second Language Achievement Test (NYSESLAT) assessment will score at the Advance and Proficient levels respectively on the state assessment. Results from the New York State English as a Second Language Achievement Test (NYSESLAT) in June 2013 will be used to determine students' results.

Comprehensive needs assessment:

After a comprehensive review of the Learning Environment Survey, the New York State English Language Arts assessment, NY Start, and ARIS the following need emerged as an area of focus in need of strengthening if we were to make academic literacy gains with our students identified as ELLs. Thus, the data was instrumental in creating Goal #1 as it relates to the school community at large:

Grade 6 ELA				
	Level 1	Level 2	Level 3	Level 4
ELL	57%	41%	2%	0%
Non-ELL	13%	48%	40%	0%

Grade 7 ELA				
	Level 1	Level 2	Level 3	Level 4
ELL	46%	52%	2%	0%
Non-ELL				

Grade 8 ELA				
	Level 1	Level 2	Level 3	Level 4
ELL	51%	46%	0%	0%
Non-ELL				

Of the 148 students identified as bilingual only 50 of them scored advanced on the New York State English as a Second Language Arts Test (NYSESLAT). The remaining 98 students scored between beginner and intermediate with low scores on the four modalities tested: reading, writing, listening, and speaking. In addition to this data, 46 of our ELLs are identified as special education students. Upon review of the New York State English Language Arts exam the data reflected a strong performance by monolingual (non-ELL) in the areas of vocabulary, comprehension/inference, and writing. Students at levels 1 and 3 reflect the widest gaps on average of 35%, however, at level 2 across the grade the gap seem closer. Overall, students need instruction in the following areas: closer reading and interpretation of text, strong vocabulary development, and instruction that is scaffold and reflective.

Instructional strategies/activities

- 1. Track diagnostic and predictive assessments**
- 2. Provide AIS support for students performing below standards**
- 3. Weekly academic assessments of the lowest third students in the groups**
- 4. Curriculum Maps in literacy (English and Social Studies) aligned to the Common Core**
- 5. Achieve 3000 literacy web program as part of the home instruction to support growth**
- 6. Conferencing with students weekly to monitor students' area for growth**
- 7. NYSESLAT test prep and tutorials in an afterschool setting three times per week**

8. Saturday test prep

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.

To 'open the doors' of our school to our parents the year began with two parent orientations in August for incoming grade 6 parents. This was followed up with two parent meetings on supporting your child in middle school and bullying in September. Other parent activities planned this year include:

- **Monthly parent workshops on a variety of topics including: parent rights and special education, bilingual students and literacy, the Common Core Standards, and promotion to high school, how to interact with the police department, and helping students with homework.**
- **So that parents are comfortable in their child's classroom the Parent Coordinator organizes a series called, 'Parents as Students for a Day' which allows parents to travel with their child's class and participates in lessons. This allows parents to see the actual schedule of their child, interact with their teachers outside of parent/teacher meetings, and is able to assess the level of work being given their child.**
- **We will continue our collaboration with the Big Brother-Big Sister program that serves to support parents and provide them with support from a professional who is able to act as a role model and guide the student in addition to what the parent can provide.**
- **This year we will host field trips to local colleges to promote college awareness and build expectation in our students and parents that college is the goal that is attainable.**
- **There are 148 students identified as ELLs on our register. As such oral interpretation is important in our school and is supported by the bilingual parent coordinator, our community based organization – The Children's Aid Society who provides support to our parents with oral interpretations and translations of IEPs, parent-teacher conferences, minutes from the School Leadership Team and Parent Association meetings.**

Budget and resources alignment

- Indicate your school's Title I status: - School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

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

If other is selected describe here:

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).
- **Funds for per session to support afterschool programs for bilingual (ELLs) allocated from Title III**
- **Tax levy funds will be allocated in Galaxy for literacy consultant, Teaching Matters.**
- **Tax Levy Funds and New York State Tax Levy funds will be used to purchase supplies and materials.**
- **Tax Levy funds will support Professional Development with Achieve 3000 consultants.**
- **Common preps and block scheduled to provide opportunities for teachers to meet and plan.**
- **Funds to support parent participation will be allocated in Galaxy from Tax levy dollars.**
- **Title III funds will be used for translation services when needed.**

