



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: JAMES P. SINNOTT MAGNET SCHOOL JHS 218

DBN (i.e. 01M001): 19K218

Principal: LISA ANN HERMANN, PRINCIPAL, IA

Principal Email: LHERMANN@SCHOOLS.NYC.GOV

Superintendent: JOYCE STALLINGS-HARTE

Network Leader: JOANNE BRUCELLA

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Lisa Ann Hermann	*Principal or Designee	
Thomas Crean	*UFT Chapter Leader or Designee	
Esther Ince	*PA/PTA President or Designated Co-President	
Eric Archer	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Judith Denbow	Member/ UFT	
Elemenia Glover	Member/ UFT	
Racquel Effinger	Member/ UFT	
Myrna Mason	Member/ Parent	
Celestine Arthur	Member/ Parent	
Carol Johnson	Member/ Parent	
Teyuana Cummings	Member/ Parent	
Eunice Hernandez	Member/ Parent	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
x	School Leadership Team Signature Page
x	The SCEP Overview
x	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

School Information Sheet for 19K218

School Configuration (2013-14)					
Grade Configuration	06,07,08,09,10	Total Enrollment	488	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	24	# SETSS	11	# Integrated Collaborative Teaching	15
Types and Number of Special Classes (2013-14)					
# Visual Arts	5	# Music	9	# Drama	N/A
# Foreign Language	8	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	86.9%	% Attendance Rate			88.7%
% Free Lunch	90.5%	% Reduced Lunch			4.1%
% Limited English Proficient	14.5%	% Students with Disabilities			21.1%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	1.0%	% Black or African American			43.6%
% Hispanic or Latino	33.1%	% Asian or Native Hawaiian/Pacific Islander			19.8%
% White	2.5%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	1.16	# of Assistant Principals			2
# of Deans	1	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			3.3%
% Teaching with Fewer Than 3 Years of Experience	15.2%	Average Teacher Absences			5.7
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	11.5%	Mathematics Performance at levels 3 & 4			14.5%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			34.4%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	No
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	No
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	No
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	No
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Science (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	No
White	N/A	Multi-Racial	N/A
Students with Disabilities	Yes	Limited English Proficient	N/A
Economically Disadvantaged	Yes		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP

Describe the strengths of your school's 12-13 SCEP.

The 12-13 SCEP helped lay a strong foundation to enable Sinnott to move forward to reach its goal of providing a rigorous instructional program aligned with the Common Core Learning Standards. The strengths were as follows:

- Comprehensive teacher evaluation system based on the Charlotte Danielson Framework was implemented whereby teachers received four short frequent observations with feedback.
- The observations were done in a well-planned collaborative fashion by the principal, assistant principals, and AUSSIE consultant and teachers. The group planned a systematic approach to evaluate all teachers. The team worked together to take low inference notes, debrief, come to consensus, guide teachers in self-assessment, provide feedback, and create individual professional development plans.
- Feedback was actionable. The challenges that were identified resulted in differentiated professional development activities as well as lunch and learns where teachers showcased their areas of expertise.
- Teacher teams met weekly to successfully use backwards mapping to create two units of study in each of the major subject areas.
- Inquiry teams met weekly to utilize the following protocols: *Digging into Data*, *Looking at Student Work* in order to examine work generated from pretests, posttests, and performance based assessments while engaging in the Inquiry Cycle.
- Instructional support was provided by a plethora of educational opportunities including: after school and Saturday Academy support, Academic Success Academy, Title III ELLs Academy, SIFE, Super Saturday Academy and Spring Break Academy.
- Students formulated goals (academic, college/career ready and personal) that were evaluated by reviewing journals, portfolios, binders and attendance records.

Describe the areas for improvement in your school's 12-13 SCEP.

We would like to broaden and strengthen the following areas of the 12-13 SCEP.

- Assessing teacher practice using the complete Charlotte Danielson's 2013 Framework for Teaching in accordance with the tenets of Advance.
- Ensure every student experiences performance tasks aligned with the Common Core Learning Standards by providing multiple entry points and a myriad of scaffolding opportunities as evidenced in the curriculum plan.
- Increase parent participation.
- Create a positive and respectful environment.

Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.

Sinnott's challenges comprise of the following:

- Utilizing data to inform instruction as evidenced by increasing scaffolding for students with special needs and English Language Learners.
- Increasing parent involvement.
- Increasing a positive and respectful environment.

Describe the degree to which your school's 12-13 SCEP was successfully implemented.

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

Activities successfully implemented: formulating a cabinet, following a schedule of teacher observations, implementing a series of instructional rounds with AUSSIE, providing professional development based on needs.

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

Activities successfully implemented: Backwards planning resulted in two units backwards mapped with enduring understandings, essential questions, performance based assessment, student work examined.

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

Activities successfully implemented – extended day, after school and Saturday support.

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

Activities successfully implemented – students formulated goals, goals were reviewed and evaluated.

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

Activities – Improve school communication by implementing communication board, school calendar, morning announcements, data team, conferencing with students, teachers, holding parent orientation and workshops, and open house.

Were all the goals within your school's 12-13 SCEP accomplished?

Yes	x	No
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If all the goals were not accomplished, provide an explanation.

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

Students were able to show growth on performance based assessments and tests aligned with the Common Core Learning Standards but did not meet the achievement goals. Going forward, multiple entry points and scaffolding will be built into unit plans.

Did the identified activities receive the funding necessary to achieve the corresponding goals?

x	Yes		No
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Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP

Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.

The anticipated barriers in developing and implementing the SCEP is in building capacity to unpack the standards, familiarize the staff with new curriculum, mark and analyze the performance based tasks and end of unit exams, translate data into improvements in instruction in a timely way.

List the 13-14 student academic achievement targets for the identified sub-groups.

Decrease the number of students in subgroups (SWD, ELLs) performing at level one by three percent and increase number of students in subgroups (SWD, ELLs) scoring at level three by three percent.

Describe how the school leader(s) will communicate with school staff and the community.

Means of Communication include: conferences, team meetings, letters, memos, workshops, mailings, meetings, newsletters, phone messages, website, faculty conferences, department conferences, School Leadership Meetings, PTA meetings.

Describe your theory of action at the core of your school's SCEP.

The theory of action is embodied in our vision and mission statements.

Vision Statement

The vision of James P. Sinnott Magnet School is to cultivate a new generation of community-minded, career and college bound graduates. Through a home and school partnership, and a series of complex educational experiences in health careers our scholars will discover their full potential to meet the challenges of high school and beyond.

Mission Statement

The James P. Sinnott Magnet School for Health and Health Careers is a multicultural school community dedicated to achieving academic excellence for all students. Our core values of respect, responsibility, and scholarship lay the foundation for a collaborative, safe and supportive learning environment. Through our home and school connection, and partnerships with community-based organizations our scholars engage in a multitude of educational experiences. Clear expectations for academic goals, career and college bound goals, and a rigorous curriculum and use of data guide our instructional decision-making. It is through this journey that our scholars are empowered to lead their lives with a purpose and meet the challenges of high school and beyond.

Describe the strategy for executing your theory of action in your school's SCEP.

- An instructional cabinet will meet weekly (principal, assistant principals, lead teachers and school leaders).
- Formation of Data Team Meetings – Mondays (3:15 – 5:15 pm) consisting of school leaders and teacher team leaders that set the agenda for the teacher teams.
- Staff members meet in teacher teams every Wednesday morning and also for Common Planning Sessions 1 to 2 times a week.
- AUSSIE Professional Development – Instructional Rounds, Study Groups, Curriculum Planning
- Instructional Support – After school & Saturday Academy

List the key elements and other unique characteristics of your school's SCEP.

- Variety of extended time opportunities for subgroups of students
- Units of study aligned with the Common Core Learning Standards
- Professional Development provided by the AUSSIE and CITE that is based upon knowledge of school and needs

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

Sinnott has structures in place that provide for distributive leadership in which all constituencies work together to achieve the goal of having all students meet the Common Core Learning Standards. The work of the Principal, Assistant Principals and the cabinet drive the work involved in meeting of the goals set forth in the SCEP. Through learning walks, discussion, review of student work the cabinet reaches consensus and sets forth an agenda that is brought to the teacher team leaders where discussion ensues. The team leaders have two opportunities a week to bring the agenda to fruition. Common planning time is built into the schedule and each Wednesday morning the school participates in Inquiry Team meetings. In addition, professional development is embedded into the school year. Sinnott also have a long standing relationships with CITE and AUSSIE. They have helped Sinnott make progress in the past and will be able to continue this work. All these avenues give Sinnott an opportunity to achieve the goals set forth in the SCEP.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

- Deepen instructional practices so that questions promote student engagement and discussion resulting in expanded student thinking. (1.2)
 - o While a few teachers demonstrate the ability to provide lessons with multiple entry points for students questions and prompts, this practice is inconsistent across classrooms. In many of the classrooms observed, teacher questions were often delivered during whole group and provided limited opportunities for expanded thinking and student-to-student dialogue. This limits student’s ability to learn from each other and maximize academic growth.