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

To increase the number of students in the following sub groups passing the New York State English Language Arts assessment, as a means of increasing students' performance and ensuring that Annual Yearly Progress is met. 20% of students by June 2013 in grades 6-8 presently scoring a performance level of 2 will increase their performance level to 3 on the New York State English Language Arts assessment

Comprehensive needs assessment:

The data below reflects that while girls are performing on average 10% better than boys both genders must improve, especially at level 2 where they are both performing the lowest. Likewise, the ELLs reflect a similar performance at level 2 that is on average a 30% gap. Grouping students by gender will support instruction by providing a learning environment free of barriers (embarrassment or differences in learning styles) in order for learning to happen. Increased opportunities for ELLs to receive additional literacy instruction through a second literacy block. Closer reading of text and higher order questioning are also areas for improvement to assist in closing the gap.

Grade 6 ELA				
	Level 1	Level 2	Level 3	Level 4
Girls	38%	43%	19%	0%
Boys	32%	46%	23%	0%

Grade 7 ELA				
	Level 1	Level 2	Level 3	Level 4
Girls	21%	63%	21%	0%
Boys	22%	57%	17%	0%

Grade 8 ELA				
	Level 1	Level 2	Level 3	Level 4
Girls	13%	73%	13%	0%
Boys	27%	58%	15%	0%

Grade 6 ELA				
	Level 1	Level 2	Level 3	Level 4
ELL	57%	41%	2%	0%
Non-ELL	13%	48%	40%	0%

Grade 7 ELA				
	Level 1	Level 2	Level 3	Level 4
ELL	46%	52%	2%	0%
Non-ELL	3%	65%	32%	0%

Grade 8 ELA				
	Level 1	Level 2	Level 3	Level 4
ELL	51%	46%	0%	0%
Non-ELL	3%	73%	24%	0%

Instructional strategies/activities

- **Increase opportunities for writing through journals and narrative exit slips**
- **Provide after-school literacy tutorials for students identified in this group**
- **Provide formative assessment at three weeks intervals to assess students' growth**
- **Monitor attendance and lateness to ensure daily participation**
- **Provide additional literacy block during Advisory to support students' reading across genres**

- **Provide literacy home connection for parents through monthly workshops facilitated by the literacy coach**

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.

To 'open the doors' of our school to our parents the year began with two parent orientations in August for incoming grade 6 parents. This was followed up with two parent meetings on supporting your child in middle school and bullying in September. Other parent activities planned this year include:

- **Monthly parent workshops on a variety of topics including: parent rights and special education, bilingual students and literacy, the Common Core Standards, and promotion to high school, how to interact with the police department, and helping students with homework.**
- **So that parents are comfortable in their child's classroom the Parent Coordinator organizes a series called, 'Parents as Students for a Day' which allows parents to travel with their child's class and participates in lessons. This allows parents to see the actual schedule of their child, interact with their teachers outside of parent/teacher meetings, and is able to assess the level of work being given their child.**
- **We will continue our collaboration with the Big Brother-Big Sister program that serves to support parents and provide them with support from a professional who is able to act as a role model and guide the student in addition to what the parent can provide.**
- **This year we will host field trips to local colleges to promote college awareness and build expectation in our students and parents that college is the goal that is attainable.**
- **There are 148 students identified as ELLs on our register. As such oral interpretation is important in our school and is supported by the bilingual parent coordinator, our community based organization – The Children's Aid Society who provides support to our parents with oral interpretations and translations of IEPs, parent-teacher conferences, minutes from the School Leadership Team and Parent Association meetings.**

Budget and resources alignment

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

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

 X Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

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).
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- **Tax levy funds will be allocated in Galaxy for literacy consultant, Teaching Matters.**
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ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

Special Education students' performance will reflect a years' growth on the 2013 New York State English Language Arts and Mathematics assessment. By June 2013 40% of students identified as special education in grades 6-8 will make one year of progress on the New York State Mathematics and English Language Arts assessments to meet the AMO of 110 as determined by New York State's Annual Measurable Objective (AMO). In June 2013 the New York State Assessments in English Language Arts and Mathematics for grades 6-8 will be used as the instrument to measure students' growth.

Comprehensive needs assessment

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

Gains were made with special education students last year. Much still needs to be done, however, if they are to be able to perform comparable to the general education students. Having content specific teachers instruct students in self contained classes as a way to support students' growth will continue, but will include increased rigor and support in lesson planning. A second literacy block to reinforce the concepts and themes taught by the content teacher will be introduced. General education classes will have an increase in student discussions, the Socratic method, and extensive writing that will provide opportunities for students to express themselves. For all students the lack of vocabulary is a barrier for students comprehension as the text could not be fully comprehended due to their lack of word identification and definition.

Grade 6 ELA				
	Level 1	Level 2	Level 3	Level 4
SPED	25%	42%	25%	8%
Gen. Ed.	5%	36%	49%	10%

Grade 7 ELA				
	Level 1	Level 2	Level 3	Level 4
SPED	44%	31%	22%	3%
Gen. Ed.	29%	22%	45%	4%

Grade 8 ELA				
	Level 1	Level 2	Level 3	Level 4
SPED	23%	61%	16%	0%
Gen. Ed.	10%	51%	40%	0%

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:
 - Review students IEPs to determine academic needs based on their performance indicators and annual goals**
 - Develop interim goals and academic plans in math and ELA to support annual goals**
 - Formative and summative assessments**

- **After school tutorials in mathematics**
- **Targeted guided intervention groups during Extended Day and Advisory**

Strategies to increase parental involvement

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- **We will continue our collaboration with the Big Brother-Big Sister program that serves to support parents and provide them with support from a professional who is able to act as a role model and guide the student in addition to what the parent can provide.**
- **This year we will host field trips to local colleges to promote college awareness and build expectation in our students and parents that college is the goal that is attainable.**
- **There are 148 students identified as ELLs on our register. As such oral interpretation is important in our school and is supported by the bilingual parent coordinator, our community based organization – The Children's Aid Society who provides support to our parents with oral interpretations and translations of IEPs, parent-teacher conferences, minutes from the School Leadership Team and Parent Association meetings.**

Budget and resources alignment

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

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

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

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Service and program coordination

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ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Engage staff members in teams for looking closely at students' writing in the core content areas to address the gaps between current student performance and the Common Core State Standards for writing. As a result of engaging in the review of students' work teachers will identify which students are approaching or are at standard, and then develop lesson plans to address students' needs.

Comprehensive needs assessment

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

3 Year ELA State Assessment				
Year	Level 1	Level 2	Level 3	Level 4
June -10	29%	54%	15%	2%
June - 11	32%	56%	13%	0%
June - 12	25%	57%	18%	0%

Geographical Comparison - ELA				
Geography	Level 1	Level 2	Level 3	Level 4
Citywide	12%	46%	40%	2%
Borough	12%	43%	43%	2%
District	18%	53%	29%	0%
School	26%	56%	18%	0%

The three year graphic reflect the lack of movement in the result with an average between 6 to 8 percent points difference. The geographical data table also reflects a 10% gap between the school results and the borough/district. The number of students, for instance, who scored level one at our school is double that of the City which is 12% and 26% respectively. This suggests that teachers are not paying close attention to the students' data and informing their instructional plan as a result of the information gleaned. With the Inquiry Team focus teachers will be learn to better read the student work, determine students' weaknesses, and coordinate instructional plans based on deficiencies

noted.

Instructional strategies/activities

100% of staff members will participate in Inquiry Teams by department and grade level which will study and assess student work produced in response to rich performance tasks and daily journals.