Review Type:	Quality Review	Year:	2011 - 2012	Page Number:	5	HEDI Rating:	D
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Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

x	2.2 School leader’s vision	2.3 Systems and structures for school development
	2.4 School leader’s use of resources	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

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

By June 2014, 100% of students will experience instruction that incorporates multiple entry points in literacy and math that are aligned to the common core, this is evidenced by unit plans, curriculum maps, and student work products.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**
 1. Professional Development: CITE PD on Multiple Entry Points – To provide research based strategies that teachers can use to include multiple entry points and supports to all learners including ELLs and SwDs. The consultant will present to the entire staff and then one-on-one support to specific identified teachers to improve their instruction.
 2. Data Team – Inquiry Cycle – Grade Level Team Leaders will meet with Data Specialist to analyze schoolwide data. They will also plan and revise curricula using student work and data so that individuals and groups of students, including lowest third and highest achieving students, ELLs and SwDs have access to the curricula and tasks. Inquiry Team Leaders will then turnkey the information to their respective grade level subject area team members.
 3. Instructional Support – Students in the Lowest Third including Students with Disabilities and ELLs will participate in Super Saturday Academy
- **Key personnel and other resources used to implement each strategy/activity**
 1. All Classroom teachers, Principal and Assistant Principals
 2. Inquiry Team Teacher Leaders, Assistant Principal – Data Specialist
 3. Six teachers, 1 educational assistant, and 1 supervisor
 - 4.
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- 1 Sign-in sheets, conference logs and agendas delineating support provided. Feedback of Snapshots/Informals reflect growth in the area of multiple entry points
- 2 Sign-in sheets and meeting agendas, feedback given to inquiry teams to evaluate and support their effectiveness, completed looking at data and student work protocols
- 3 Attendance sheets, formative assessment data to measure student progress

▪ **Timeline for implementation and completion including start and end dates**

1. Professional Development to begin December 2013 – March 2014
2. Inquiry Team Meeting to begin November 2013 – May 2014
3. Super Saturday Academy to begin January 2014 – May 2014

▪ **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. 3 sessions x 750 = see galaxy; 20 hours x 250 = see galaxy; 10 days x 1 per diem teacher x per diem rate = see galaxy
2. 12 sessions x 13 teachers x 2 hours x per session rate = see galaxy; 12 sessions x 1 administrator x 2 hours x per session rate = see galaxy
3. 9 sessions x 3 ELA teachers x per session rate = see galaxy; 12 sessions x 3 math teachers x per session rate = see galaxy; 12 sessions x 1 education associate x per session rate = see galaxy; 12 sessions x 1 administrator x per session rate = see galaxy; Consumables ELA and Math resources = see galaxy; consumables: notebooks, pencils, chart paper, = see galaxy
- 4.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	Tax Levy	Title IA	Title IIA	Title III	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

PF AIS	PF CTE	PF College & Career Readiness	x	PF Common Core
	PF Inquiry Teams	PF NYS Standards and Assessments		PF Parent Engagement
PF Positive Behavioral Management Programs		PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

- Accelerate the development of rigorous academic tasks aligned to key standards in order to promote the development of higher order thinking skills. (1.1)
 - o Teacher teams' work is emerging to revise units of study and create cognitively engaging academic tasks. However, they are in the beginning stages of using student work to refine tasks using Depth of Knowledge (DOK), student work products and data to ensure that all students including, English language learners and students with disabilities are consistently engaged.

Review Type:	Quality Review	Year:	2011 – 2012	Page Number:	5	HEDI Rating:	D
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	3.2 Enact curriculum	x	3.3 Units and lesson plans
	3.4 Teacher collaboration		3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
 By June 2014, 100% of students will experience CCLS performance tasks in literacy and mathematics as evidenced in curriculum mapping, CCLS performance tasks and classroom observations.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
1. Professional Development by Generation Ready Consultants in ELA and Math on Curriculum Mapping, UDL, Depth of Knowledge and Rigor, Danielson Framework for Teaching, Using ELLs Strategies and Differentiating Instruction for Students with Disabilities, Planning Coherent Instruction (3.3)
 2. Administrative Team will formulate a weekly schedule to conduct snapshots, informal and formal observations and provide feedback to support teacher growth
- B. Key personnel and other resources used to implement each strategy/activity**
1. All Classroom Teachers, Principal and Assistant Principals
 2. Talent Coach, Principal and Assistant Principals
 3. Supervisor Per Session used to facilitate Inquiry Team... [Insert Here (related to S.O.P. 2.2)]
 4. Ed. Para used to support SwD in Super Saturday Academy... [Insert Here (related to S.O.P. 2.2)]
 - 5.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Agendas, sign in sheets, reflection sheets delineating support
 2. Debrief and Feedback of snapshots, informal and formal observations based on the Danielson Framework are done in a timely manner; growth is reflected in teacher practice upon follow up visits
- D. Timeline for implementation and completion including start and end dates**
1. Professional Development will begin in January 2014 through June 2014
 2. All teachers will be observed both formally and informally a minimum of three times per year and will engage in mid-year and end-of-year self-reflections
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. 6 sessions x 2 consultants x rate = see galaxy
 2. 12 sessions x 20 teachers x 2 hours x per session rate = see galaxy; 12 sessions x 1 administrator x 2 hours x per session rate = see galaxy; 12 days x 1 per diem teacher x per diem rate = see galaxy
 3. Supervisor Per Session = see galaxy; 12 sessions x 1 administrator x 2 hours x per session rate = see galaxy
 4. Ed. Para = see galaxy; 12 sessions x 1 ed para x 3 hours x per session rate = see galaxy

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
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	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	x	PF Supporting Great Teachers & Leaders

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

- Deepen instructional practices so that questions promote student engagement and discussion resulting in expanded student thinking. (1.2)
 - o While a few teachers demonstrate the ability to provide lessons with multiple entry points for students questions and prompts, this practice is inconsistent across classrooms. In many of the classrooms observed, teacher questions were often delivered during whole group and provided limited opportunities for expanded thinking and student-to-student dialogue. This limits student's ability to learn from each other and maximize academic growth.

Review Type:	Quality Review	Year:	2011 – 2012	Page Number:	5	HEDI Rating:	D
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	4.2 Instructional practices and strategies	x	4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture		4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

By June 2014, all students will be able to support arguments in ELA while developing communication and collaboration skills that support college and career readiness, evidenced by curriculum embedded performance tasks and rubrics.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Assistant Principals and Lead Teachers will facilitate teacher study groups using professional text "Unlocking Complex Text" to increase academic rigor and provide instructional strategies that will lead to multiple points of access for all student to achieve targeted goals
2. Assistant Principals and Lead Teachers will facilitate teacher professional development on Danielson Framework Domain 3, Code X curriculum and professional text "Falling in Love with Close Reading"

B. Key personnel and other resources used to implement each strategy/activity

1. All Classroom Teachers, Assistant Principals and Lead Teachers
2. All Classroom Teachers, Assistant Principals and Lead Teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Agendas, sign in sheets, reflection sheets, along with lesson plans and tasks reflecting multiple entry points and UDL principals
2. Agendas, sign in sheets, reflection sheets, along with lesson plans and tasks reflecting multiple entry points and UDL principals evident in both formal and informal observations with a focus on the components in Danielson Domain 3.

D. Timeline for implementation and completion including start and end dates

1. Study Groups will begin in January 2014 through June 2014
2. Professional Development will begin in January 2014 through June 2014 and all teachers will be observed both formally and informally a

minimum of three times per year and will engage in mid-year and end-of-year self-reflections

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- 10 sessions x 12 teachers x 1 hour x per session rate = see galaxy; 10 sessions x 1 administrator x 1 hour x per session rate = see galaxy; 15 copies of Unlocking Complex Text
- 6 sessions x 15 teachers x 2 hour x per session rate = see galaxy; 6 sessions x 1 administrator x 2 hour x per session rate = see galaxy; 10 copies of Falling in Love with Close Reading

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs		PF RTI				PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

After reviewing the 2012 – 2013 NYC School Survey it was found that Safety and Respect score (6.7) was below average.

Review Type:	NYC School Survey	Year:	2012 – 2013	Page Number:	1	HEDI Rating:	I
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	5.2 Systems and partnerships	x	5.3 Vision for social and emotional developmental health
	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

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

By June 2014, the entire school will engage in PBIS, advisory and mentoring in order to increase a positive and respectful school environment, as measured by a 20% decrease in Principal and Superintendent suspensions as evidenced in OORS.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Professional Development will be provided by CITE on classroom management for teachers with links to Danielson Framework for Teaching
2. Male and Female Mentoring Program for At-Risk Students
3. Young Debaters Program
4. Advisory Program built into regular school day
5. Teachers will conference with students to assist them in developing 4 goals (2 academic, 1 personal and 1 college and career ready)

6. Principal, Assistant Principals and Lead Teachers will review student goals, offer suggestions when necessary to support teachers and students in the development of SMART goals
7. Principal and Assistant Principals will meet with teachers to review and discuss their goals and create an action plan where necessary.
8. Continue PBIS Program, utilize SAVE room, provide additional support (ex: CBOs), Principal's Incentive Program, School Uniforms, School Spirit Days, No Name Calling Week, Respect for All Week, Culturally Sensitive Pedagogy

B. Key personnel and other resources used to implement each strategy/activity

1. All classroom teachers and selected teacher for additional in classroom support
2. Four Teachers, Social Worker and Educational Associate
3. Three teachers
4. Classroom teachers
5. Classroom teachers
6. Principal, Assistant Principals and Lead Teachers
7. Principal and Assistant Principals
8. Principal, Assistant Principals and selected staff members
9. Ed. Para used to mentor SwD and at-risk students ... [Insert Here (related to S.O.P. 5.3)]

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Sign in sheets, Agendas, Evaluation reflections, implementation of strategies learn from workshops
2. Attendance sheets, student journals with reflections, pacing/schedule of activities and decrease in at-risk behaviors
3. Attendance sheets and student work products including culminating debate competition
4. Curriculum maps/unit plans/lesson plans and student work products
5. Goal sheets completed and revised/updated for students and staff
6. Conference logs of meeting with students to review and assess the progress toward meeting goals
7. Conference logs of meeting with teachers to review and assess the progress toward meeting goals
8. Attendance sheets, flyers advertising various events, posters, etc

D. Timeline for implementation and completion including start and end dates

1. January 2014 – May 2014
2. January 2014 – May 2014
3. February 2014 – June 2014
4. September 2013 – June 2014
5. November 2013 – June 2014
6. November 2013 – June 2014
7. November 2013 – June 2014
8. September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. 3 sessions x 750 = see galaxy; 25 hours x 250 = see galaxy
2. 15 sessions x 2 hours x 4 teachers x per session rate = see galaxy; 15 sessions x 2 hours x 1 social worker x per session rate = see galaxy; 15 sessions x 2 hours x 1 educational associate x per session rate = see galaxy; consumables: writing journals, pens, magazine

- subscription
- 3. 6 months of consultant prof dev and student workshops 1 x 4000 = see galaxy; 30 sessions x 3 teachers x 1.5 hours x per session rate = see galaxy
- 4. Supervisor Per Session = See Galaxy; No cost associated
- 5. Ed. Para = See Galaxy; 15 sessions x 1 ed para x 2 hours x per session rate

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	Tax Levy	Title IA	Title IIA	Title III	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

	PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
	PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
x	PF Positive Behavioral Management Programs	PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

After reviewing the NYC School Survey for the past three years, it was determined that parents had the lowest response rate. Parent response rate on 2012 – 2013 NYC School Survey was 28%.

Review Type:	NYC School Survey	Year:	2012 – 2013	Page Number:	2	HEDI Rating:	I
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

x	6.2 Welcoming environment	6.3 Reciprocal communication
x	6.4 Partnerships and responsibilities	6.5 Use of data and families

Annual Goal #5

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

By June 2014, the school will engage the community, including students in temporary housing, through weekly outreach and parent workshops, monthly meetings, as evidenced by agendas and sign in sheets.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

1. Workshop for parents facilitated by various sources – Staff, CITE, 21st CCLC Grant – based upon parent survey
2. Increase communication to parents via Engrade, Global Connect, eChalk, monthly calendars, monthly workshops, communication bulletin board
3. Community Events
4. Interpreter present to translate as appropriate

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, Assistant Principals, Parent Coordinator, PTA Board, Selected Staff Members
2. Principal, Assistant Principals, Parent Coordinator, Selected staff members

3. Principal, Assistant Principals, Parent Coordinator, PTA Board
4. In house and DOE interpreters
5. Supervisor Per Session used to promote and provide professional development to families... [Insert Here (related to S.O.P. 6.4)]

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Attendance, agendas and evaluation of workshops
2. Binder of communication sent to parents
3. Attendance sheets and flyers of events
4. Invoices of interpreters used

D. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014
2. September 2013 – June 2014
3. October 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. 2 sessions x 750 = see galaxy; 8 sessions x 3 teachers x per session rate = see galaxy
2. Cost associated with this activity is funded from another source
3. No cost associated with this activity
4. Cost associated with this activity is funded from another source
5. Supervisor Per Session = see galaxy; 6 sessions x 1 supervisor x 2 hours x per session rate

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	Tax Levy	Title IA	Title IIA	Title III	Grants
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List any additional fund sources your school is using to support the instructional goal below.

1. 21st CCLC Grant
2. Non-Contractual Services
3. No cost associated with this activity
4. Office of Temp Services/ Translation/Interpretation

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
		x	
PF Positive Behavioral Management Programs	PF RTI		PF Supporting Great Teachers & Leaders

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Extended Day (50 minutes) Classroom Inc Extended Learning Time Super Saturday Academy 21 st CCLC Saturday Academy Title III	Small Group	Before School During School After School Saturday School
Mathematics	Extended Day (50 minutes) Classroom Inc Extended Learning Time Super Saturday Academy 21 st CCLC Saturday Academy Title III	Small Group	Before School During School After School Saturday School
Science	Extended Day (50 minutes) Classroom Inc Extended Learning Time Super Saturday Academy 21 st CCLC Saturday Academy Title III	Small Group	Before School During School After School Saturday School
Social Studies	Extended Day (50 minutes) Classroom Inc Extended Learning Time Super Saturday Academy 21 st CCLC Saturday Academy Title III	Small Group	Before School During School After School Saturday School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Extended Day (50 minutes) Classroom Inc Extended Learning Time Super Saturday Academy 21 st CCLC Saturday Academy Title III Male/Female Mentoring	Small Group One-on-one	Before School During School After School Saturday School

	Tomorrow's Leaders Program Group/Individual Counseling Monitor Attendance of At-Risk Students Referrals to Supportive Agencies Behavior Management / Goal Setting PPT Meeting Conference with parents and teachers		
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**Title I Information Page (TIP)
For School Receiving Title I Funding**

5. All elements of the *All Title I Schools* section must be completed*.
4. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
5. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

- Mentors are assigned to support new teachers.
- Teacher team leaders provide in classroom support for teachers as well as debriefing sessions.
- Teacher Teams and Common Planning provide forums for teachers to work together to create lessons.
- Professional Development on classroom management.
- Professional Development on Common Core Learning Standards, Depth of Knowledge, Curriculum Mapping/Unit plans, UDL, Multiple Entry Points/Differentiation, Analyzing and Implementing IEPs, Strategies for ELLs and SwD .
- Teacher goal setting and reflection on practice.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

- To help ensure that the actions/practices identified as likely to produce higher standards-based achievement are effectively implemented, James P. Sinnott Magnet School, JHS 218 will conduct quality, sustained professional development, thereby making productive use of the minimum, mandated 10% set aside. All the scientifically-based research into effective schooling indicates that the key variable that differentiates low-performing schools from high-performing schools is the quality of the implementation (the effectiveness of instructional presentation and delivery). This year the staff at James P. Sinnott Magnet School, JHS 218 will be offered a wide variety of Professional Development opportunities. Common Planning periods have been built into the program so that teacher teams can meet to set goals for students and discuss strategies to support skill deficits. In addition, teachers will meet in subject teams once per week. These meetings will utilize the inquiry approach and revolve around the New York City Instructional Expectations. Team meetings will be driven by the school data team the information will be turn-keyed to teacher teams. Teachers will plan and teach units based on Common Core Learning Standards. Teachers will continue to examine student work and select strategies that will support the identified needs of the students. Teachers will employ the principles of Universal Design for Learning for Students with Disabilities and English Language Learners. More specifically the following has been put into place:
 - Summer Workshop for all teachers on Depth of Knowledge and Curriculum Mapping
 - Instructional Coaches/Lead Teachers
 - Common Planning Time Organized by Grade and Subject
 - Data Team
 - Teacher Teams (Inquiry Model)
 - Review NYC Instructional Expectations
 - Unwrap Common Core Learning Standards

- Analyze student work through the lens of the CCLS
- Analyze teacher performance based assessments
- Note gaps in student work and curriculum plans
- Review Depth of Knowledge, Karen Hess Validation Tool for Cognitive Rigor
- Create and implement action plan, strategies, performance based assessments, rubrics
- Examine resulting student work
- Ongoing and continuous after school professional development to support implementation of Common Core Standards
- Using technology to enhance instruction (Smartboard Training)
- Universal Design for Learning
- Create performance based assessments
- Create Units of Study
- Modify instruction for Students with Disabilities and English Language Learners

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

The coordination and integration of funds will be through per session for both teachers and supervisors, consultants and CBOs who provide mentoring services to our overage population.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