- **All students will be administered a writing baseline in September 2012**
- **Each staff member will hand in an analysis of the gaps discovered in their students' work by October 30, 2012**
- **Inquiry Team members by department will develop action plans that will be facilitated throughout the year**
Staff members will develop a writing rubric to assess students writing across genres throughout the year
- **Interim school wide assessments will be administered every 4 weeks to assess growth**

Achieve 3000 writing component will be monitored and assess as part of homework assignment

Strategies to increase parental involvement

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Budget and resources alignment

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ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Book Club reads books with social studies and English focus. Students read, participate in accountable talk, and write in journals	Small group	During school
Mathematics	Using problem solving strategies students work in groups to read texts followed by accountable talk	Small group	After school
Science	Problem solving tasks that allows for interactive and cooperative groupings	Small group	After school
Social Studies	*Included in ELA tutorials	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Book Club and Girls Chit Chat Club	3 Small groups of 10 to 12 students	During lunch and after school

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.

Of the 28 teachers assigned to I.S. 218 their years of service is as follows:

- **1 is a first year teacher**
- **2 are second year teachers**
- **1 is a third year teacher**

The remaining faculty's years of service averages between 8 to 15 years. While not many are considered new to teaching the goal is to provide on-going professional development to the staff to ensure growth and confidence as they progress in developing their craft, and as new instructional mandates, redefined state standards, and revised best practices are put into place. For those teaching less than five years, they are supported in their first year by a mentor, and in the second and third years they are provided additional support to reinforce best practices by the literacy coach and literacy consultants, as well as content specific support from specialist and lead teachers in those areas.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR 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

At I.S. 218 the Parent Involvement Policy was developed to ensure that all parents have the opportunity to participate in the schools' programs, interact with their child's teachers, have a working understanding of the City and state mandates, and feel welcomed as an integral part of the school community.

To assist the school in developing this parent relationship the Parent Association (PA) in conjunction with the School Leadership Team (SLT) will collaborate on programs, activities, and protocols to support parents' orientation into the school culture as equal and valued partners.

Using the Parent Survey which is part of the Environmental Survey that is reported in the Progress Report in combination with the in-house surveys presented to the parents during the first two months of school we have developed the following action plan for our Parent Involvement Policy.

The school will:

- **Inform parents of Title I programs and engage them in participating in these programs as educational support for families (parents/students)**
- **Have annual meetings for parents to inform them of the NYC learning standards and protocols**
- **Actively involve parents in planning, reviewing and improving the Parent/School relationship**
- **Provide interpretation and explanations for all documents**
- **Provide high quality curriculum and instruction that help students preparation for college**
- **Increase communication between parents/teachers/administration through**
 - ✓ **Parent-Teacher conferences**
 - ✓ **Report cards that provide explanations and 'next steps'**
 - ✓ **Opportunities to become parent volunteers**
 - **Observations of classroom activities to become 'Student for a Day'**
-

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

- **In September the school will facilitate its Title I Parent Curriculum Conference**
- **Parent-Teacher Conference held in November and February will include other activities to promote parent awareness of the school curriculum, mission and vision**
- **The Parent Association will work with the school to encourage parents participation in the School Leadership Teams**
- **The Parent Coordinator will continue to cultivate its Parent Lending established several years ago with funding identified for parents in order to maintain a rich resource for parents.**
- **Parents will work with our school based organization, The Children's Aid Society to facilitate training for parents to become school-based volunteers**
- **Two times in the year Progress Reports will be issued to parents (written) that they may chart their children's progress**
-

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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:

- **Block scheduling will be utilized to capitalize on timely and efficient instruction for effective learning**
- **On-going work in the area of honoring and respecting the culture, race, and ethnic make-up of all students, teachers, parents, and other staff will be reflected in the school calendar**
- **Curriculum Maps will be developed that are aligned to the Common Core State Learning Standards;**
- **Only state certified teachers will be hired, and additional professional development will be provided to ensure 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;**
- **Coordinate out Title I Parent meeting to inform them of our Title I status and the allocated funds for the year**
- **Provide translated services as necessary to our LEP families**
- **Schedule parent meetings and conference at different times to ensure sufficient numbers of parents are able to participate**
- **Mail and back-pack letters, announcements, calendars, etc. to parents to inform them of school activities and Department notifications**
- **Provide copies for parents signature of the Parent Involvement Policy and School-Parent Compact, as well as discuss with parents at meetings in September**