To include teachers in the decision making process, they will meet by subject/grade level teams to review student work generated from data such as Benchmark Assessments, Baseline Assessments, Scantron Performance Series, Post tests, etc to create and revise goals as necessary. Teachers will also meet with Principal, Assistant Principals, lead teachers to review and discuss their goals and create an individual professional development plan where necessary.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 19	Borough Brooklyn	School Number 218
School Name James Peter Sinnott Magnet School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Lisa Ann Hermann	Assistant Principal Majorie Friday
Coach Ms. Fiorillo	Coach Ms. France
ESL Teacher Ms. Zachary	Guidance Counselor Ms. Brosman
Teacher/Subject Area Ms. Milovich/ ESL	Parent Ms. Ince
Teacher/Subject Area Ms. Bell/ Science	Parent Coordinator Ms. Haynes
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) Joan Brucella	Other type here

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 currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	467	Total number of ELLs	59	ELLs as share of total student population (%)	12.63%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	58	Newcomers (ELLs receiving service 0-3 years)	36	ELL Students with Disabilities	14
SIFE	16	ELLs receiving service 4-6 years	10	Long-Term (completed 6+ years)	13

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	36	10	2	10	5	2	13	1	8	59
Total	36	10	2	10	5	2	13	1	8	59

Number of ELLs who have an alternate placement paraprofessional: 1

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							10	5	13					28
Chinese														0
Russian														0
Bengali							6	8	9					23
Urdu														0
Arabic							2		2					4
Haitian														0
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2	1						3
TOTAL	0	0	0	0	0	0	20	14	25	0	0	0	0	59

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)						7	6	11						24

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)						1	3	10						14
Advanced (A)						11	6	4						21
Total	0	0	0	0	0	19	15	25	0	0	0	0	0	59

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	13	2	0	0	15
6	7	2	0	0	9
7	21	2	1	0	24
8					0
NYSAA Bilingual (SWD)					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	15	2	0		1		0	0	18
6	3	2	3		2		0	1	11
7	22	0	2		1		0	0	25
8									0
NYSAA Bilingual (SWD)									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 (SWD)									0

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

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

At IS 218 all students are assessed in early literacy skills using a variety of assessment tools. At the beginning of the year students take the Performance Series reading test to preassess literacy skills. Teachers use the results to differentiate, using multiple entry points and providing independent reading books for each student at his or her appropriate reading level. School-wide performance tasks and portfolio tasks, as part of the Code-x curriculum, are used to assess student progress throughout the school year. Teacher-made assessments are also utilized in our English Language Arts classrooms to provide more individualized literacy instruction for all students.

In addition to school-wide assessments previously discussed, literacy skills for our ELLs are assessed using ELL Periodic Assessments. Teachers have access to the results of the ELL Periodic Assessment on Aris. Teachers are notified by the testing coordinator when the results are available. Content area teachers use the results to drive instruction and determine language objectives for their ELLs. In addition, content area teachers use the results to group students, differentiate, provide scaffolding, and use texts on the appropriate level. Another form of reading assessment is administered throughout the duration of the Achieve3000 reading program. All ELLs utilize the program at least twice a week. There is an initial reading assessment that determines the student's reading level and provides news articles on the appropriate reading level and challenging activities according to individual strengths and weaknesses. Teachers have access to student data throughout the year and monitor student progress. As the students reading level improves, they are provided with texts on the appropriate level. At the end of the year, Achieve 3000 provides a postassessment, again assessing each students reading level. NYSESLAT preparation books are also used in ELA and small ESL groups to help improve our ELL students' literacy skills.

Using the ELL Periodic Assessment our school plans instruction for our ELL extended day, SIFE, and AIS programs. Results help target areas of deficiency and inform instruction. The results also determine appropriate materials. In our extended day program ELL students use Access, a literacy program. Teachers provide students with books according to these results.

When we examine the results of assessments that determine ELL students early literacy skills, we notice our ELLs are more deficient in reading and writing. All teachers of ELLs are encouraged to emphasize literacy in all content areas and lessons. In addition, the data on the Performance Series indicates that ELLs are performing at a below average reading level. Teachers provide academic vocabulary instruction in all content areas. Teachers provide native language support and language objectives focusing on the target areas revealed by the data.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

3.

The data across proficiency levels shows that most of our students are at Levels 1 and 2 on the ELA and Math exams. The LAB-R data reveals that more Spanish speaking students are deficient in their native language upon entering the New York City school system. This deficiency allows for limited native language skills that can be transferred to English, making it more difficult to make gains in English proficiency. Most students perform on the beginner level on the English LAB-R when entering the NYC school system.

According to the NYSESLAT data on the RLAT report, our school has 24 beginners, 12 intermediate, and 21 advanced level students. The majority of beginners are in 8th grade, while the majority of advanced level students are in 6th.

The majority of our 8th grade ELL population is composed mostly of intermediate and beginner learners with just 4 students at an advanced proficiency level. Data from 2012 and 2013 NYSESLAT for 8th grade students shows that three students became proficient. Two students improved, one moving to advanced and the other to intermediate. One student regressed, moving from intermediate to beginner. 4 advanced, 9 Intermediate, and 6 beginner level students remained at the same proficiency levels for two consecutive years.

Among the 7th grade ELLs there are an equal number of beginner and advanced level students with just two at the intermediate level. Data from the last two years show one student improved moving up to the advanced level. One student regressed, moving from the intermediate to the beginner level. 5 advanced, 1 intermediate, and 1 beginner level students remained at the same proficiency levels.

The 6th grade ELL population is composed of mostly advanced learners. 7 students are at the beginner proficiency level with only one at

intermediate. According to NYSESLAT data from the last two years, 4 students improved moving from the intermediate to advanced level. 8 students remained at the same level: 6 advanced, one intermediate, and one beginner.

Across the grade levels, 6 of 13 students with disabilities are performing on a beginner level. 8 of these students are long term ELLs.

Of our 13 long term ELLs, 8 are students with disabilities. There are 1 intermediate and 5 advanced long term ELLs in total. All of the advanced and intermediate long term ELL students are in 6th grade.

4. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Results of the NYSESLAT are reviewed and analyzed to determine student difficulty in: listening/speaking and/or reading/writing. Instructional decisions are determined by student deficiency in these areas.

The 2013 NYSESLAT data reveals that students in grades 6 to 8 perform better in the Listening/Speaking than in the Reading/Writing.

According to the listening/speaking data on the RLAT, The 8th grade has a lower percentage of students that are proficient than 6th grade. There are 6 students who are proficient in 7th grade. This number is still lower than the number of 6th graders scoring proficiency. In 6th grade 11 of 16 ELLs score proficient, while 6 of 11 in 7th grade and 6 of 25 in 8th grade. The largest concentration of advanced speakers and listeners are in 8th grade with 11 total. There are 3 advanced in 7th grade and 4 in 6th grade. 8 students in the 8th grade are performing at the intermediate level. In 7th grade there are 2 ELLs on the intermediate level and in 6th grade there are two ELLs on the intermediate levels. There is just one ELL in our school performing on the beginner level in the listening/speaking modalities in 6th grade.

The reading/writing data on the RLAT report reveal that fewer students across the grade levels score proficient. A lower percentage of 8th grade ELLs are scoring advanced in comparison to 6th grade and 7th grade ELLs. In 6th grade there are 7 of 16 students scoring at the advanced level. In 7th grade there are 4 of 11 and in 8th grade there are 10 scoring at the advanced level.

Teachers of ELLs use this information to help guide instruction. Inquiry and planning teams meet weekly, using student data, including ELL data to guide unit planning, select skills to target and lesson foci.

The AMAO estimator tool is also used to inform instruction. This information is distributed to all teachers of ELLs. Professional development for the AMAO estimator tool was provided.

As stated previously, the data shows that 6 of 13 longterm ELLs are in 6th grade and take ELA together. To move these students towards proficiency, AIS in the morning and an afterschool program is provided. Through the entire school year our all 6th grade ELLs will participate in the Urban Arts Partnership program, proven to to increase student achievement in reading, writing, listening and speaking.

The RLAT report shows that the majority of 8th grade ELLs are at the advanced level in listening and speaking. Teachers of 8th grade ELLs emphasize the listening and speaking modalities in lessons, projects, and tasks to help more students move to the proficient level. The RLAT report also reveals that the majority of our ELL students are deficient in reading and writing. Instruction is literacy based across the curriculum and content areas. ELLs have access to additional literacy programs in the ELL extended day, SIFE, and AIS programs.

All ELL students will be provided with additional programs focusing on areas of deficiencies. Additionally, among these programs are Achieve3000, the Access program, and RIGOR.

5. For each program, answer the following:

- a. 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?
- d. a.

a. The data across proficiency levels that most of our students are at Levels 1 and 2 on the ELA and Math exams. The LAB-R data reveals that more Spanish speaking students are deficient in their native language upon entering the New York City school system. This deficiency allows for limited native language skills that can be transferred to English, making it more difficult to make gains in English proficiency. Most students perform on the beginner level on the English LAB-R when entering the NYC system.

According to the NYSESLAT data, our school has 24 beginners, 12 intermediate, and 21 advanced level students. The majority of beginners are in 8th grade, while the majority of advanced level students are in 6th.