Provide parents reasonable access to staff by:

- **Parent Coordinator, school aides, school psychologist and other school personnel are in place to ensure 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:

- **Inform parents of the General Complaint Procedure**
- **Organize on-going parent workshop focusing on: Parents' Bill of Rights, Special Education Compliance, The Code of Discipline, etc.**
- **Encourage parents to become a parent volunteer**
- **Ensure that translation services are in place for meetings and conferences**
- **Create opportunities for resolving parent/student concerns**
- **Develop workshops that supports parents understanding of the Common Core State Standards**

II. Parent/Guardian Responsibilities:

- **To become involved in developing, implementing, evaluating, and revising the school Parent Involvement Policy**
- **To use the services recommended by the school**
- **To support the development of personal reading habits among students through authentic reading, writing, and speaking experiences**
- **To monitor our child's:**
 - ✓ **Attendance at school**
 - ✓ **Adherence to the NYC Code of Discipline**
 - ✓ **Participation in targeted instruction programs**
 - ✓ **Daily reading/writing activities**
- **To share the responsibility for improved student achievement**
- **To communicate to our child/children's teachers their educational needs observed at home**

III. Student Responsibilities:

- **Ensure attendance is over 95% for the school year**
- **Arrive to school at 8:00 a.m. in time for Advisory at 8:15 a.m.**
- **Submit to teachers on time all homework, projects, etc.**
- **Respect myself, teachers, and classmates**
- **Reach out to the guidance counselor, teacher, dean for help with problems**
- **Ask good questions, work hard, and be flexible**

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

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

Principal June Barnett	Assistant Principal None
Coach Denise Whitaker	Coach n/a
ESL Teacher Ana Perez, ESL	Guidance Counselor Tracey Hamer
Teacher/Subject Area Sara Polanco, NLA	Parent Melina Sanchez
Teacher/Subject Area Augustina Diaz/Bilingual SPED	Parent Coordinator Ana Perez
Related Service Provider Carmen Sanchez	Other n/a
Network Leader Kathy Pelles	Other n/a

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

D. School Demographics

Total number of students in school	343	Total Number of ELLs	164	ELLs as share of total student population (%)	47.81%
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Part II: ELL Identification Process

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

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

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

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

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

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

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

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

Part A:

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

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

Beginners: Demonstrates low levels of proficiency across all domains.

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

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

Assessment Analysis

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

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

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

Number of those scoring at the Intermediate (I) level:

6th grade: 8 7th grade: 16 8th grade: 16

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

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

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

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

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

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

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

Examine Student results:

What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

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

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

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

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

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

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

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

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

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

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

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

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

Instructional Program Component for ELLs, grades K-8

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

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

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

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

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

VII Program Model Descriptions

Based on your school analysis:

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

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

out units of study in ELA.

English as a Second Language Program

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

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							31	40	26					97
Dual Language <small>(50%:50%)</small>							0	0	0					0
Freestanding ESL														
Self-Contained							11	9						20
Push-In							20	22	23					65
Total	0	0	0	0	0	0	62	71	49	0	0	0	0	182

B. ELL Years of Service and Programs

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

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ①

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

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							31	40	26					97
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								2	1					3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	31	42	27	0	0	0	0	100

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							30	31	16					77
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								2	1					3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														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
Other														0
TOTAL	0	0	0	0	0	0	30	33	17	0	0	0	0	80

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?

1. How is instruction delivered?

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

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

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

3. Instruction is provided in English and Spanish

• Instruction is fully aligned with the New York City Language Allocation policy as follows:

1. 60% Native Language 40% English instruction at the Beginner Level
- 2- 50% Native Language 50% English instruction at the Intermediate Level
- 3- 25% Native Language 75% English instruction at the Advanced Level

• NLA/ESL instruction is rigorous, is aligned to the state standards, and is organized to develop all four language modalities: listening, speaking, reading and writing.

• Instruction is developed using the balanced literacy-workshop model

• All ELL teachers participates in the literacy training provided by Teaching Matters and CFN112 (the schools network)

• Literacy coordinator meets with ELL teachers during Curriculum Planning Meetings to provide instructional support/strategies/focus within the curriculum maps for the school year.

A. Programming and Scheduling Information

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

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

Courses Taught in Languages Other than English

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

- classes that are taught in English using books in the native language
- heritage classes

- foreign language (LOTE) classes

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

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

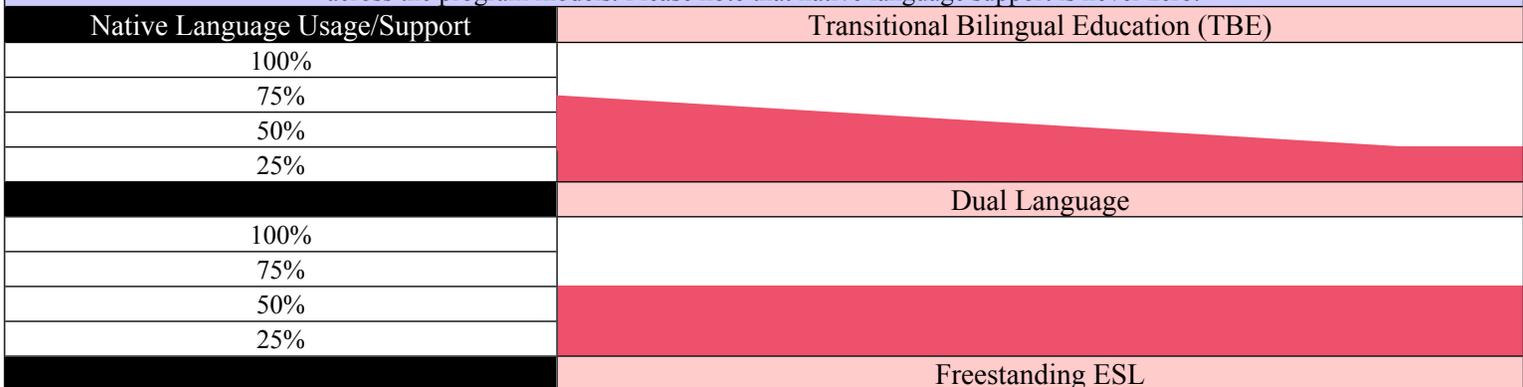
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

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

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

E. Parental Involvement

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

Parent volunteers

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							15	11	25					51
Intermediate(I)							15	18	15					48
Advanced (A)							25	12	8					45
Total	0	0	0	0	0	0	55	41	48	0	0	0	0	144

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	I							16	14	5				
	A							19	16	15				
	P							1	5	6				

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

1. We continue to participate in the citywide interim assessments as one of the measurements used to determine the growth of our ELLs. Along with this assessment, however, we work to build up our students skills in literacy by closely monitoring their growth and charting their progress during guided instruction and student/teacher conferences. Other instruments used to measure the various literacy skills are running records, Fountas and Pinnell, DRA. Our primary assessment is the baseline assessments in the four core content areas. This initial assessment is administered in September will assist teachers in determining the needs of the students and be a factor in grouping students for learning goals. The students' strength and/or weakness, as well as the area of focus will be developed from the baseline results.
Along with the baseline we will also administer a summative assessment every two months to measure students learning and growth within that span of time.
2. Based on the 2010-2011 New York State mandated assessments (NYSESLAT and Lab R) the data patterns reveals that while the largest group is our Beginners at 51 students total, the Intermediate and Advanced students total 48 and 45 respectively. The identified reason for this is 30% of our population are new arrivals. The implication for instruction we have arrived at is we must apply the necessary strategies equally for all the modalities as students show a need to have their language acquisition increased across grades.
3. Teachers across grades are aware of their ELL students and apply Tier 1 strategies to support students with words that may be unfamiliar to them as part of their language acquisition. Read alouds are part of the workshop model that teachers use in literacy classes (ELA and social studies) as a strategy to support them in listening and speaking. Accountable talk is also employed in the literacy and science classes to support the speaking and listening modalities. We also practice, schoolwide, journaling as an assessment tool that provides students opportunities to reflect on the lesson, extend their understanding of the teaching, and respond to the teacher regarding their understanding. Teachers have been trained in Ex-Cel and will continue to receive training on differentiation and skills/strategies for ELLs.
4. Native Language Arts is used as a vehicle to teach Humanities. Through the use of literature that is provided in both English and Spanish, students are able to share with their teacher their understanding of both the social studies content, as well as their ability to look for deeper meaning -- literacy and the awareness of good literature is also key to the Humanities block which aims to teach students critical thinking, and develop the ability to express themselves.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Salome Urena de Henriquez