The majority of our 8th grade ELL population is composed mostly of intermediate and beginner learners with just 4 students at an advanced proficiency level. Data from 2012 and 2013 NYSESLAT data for 8th grade students show that three students became proficient. Two students improved, one moving to advanced and the other to intermediate. One student regressed, moving from intermediate to beginner. 4 advanced, 9 Intermediate, and 6 beginner level students remained at the same proficiency levels for two consecutive years.

Among the 7th grade ELLs there are an equal number of beginner and advanced level students with just two at the intermediate level. Data from the last two years show one student improved moving up to the advanced level. One student regressed, moving from the intermediate to the beginner level. 5 advanced, 1 intermediate, and 1 beginner level students remained at the same proficiency levels.

The 6th grade ELL population is composed of mostly advanced learners. 7 students are at the beginner proficiency level with only one at intermediate. According to NYSESLAT data from the last two years, 4 students improved moving from the intermediate to advanced level. 8 students remained at the same level: 6 advanced, one intermediate, and one beginner.

Across the grade levels, 6 of 13 students with disabilities are performing on a beginner level. 8 of these students are long term ELLs

Of our 13 long term ELLs, 8 are students with disabilities. There are 1 intermediate and 5 advanced long term ELLs in total. All of the advanced and intermediate students are in 6th grade.

b. School leadership and teachers use the ELL Periodic Assessments to make instructional decisions. All teachers of ELLs receive access to the results of the periodic assessment. Teachers are informed by the testing coordinator when the results are available. Teachers can access the results on the internet. Teachers use the results to inform their instruction, focusing on areas of student deficiency. The results also inform instruction for the ELL extended day and SIFE programs. Administrators and teachers of ELLs select NYSESLAT and Literacy materials on appropriate levels and focusing on specific skills using the results.

c. Our school is learning about ELLs from the periodic assessments. ELLs are performing better on listening and speaking sections in comparison to the reading and writing sections. Our results help us work with students in small groups on areas of similar deficiency. Teachers also learn that native language support must be provided in classrooms. Students receive content-specific glossaries, dictionaries, and small groups who share the same native language.

6. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Not applicable

7. How do you make sure that a child's second language development is considered in instructional decisions?

Common planning teams consist of ELL, special needs and content area teachers. The teams use data from the ELL Periodic Assessment, RLAT report, and ELA scores to examine the students second language development. Instructional decisions are based on areas of student weakness. The teams work to develop curriculum maps and make instructional decisions for all students, including

ELLs and SWDs. The needs of all students are closely examined and taken into consideration. The team discusses the means in which to make all information accessible and skills attainable for all ELLs at IS 218. In addition, the ELL team meets to discuss any adjustments in programming or instruction that can benefit English language learning in all content areas.

To further support second language acquisition in the content areas, teachers are provided with native language glossaries for the appropriate subject areas. Teachers pair students with stronger English language speakers. All lessons are differentiated at IS218 to meet the needs of all students in the class. Teachers are provided with ELL professional development and are informed of ELL strategies. The ELL team stresses that all teachers of ELLs use strategies to support second language acquisition, provide vocabulary instruction, build background knowledge, and incorporate a language objective for all lessons, native language support, projects, and tasks.

8. 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?

Not applicable

9. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Our ELL team, which includes a combination of administrators, ESL teachers, and coaches, meets to discuss and evaluate the success of our ELL programs. We evaluate the success of our programs for ELLs by analyzing the students individual progress in all four modalities. Also, we analyze movement of ELLs from beginner to intermediate, from intermediate to advanced and from advanced to English proficiency on the NYSESLAT. The movement of ELLs from level 1 to level 2, level 2 to level 3 and from level 3 to level 4 on the ELA and Meath examinations are also reviewed.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).) In NYC, all students, upon admission, complete a Home Language Identification Survey (HLIS). At IS 218, one of the ESL teacher (Ms. Zachary or Ms. Milovich) provides the parent with the HLIS form to complete. The HLIS form is available to our parents in the language of their choice. One of the two licensed ESL teachers (Ms. Zachary and Ms. Milovich) reviews the HLIS form and conducts an informal oral interview with the student to determine whether or not the student is eligible for services. Parents attend an information session, which includes a video and pamphlets informing them on the choices offered by NYC: TBE, DL, or ESL. Parents make program choice: TBE, DL, or ESL. This selection is recorded when the parent fills out the selection form upon completion of the orientation. If Ms. Zachary or Ms. Milovich determines that the student is eligible for services, the LAB-R test is administered (in English and Spanish) The ESL teacher hand scores the assessment and submits the answer sheet within ten (10) school days from enrollment date.

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.
- A parent orientation meeting is conducted upon admission. Parents of ELLs learn about the three program choices (Transitional Bilingual, Dual Language, Freestanding ESL) that are available to their children both at IS 218 and other schools in the district. Parents view a NYC Department of Education issued video and reading informative literature, also distributed by the DOE in the parent's native language. At the conclusion of the meeting, parents are offered an opportunity to meet with the ESL teacher to further discuss their choice or to schedule a visit to another program site if available. Parents together with their child's teacher(s) discuss the benefits of all programs to ensure that the best choice is made for each student. This process is completed within the first 10 days of enrollment. If the parent fails to attend Ms. Friday (Assistant Principal), Ms. Zachary or Ms. Milovich (ESL teachers) call the home and other orientations are scheduled at the parents convenience to ensure the parent attends.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
- Parent Survey and Program selection forms are completed and distributed at the time of parent orientations. Questions are reviewed with the parent one by one to ensure that parents understand the question and make the selection of their choice. Entitlement letters are distributed to students by the two certified ESL teachers, Ms. Milovich and Ms. Zachary. The entitlement letter is sent to the parent and a copy is retained in the ESL teacher record files. The Parent Survey and Program Selection Form is handed to the parent at Parent Orientation meeting with the ESL teacher. It is completed and signed by the parent. A signed copy is given to the parent, one copy is retained in the ESL teacher record files and the signed original is kept in student's cumulative record folder. The RLAT report is used to determine student eligibility for services. Eligible students receive continued entitlement letters. Continued entitlement letters are distributed to parents and ESL teachers maintain photocopies and put originals in student cumulative record files. The two ESL teachers are responsible for getting the entitlement letters back from the parent, placing the originals in student cumulative records folders and retaining photocopies in ESL teacher's record files.
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.
- After a student is identified as an ELL, parents are invited to attend an orientation with an ESL certified teacher. Parents watch a video and are provided with information about the city's three programs in their native language. After reviewing the information parents discuss their choice with the ESL teacher. If the parent is not able to make a decision and needs further assistance in their native language an interpreter is provided or the translation service provided by the department of education is called. The parent's choice is recorded in the ELPC screen on ATS within the first 20 days of the student's enrollment date. Parents receive placement letters indicating which of the three programs the student has been placed in.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
- ELL teachers (Ms. Zachary and Ms. Milovich) and the testing coordinator (Ms. Baxter) attend professional development annually to prepare for administering and scoring the NYSESLAT. The ESL teachers turnkey the information to teachers selected to administer and score the test. The ELL and testing coordinator create a schedule using the state issued timeline to set dates and times for testing. The testing coordinator and ESL teacher review the RLER report to determine NYSESLAT eligibility. Prior to the testing period letters are mailed out to parents (in English and their native languages) informing them about the NYSESLAT and the importance of having their child tested in all four modalities.
- Students are administered the speaking section individually and responses are scored by a pedagogue other than the student's teacher. The listening, reading, and writing sections are administered by grade level. Students are given the appropriate amount of time. Up to three additional teachers are selected to score the writing portion of the NYSESLAT, following New York State NYSESLAT scoring guidelines. Make-up sessions for each the sections are provided within the state issued timeframe to ensure all students complete the entire exam.
6. 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.) 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 BESIS report shows that for the past few years the Parent Surveys have shown a trend in the choice of Frestanding ESL. At the present time ESL is the only program offered at IS 218.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 - a. Our ELL program consists both pull-out and push-in (co-teaching) models.
 - b. LEP students travel together in a group (one class in grade 6 and grade 8). It is a heterogeneous group, as language proficiency varies. In grade 7 ELLs are in two separate classes that travel together according to their proficiency levels (one class for beginner to intermediate and the other is advanced). ELLs who are also students with disabilities in 7th and 8th grade receive instruction using the pull-out model. ELLs with disabilities in grade 6 are provided with ELA and ESL with the 6th grade ELL 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)?
 - a. Two licensed ESL teachers provide the mandated number of instructional minutes according to proficiency levels by a combination of the push-in and pull-out models. ESL instructional minutes are delivered as per CR Part 154 in ELA classes according to the student's proficiency level (in grades 6 through 8, beginner and intermediate students receive 360 minutes per week of ESL instruction and Advanced students receive 180 minutes per week in ESL).
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 foster language development and meet the demands of the Common Core Learning Standards.

Pull-out:

During pull-out instruction, ESL teachers use a sheltered content ESL Instructional model, an integrated content language approach. The sheltered content ESL instructional model aims to develop English language skills through the content areas. Instruction includes a great emphasis on language development. The ESL teachers follow the ELA Code-x literacy program. This program has seven units that are aligned with the Common Core Learning Standards. Each unit has a theme, essential question, performance assessment and end of unit assessment. In addition, each grade studies two novels. The program is aligned with the Common Core Learning Standards and is built upon the New York State Shifts in instruction. The following pillars are infused into our program:

- Text Complexity: Students will read and be read to classic and contemporary complex texts to build knowledge across a broad range of subject matter.
- High-quality, text dependent questions and tasks: Students will discern the key points of text, request clarification of confusing ideas, ask relevant questions, and cite specific text based evidence when offering basic understanding or an interpretation of text.
- Range and quality of texts Students will engage with and evaluate complex texts across a range of types and disciplines and consider multiple perspectives that represent a variety of authors and cultures.
- Academic and domain specific vocabulary: Students will encounter and use academic vocabulary in reading, writing, speaking, and listening tasks in order to clarify the meaning of unknown and multiple meaning words, and understand word relationships and shades of meaning.
- Writing and research that analyze sources and deploy evidence: Students will refine and share knowledge through a variety of shared research and writing tasks and use relevant evidence from print and digital sources.
- Native language support: Native language support is provided in all classes. Teachers supply students with native language glossaries for the content areas provided by the NYS Department of Education website. In addition, students have access to glossaries in their native languages provided to them by their ESL teachers. Teachers group students with peers who share the

same native language and are more proficient in English. Novels are available in Spanish and Bengali for independent reading. Our school is considering purchasing novels in Arabic, as the population of Arabic speakers is growing.

- Language objectives: In all content areas teachers of ELLs have a language objective, in addition to the learning objective, providing a literacy or grammar focus for every lesson.

Push-in:

Students in ELL classes travel to Social Studies, Science, Mathematics, Health, Advisory, and Physical Education classes. At IS 218, all content areas are aligned to the Common Core Learning Standards. The push-in program uses a sheltered content ESL Instructional model, an integrated content language approach. The sheltered content ESL instructional model aims to develop English language skills through the content areas. ESL teachers push in, working in a collaborative model with ELA teachers. They provide the ELA teachers with strategies and resources to use when teaching certain skills and concepts to ELL students. All other content area teachers receive support and professional development to assist them in providing academic rigor and support in second language acquisition support for all ELL students. A holistic approach is taken in all subject areas, incorporating all four modalities: speaking, listening, reading and writing. The following strategies and methods are utilized during class lessons across all content areas:

- Language objectives: In all content areas teachers of ELLs have a language objective, in addition to the learning objective, providing a literacy or grammar focus for every lesson.
 - Academic Vocabulary: Students are given explicit instruction in academic vocabulary. The vocabulary is reinforced during academic discussions, think-pair-share activities, and writing activities among others.
 - Balanced Literacy: A balanced literacy approach for reading is followed across the curriculum, which consists of close reading, independent/paired reading, shared reading, guided reading, literature circles, paired and group discussions, writer's workshop, interactive read aloud, word study and teacher/student reading and writing conferences. Code X literacy program by Scholastic is used for all ELA classes. The program is aligned with the Common Core Learning Standards and is built upon the New York State Shifts in instruction and follows a balanced literacy approach.
 - Collaborative learning: Students work cooperatively in all content areas. This often provides students with native language support and modeling. Students participate in academic discussions about a text or the content for the lesson. Academic discourse further supports the cultivation and reinforcement of vocabulary for ELLs.
 - Differentiated instruction: All teachers are required to differentiate for multiple entry points and different learning styles. ELL strategies are used to differentiate instruction, including the following: graphic organizers, native language glossaries, images, charts, sentence starters, paragraph frames, answer frames, building on background knowledge and tiered assignments and questioning, among others.
 - Modeling and the workshop model: Teachers follow a workshop model for all lessons at IS 218, which provides students with explicit instruction, modeling, active engagement, collaborative activities, independent work, and discussion. Modeling and scaffolding is provided to students to help them understand the information and activity presented.
 - Native language support: Native language support is provided in all classes. Teachers supply students with native language glossaries for the content areas provided by the NYS Department of Education website. In addition, students have access to glossaries in their native languages provided to them by their ESL teachers. Teachers group students with peers who share the same native language and are more proficient in English. Novels are available in Spanish and Bengali for independent reading. Our school is considering purchasing novels in Arabic, as our Arabic speaking population is slowly growing.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Our school does not currently evaluate students in their native language throughout the year. We are looking into the possibility of

assessing our students in their native languages.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Throughout the year we ensure that ELLs are appropriately evaluated in all four modalities of English acquisition by administering ELL Periodic Assessments, teacher-created assessments, student performance on NYSESLAT preparation materials, the Performance Series and Achieve 3000 assessments.
6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
 - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - Describe your plan for ELLs receiving service 4 to 6 years.
 - Describe your plan for long-term ELLs (completed 6+ years).
 - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. Plan for SIFE students

Students from non-English speaking countries who have had an interruption in their formal education and Long Term English Language Learners are targeted for intense ESL instruction after school. Sinnott's SIFE Grant allows for the implementation of three

Structured SIFE Solutions to support the development of students with interrupted formal schooling and Long Term English Language Learners. The three components include: The Literacy Program for Long Term ELLs that includes the utilization of the Achieve 3000 Literacy Program (technology based), a technology based math program (Riverdeep Destination Math) and the Pre-Literacy Program (Maria Calderon's Rigor Program).

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

In addition to services that are provided specifically for SIFE and/or long-term ELLs, I.S. 218 offers a plethora of school-wide programs including: reduced registers, literacy and math blocks, teaming with team leaders and common planning time, 37 ½ minutes of tutoring, Academic Intervention Services (AIS), a Winter and Spring Vacation Academy, and SES program. Sinnott is also an iTeach iLearn school. Each child in grades 6, 7 and 8 will receive a laptop for school year 2013 – 2014.

Supplementary Programs Services that are provided specifically for SIFE and/or long-term ELLs, offer a plethora of school-wide programs including: reduced registers, literacy and math blocks, teaming with team leaders and common planning time, 37 ½ minutes of tutoring, Academic Intervention Services (AIS), a Winter Vacation Academy, SES program. Sinnott is also an iTeach iLearn school. Each child in grades 6, 7 and 8 will receive a laptop for school year 2013 – 2014. Direct supplemental instructional strategies are provided through:

- Before and after school programs
- Reduced class size
- Tutorials
- Additional time working with certified ESL teachers

Additional plan for SIFE

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

classrooms or pull students out for these intensive tutorial sessions.

b. Plan for Newcomers

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

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

Direct supplemental instructional strategies are provided through:

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

c. Plan for ELLs receiving 4 to 6 years of service and current English Language Learners

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

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

- Providing direct vocabulary and grammar instruction
- Repeating key words, phrases, or concepts
 - Paragraph frames
 - Scaffolding
 - Sentence starters
 - Grouping
 - Tiered activities and assessments
- Modeling
- Using visuals, graphic organizers, and demonstrations
- Creating opportunities for cooperative learning
- Giving students 25% native language support (dictionaries, translations, etc)

Supplementary Programs Services that are provided specifically for SIFE and/or long-term ELLs, are also available to students receiving 4 to 6 years of service. These services offer a plethora of school-wide programs including: reduced registers, literacy and math blocks, teaming with team leaders and common planning time, 37 ½ minutes of tutoring, Academic Intervention Services (AIS), a Winter Vacation Academy, SES program. Sinnott is also an iTeach iLearn school. Each child in grades 6, 7 and 8 will receive a laptop for school year 2013 – 2014.

Direct supplemental instructional strategies are provided through:

- Before and after school programs
- Reduced class size
- Tutorials

- Additional time working with certified ESL teachers (part time/F-status teacher)

d. Plan for Long Term ELLs

Long term ELLs receive the following to support their growth:

- Saturday Learning Center – Reading and math intervention for level two students in grades 6, 7 and 8.
- After school program – Students will receive intensive reading and math instruction in a small group setting level one students will be seen on a 10:1 student/teacher ratio and level two students will receive services on a 15:1 student/teacher ratio.
- Holiday Break Academies –We will hold a three day February break vacation academy for grades 6, 7, and 8 to provide test preparation in math.
- Tutorials -Small groups of students selected from level 1 and level 2 cohorts. Strategies include: conferencing, guided reading, and independent reading, math skills, math problem solving. Assessed through benchmarks, lexile testing, and teacher evaluation. Scheduling determined by student and teacher programs. Teachers and other staff members will push into classrooms or pull students out for these intensive tutorial sessions.
- Extracurricular activities available to Long-term ELLs include art, music, sports, clubs, etc. – Journalism and Art- Martial Arts – Sinnott Warriors Basketball Team – Ujoma Steppers – Health program– The Beacon Program – PAL
- Differentiated instruction – All teachers at I.S 218 use data and student educational history to both drive and differentiate instruction. Differentiated instruction for students receiving service for 4 to 6 years will have support through differentiated instruction through one or several of the following: tiered questioning, visual and/or audio aids, graphic organizers, interactive lessons, and hands on activities, among others supported by the latest in instructional methodology. Reading and math intervention for level two students in grades 6, 7 and 8.

e. Plan for former ELLs

Teachers are informed about their student population, including which students are identified as FELLs. Teachers differentiate to meet the needs of their FELLs. Teachers attend workshops and professional development sessions to assist them in meeting the needs of ELLs and FELLs. In addition, ESL teachers and specialists in the building can assist content area teachers in differentiation, groups, and setting action plans.