School DBN: 06M218

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
June Barnett	Principal		10/31/11
N/A	Assistant Principal		10/31/11
Ana Paulino	Parent Coordinator		10/31/11
	ESL Teacher		1/1/01

School Name: Salome Urena de Henriquez

School DBN: 06M218

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 06M218 **School Name:** The Salome Urena de Henriquez School

Cluster: 1 **Network:** 112

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 provide equal access for all parents that they may fully participate in the education of their children, parents of new incoming students the following is done: 1. Parents are interviewed at registration 2. The IEP (if applicable) is reviewed 3. The Home Language Identification Survey (HLIS) is completed and reviewed. Data from all information gathered is then assessed to assist the school in developing the support that will be needed to provide translations for all our families whether it be oral or written.

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.

The school translates all documents in-house under the direction of the Parent Coordinator. As noted in the data our translation needs are: 95% Spanish, 4% English, and 1% Arabic. The Parent Coordinator is supported by the school's partner, a community based organization -- The Children's Aid Society who works along with the Parent Coordinator to translate our monthly school calendar that includes a Principal's Message. Additional literature that is translated are: flyers, and PTA Conference Notices, the parents' Bill of Rights, Common Core State Standards, and the School-Parent Compact. This information is sent to all ELL parents in their native language by backpack and is posted in the school's main office on the Parent Coordinator's Information Board.

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.

All translation services are prepared in-house. Our Parent Coordinator translates all correspondences sent home including our monthly school calendar that contains a message from the principal. Other literature and notices (fliers, PTA agendas and minutes, School Leadership Team minutes, etc.) in need of translation are given to our community based organization, the Children's Aid Society who supports us with translations if the parent coordinator is in need of additional support. Other key documents like the School - Parent Compact and the Parent Bill of Rights are translated and distributed to parents during our first Bilingual parents meeting in September. Additional copies are mailed home to parents who could not attend. These two documents are posted in the school's main office and in the Parent Coordinator's office. Common Core standards and the Parent Surveys are available in all languages from the Department and are distributed to parents by the Parent Coordinator.

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.

Oral interpretation will be provided by the following persons in the school:

1. Parent Coordinator 2. Identified staff from the CBO partner -- The Children's Aid Society 3. School aides and Parent Association president volunteer. The following languages are in need of oral transportation: 95% - Spanish, 4% - English, 1% - Arabic. We plan to use the DOE's Office for Interpretation and Translation as a back-up should additional support be needed.

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>.

In addition to the parent literature prepared by the DOE in various languages for dissemination to the parents, the school's monthly calendar is used to inform parents of services, workshops, and other supports available to them. Additionally, the Parent Coordinator works with the Parent Association's Executive Board to inform parents at each monthly meeting of the services and supports available to them. All monthly literature sent to the parents are translated in-house by a team (Parent Coordinator, community board organization, PTA volunteers). In instances like Parent Teacher Conference held twice each year school aides, paraprofessionals, and other support staff are utilized to facilitate interpretation services in the two languages (Spanish and Arabic) so that our parents can participate in this educational process.