In addition, ESL teachers confernce with FELLs and provide them with support they may need to further assist them in their transition (ex. Morning AIS, small group instruction, afterschool programs, etc.)

FELLs receive the same testing accomodations as ELLs for two years after reaching proficiency.

7. Plan for Special Needs Students

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

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

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

teacher evaluation. Scheduling determined by student and teacher programs. Teachers and other staff members will push into classrooms or pull students out for these intensive tutorial sessions.

- Beacon Program – Homework help, tutorials
- SIFE – Students from non-English speaking countries who have had an interruption in their formal education and long term English Language Learners are targeted for intense ESL instruction after school and on Saturday.
- Title III - Students from English speaking countries who have been in the country less than three years are targeted for literacy instruction in small groups during the school day.

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

7. 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?

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

To accelerate English language development, the additional support structures that are in place in IS 218 which are available to ELLs include:

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

Teachers of ELLs with disabilities use multiple instructional strategies and grade-level materials to provide access to academic content areas and accelerate language development. Teachers differentiate instruction according to the student's IEP and language proficiency. Some strategies utilized include: graphic organizers, sentence starters, native language support, vocabulary instruction, modeling, visuals, manipulatives, and other strategies beneficial to ELLs and students with disabilities.

Teachers of students with disabilities follow the same school-wide curriculum, including Code-x by Scholastic the literacy program used in ELA. To meet the specific needs of ELLs with disabilities while providing students with access to academic content on grade level, teachers emphasize vocabulary instruction, build background knowledge, use graphic organizers, sentence starters, paragraph and answer frames, charts, visuals, and other ELL strategies.

In math all students, including ELLs use the Connected Math Project (CMP3) that is an Inquiry based Mathematics Program built to the Common Core State Standards (CCSS) and the eight (8) standards for Mathematical Practice. In ELA use the Code X literacy program by Scholastic. This program is aligned with the Common Core Learning Standards and is built upon the New York State Shifts in instruction.

Social Studies is aligned with the Common Core Learning Standards as well as the theme of resilience. Students will investigate the personal and cultural issues related to historical events, while reinforcing literacy skills. The Citywide Instructional Initiatives will be implemented.

In Science this year, the whole small whole model will be implemented. there will be emphasis on the scientific process, recalling details, and connecting prior knowledge to the text. The Glencoe text book will be used in 6th, 7th and 8th grades. The Glencoe kits will be used in experiments throughout the year. The Citywide Instructional Initiatives will be implemented.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Our school uses curricular, instructional, and scheduling flexibility to enable diverse ELL-SWD to achieve their IEP goals and attain English proficiency within the least restrictive environment.

Flexibility in curricular, instructional and scheduling enables ELL SWDs to achieve IEP goals and attain English proficiency during morning classes (AIS), extended day classes, small group tutoring, a variety of academic and extra-curricular after school programs, Saturday programs and physical education classes.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

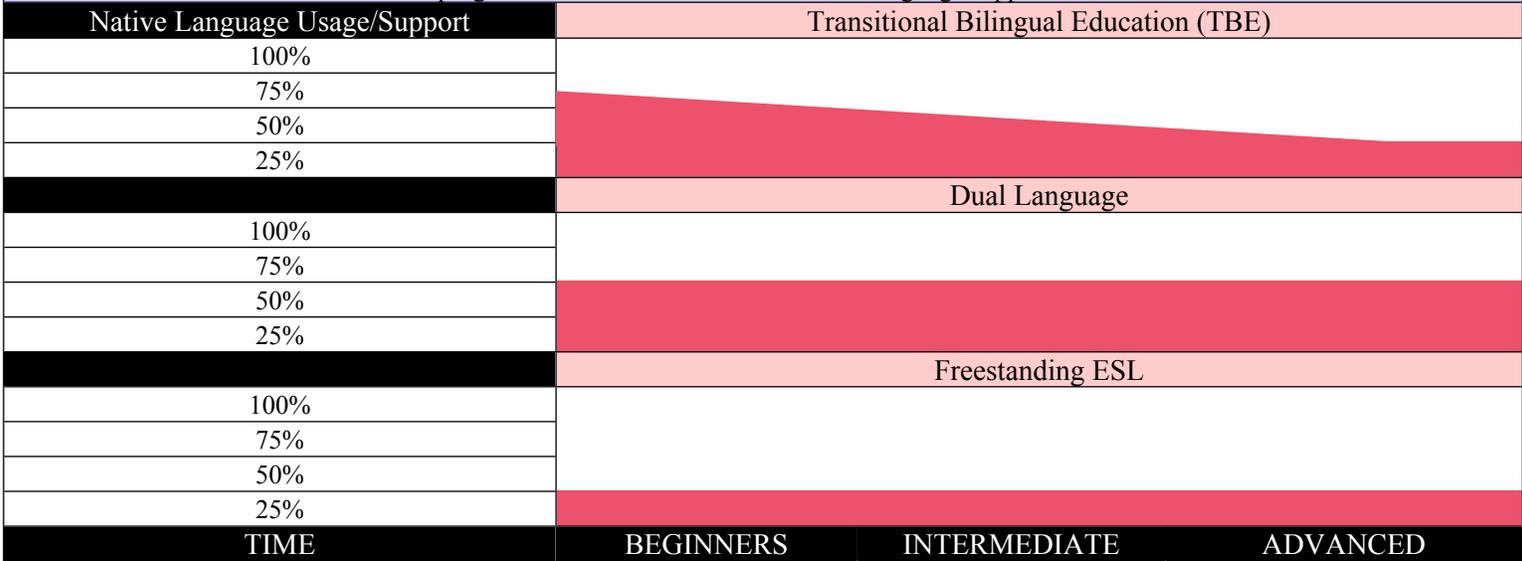
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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

9. 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.

IS 218 offers intervention programs for ELLs in all content areas. AIS is offered to all ELLs in all content areas. Assistant Principals (Ms. Meertens and Ms. Friday) identify students at risk of failure or scoring below a level 2. ELLs are assigned AIS classes in all content areas (Social Studies, Science, Math, and English). Teachers focus on area of student difficulty in the content area and literacy. The Saturday SIFE Program is provided to target our SIFE students, but it is open to all ELLs. Math and ELA are the foci of the SIFE program. In addition an ELL extended day program is offered to all ELLs to support second language acquisition and literacy. During school hours students are offered small group tutoring in all content areas during teacher professional preparation periods. If ELL students at risk fail to attend, AIS teachers and Assistant Principals contact parents and encourage students to attend classes before, during, or afterschool.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our current program is meeting the needs of our ELLs in both content and language development. All teachers of ELLs have access to NYSESLAT and periodic assessment data. The data is reviewed by content area teachers of ELLs and used to inform instruction. Teachers of ELLs use ELL strategies and literacy to help support language development. Some of these strategies include, scaffolding, graphic organizers, modeling, and explicit vocabulary instruction. All teachers of ELLs provide native language support. Teachers supply students with native language glossaries for the content areas provided by the NYS Department of Education website. In addition, students have access to glossaries in their native languages provided to them by their ESL teachers. Teachers group students with peers who share the same native language and are more proficient in English. Novels are available in Spanish and Bengali for independent reading.

The needs of our ELLs are supported through a programs and additional classes. ELLs are offered small group tutoring during teacher professional preparation, after school programs focusing on literacy, morning tutoring during AIS, holiday ELA and Math programs, and the Saturday SIFE program focusing on literacy and math.

While supported with ELL strategies and special prgrams, all ELLs are given access to the same content.

In ELA teachers use the Code X literacy program by Scholastic. This program has seven units that are aligned with the Common Core Learning Standards. Each unit has a theme, essential question, performance assessment and end of unit assessment. In addition, each grade studies two novels. The program is aligned with the Common Core Learning Standards and is built upon the New York State Shifts in instruction. The following pillars are infused into our program: text complexity, high-quality, text dependent questions and tasks, range and quality of texts, academic and domain specific vocabulary, and writing and research that analyze soures and deploy evidence.

In math all students, including ELLs use the Connected Math Project (CMP3) that is an Inquiry based Mathematics Program built to the Common Core State Standards (CCSS) and the eight (8) standards for Mathematical Practice. In ELA use the Code X literacy program by Scholastic. This program is aligned with the Common Core Learning Standards and is built upon the New York State Shifts in instruction.

Social Studies is aligned with the Common Core Learning Standards as well as the theme of resilience. Students will investigate the personal and cultural issues related to historical events, while reinforcing literacy skills. The Citywide Instructional Initiatives will be implemented.