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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Intermediate School 218	DBN: 06M218
Cluster Leader: Doug Kinect	Network Leader: Kathy Pelles
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 checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 148 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: 4 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

In school year 2011-2012 our school received a Progress Report grade of 'A' from the Department of Education, and was identified as a school in good standing by the New York State Education Department. While many of our students' performance showed growth, including the bilingual students, their performance overall reflected deficiencies that we intend to address in this school year through additional support to be provided in our Academic Intervention Institute that begins in the last week of October. Based on the NYSESLAT assessment that included a disaggregation of the data by modalities students must increase their academic vocabulary and their skill in writing. The table below provides a breakdown of our students' performance on the NYSESLAT:

Grades	Beginning	Intermediate	Advance	Proficient
6	7 Students	11 Students	25 Students	
7	8 Students	13 Students	27 Students	
8	26 Students	19 Students	12 Students	

Upon review of the data from the NYSESLAT coupled with the Achieve 3000 assessment and the school wide baseline for the four content areas administered in September teachers determined that our school wide focus on writing from last year must continue. Students are not yet able to master academic writing especially in science and mathematics. Overall, students proficiency in the writing modality was below 35% and below 40% in the reading.

Based on these demonstrated needs, a Saturday Institute from 9:00 a.m. to 1:00 p.m. and after school program in literacy will be provided Wednesdays, Thursdays, and Fridays by two certified bilingual teachers and two ESL teachers only for the 84 students whose NYSESLAT scores fell between the beginning and intermediate ranges. A book study group will be formulate for the 64 advance students to deepen their critical understanding that will be further supported by accountable talk and journal writing -- all of which will build their academic language. These programs will begin November 2012 to March 2013 from 3:30 p.m. to 5:30 p.m.

The materials that will be used for this program include Achieve 3000 (which we already have in our literacy program at no extra cost to the Title III program). This literacy program supports vocabulary acquisition and fluency, test prep materials from Curriculum Associates to provide students on-going practise in literacy to increase their skill set in preparation for the Common Core State Standards assessment.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here:

Teachers in the Title III intervention program will be provided with professional development to support the intervention strategies they will utilize in their work with ELL students. To support this work we will again partner with Teaching Matters consultant group of New York City to facilitate workshops on writing skills, vocabulary acquisition, critical thinking, and planning lessons to support second language learners. The bilingual teachers will receive 15 visits (full day) from the consultant and will facilitate one-to-one professional development, as well as group training for the team. The cost for four days of on-site professional development at \$1000.00 per day will be \$15,000.00. Professional Development dates are: November 29, 2012, January 11, 2013, January 28, 2013, and February 6, 2013.17

Other workshops teachers will be provided with include this year's training of two professional site based training for beginning staff and advanced staff. This consultancy is at no extra cost to the Title III grant. Monies identified from other budget lines are in place to support workshops for faculty including those providing the guided intervention groups. Achieve 3000 continues to be a valuable literacy intervention web based program that provides non-fiction text at Fountas and Pinne; reading levels so that students are supported while reading at their independent levels. Achieve 3000 continues to support our non-fiction text focus to enhance students background knowledge and gain them experience reading expository text.

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:

Parents will be provided booklets purchased from Sussman Sales in English and Spanish that introduces the new Common Core State Standards to the parents and guides them in understanding why this change has occurred at the state level. Likewise, this text support parents in understanding the new demands the Common Core has made on the teaching staff and students, and how the state assessment

Part D: Parental Engagement Activities

has changed to reflect a more rigorous understanding of what students know and are able to do.

There will be three workshops throughout the school year to guide parents in their understanding of the text, as well as model examples of the complex level of work students are now expected to do. These training will occur: November 17, 2012 from 10:00 a.m. to 12:00 p.m., January 17, 2013 from 5:30 p.m. to 7:30 p.m., and March 2, 2013 from 10:00 a.m. to 12:000 p.m. Letters and fliers will be sent home to parents by backpack two weeks before the event, and then one week before the event. In addition, the Parent Coordinator will make calls out to the parents

Part E: Budget

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

Allocation Amount: \$

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