In Science this year, the whole small whole model will be implemented. there will be emphasis on the scientific process, recalling details, and connecting prior knowledge to the text. The Glencoe text book will be used in 6th, 7th and 8th grades. The Glencoe kits will be used in experiments throughout the year. The Citywide Instructional Initiatives will be implemented.

11. What new programs or improvements will be considered for the upcoming school year?

New programs and improvements that will be considered for the upcoming school year are: inter-visitations for content area teachers of ELLs and ESL teachers, provide teachers of ELLs with additional professional development and individual support, principals further encourage and content area teachers of ELLs to include reading and writing in each lesson and visit to ensure implementation, look into a new beginner computer literacy program, and offer a native language arts class to students performing low on the LAB-R Spanish.

12. What programs/services for ELLs will be discontinued and why?

There are no programs that we currently wish to discontinue. The NYSESLAT and ELL periodic assessment data reveals that our students greatest areas of weakness are reading/writing. Our ELL extended day program, SIFE program, and AIS program each support students in improving their deficiencies in these modalities. We will continue to evaluate the success of our programs to ensure they provide effective support for our ELLs.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are afforded equal access to all after school and supplemental services offered to ELLs in our building. In addition to the ELL Extended day and SIFE programs, all ELLs are offered Dance and Mathematics, Martial Arts, Journalism, Basketball, Volleyball, Color Guard, Chorus, the Chess Club, and Health programs. The parent coordinator, Ms. Haynes, provides information to parents in the language of their choice to ensure equal access to all programs previously mentioned.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Specific Instructional materials, including technology are used to support our ELLs. For native language support, all ELLs are provided with glossaries for each content area. NYSESLAT and ELA preparation workbooks support second language acquisition and literacy. Beginners and students who struggle with phonemic awareness use the Maria Calderon's Rigor Program (a pre-literacy program). In addition, 6th grade ELLs participate in the Urban Arts Partnership, which provides workbooks and art supplies to support literacy in Math and ELA. During the Extended Day ELL Program, students use Access, Access is a four-level English course designed exclusively for students studying English at Beginner to Intermediate Level. This program uses workbooks with a CD companion for each student. All ELLs use and participate in the following computer-based programs: Achieve 3000 Literacy Program, Riverdeep Destination Math.

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

In the ESL program native language is supported with content-area glossaries and grouping beginner students with more English proficient peers who speak the same native language.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All teachers of ELLs are required to provide students access to the same rigorous curriculum. Students use the same materials as the general population in the content areas, but receive scaffolding, ELL strategies and other differentiated support to reach the same standards. In all of the content areas teachers support second language acquisition in addition to corresponding to the students age and grade levels.

In ELA teachers use the Code X literacy program by Scholastic. This program has seven units that are aligned with the Common Core Learning Standards. Each unit has a theme, essential question, performance assessment and end of unit assessment. In addition, each grade studies two novels. The program is aligned with the Common Core Learning Standards and is built upon the New York State Shifts in instruction. The following pillars are infused into our program: text complexity, high-quality, text dependent questions and tasks, range and quality of texts, academic and domain specific vocabulary, and writing and research that analyze sources and deploy evidence.

In math all students, including ELLs use the Connected Math Project (CMP3) that is an Inquiry based Mathematics Program built to the Common Core State Standards (CCSS) and the eight (8) standards for Mathematical Practice. In ELA use the Code X literacy program by Scholastic. This program is aligned with the Common Core Learning Standards and is built upon the New York State Shifts in instruction.

Social Studies is aligned with the Common Core Learning Standards as well as the theme of resilience. Students will investigate the personal and cultural issues related to historical events, while reinforcing literacy skills. The Citywide Instructional Initiatives will be implemented.

In Science this year, the whole small whole model will be implemented. there will be emphasis on the scientific process, recalling details, and connecting prior knowledge to the text. The Glencoe text book will be used in 6th, 7th and 8th grades. The Glencoe kits will be used in experiments throughout the year. The Citywide Instructional Initiatives will be implemented.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

All students, including ELLs are offered an open house and parent orientation before the beginning of the school year.

Interpretation services and information in the parents home language are offered. Throughout the year, several ELL parent orientations are held for informing students and their parents about special programs and the curriculum.

18. What language electives are offered to ELLs?

Currently, our school only offers Spanish as an elective for all students, including ELLs.

19. For schools with dual language programs:

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

Not applicable

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

September: ELL Student Identification and Placement

November: "Exc-ELL-ent" Practices for the ELL Classroom (session includes differentiation of instruction, fundamentals of second language acquisition, questioning techniques, and addressing ELL student instructional needs)

December: "Exc-ELL-ent" Practices for the ELL Classroom (part two)

January: Supporting ELLs in the Mainstream Classroom (session includes practices and strategies to maximize learning)

2. During school year 2013– 2014, all teachers of ELLs will participate in the Structured SIFE Solutions Grant and professional development will be offered on a continuous and ongoing basis by representatives and program experts for Destination Math, the Pre – Literacy Program, Urban Arts Partnership, and the Achieve 3000 Literacy Program. A pacing calendar, and lessons are developed to incorporate the new content.

November: "Exc-ELL-ent" Practices for the ELL Classroom (session includes differentiation of instruction, fundamentals of second language acquisition, questioning techniques, and addressing ELL student instructional needs)

December: "Exc-ELL-ent" Practices for the ELL Classroom (part two)

January: Supporting ELLs in the Mainstream Classroom (session includes practices and strategies to maximize learning)

February: ELL Periodic Assessment Data Analysis (analyze assessment data and how to use data to actively and continuously inform instruction)

March: ELL Periodic Assessment Data Analysis (part two)

April: Technology in the ELL Classroom (using technology to augment instruction for all ELLs)

Ongoing professional development provided by the Regional Bilingual Education Resource Network (this includes individualized PD, observations and feedback, ELL strategies and techniques)

3. To support ELL students transitioning from middle school to high school, multiple high school information sessions on high school applications and selection are given to all 8th grade classes. Guidance counselors meet with students individually and in groups. An interpreter is provided if necessary and information in the students native language is available. ELLs also are provided with information about high school fairs and information sessions outside of the building. Literature about high schools and applications is available in the students' native languages online. Student have the assistance of the guidance counselors. Advisory teachers also assist in transitioning ELLs from middle school to high school, through lessons and activities that focus on issues pertinent to their lives. Instructionally, all ELLs are supported through rigorous curriculum, which is on grade level and aligned to the Common Core Curriculum.

Teachers, parent coordinators, and guidance counselors are supported in assisting ELLs transitioning to high school by providing them with resources, such as interpreters, translation guides, and connecting them with DOE's translation unit for parent meetings.

4. During school year 2013– 2014, the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-EL teachers) as per Jose P. will be met through several workshops. Records of all professional development are maintained by the principal. Teachers will receive professional development in the use of technology (iTeach iLearn). Adaptive and multisensory strategies will be explored in professional development. We will have ongoing workshops and study groups on differentiated education that will continue through out the school year. A component will be assessment of ELL students, the academic needs of ELL students, as well as using data to monitor academic progress. Professional development topics have included making classroom teachers aware of ELL students' academic needs. There has also been professional development sessions designed to maintain open communication and collaboration between the ESL teacher and his/her mainstream counterpart vis-à-vis ESL students. Professional development has had and will continue to have a significant focus on the instructional shifts and the connection between CCLS implementation and classroom instruction of ELLs to align with the Citywide Instructional Expectations. This includes incorporating native language scaffolds into teaching strategies. In addition, the Common Core Standards emphasize the need for academic vocabulary development in all content areas. Professional development is dedicated to improving the level of instruction for all our ELL students. The ESL teachers will turnkey the information received at the workshops to other pedagogues in the school during faculty conferences and /or grade level meetings. The ESL teacher meet regularly with the classroom teachers to help the classroom teacher better understand the needs of the ELLs. A partnership between the ESL teacher and the classroom teacher is formed in order to help close the gap between the ELL student and his mainstream counterpart. Professional development activities are at no cost to Title III program. More specifically, the following Professional Development activities will be part of the program:

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

September: ELL Student Identification and Placement

November: "Exc-ELL-ent" Practices for the ELL Classroom (session includes differentiation of instruction, fundamentals of second language acquisition, questioning techniques, and addressing ELL student instructional needs)

December: "Exc-ELL-ent" Practices for the ELL Classroom (part two)

January: Supporting ELLs in the Mainstream Classroom (session includes practices and strategies to maximize learning

February: ELL Periodic Assessment Data Analysis (analyze assessment data and how to use data to actively and continuously inform instruction)

March: ELL Periodic Assessment Data Analysis (part two)

April: Technology in the ELL Classroom (using technology to augment instruction for all ELLs)

Ongoing professional development provided by the Regional Bilingual Education Resource Network (this includes individualized PD, observations and feedback, ELL strategies and techniques)

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Parents of ELLs are invited to all activities for parents of students at IS218. Parents of ELLs are informed about these activities by the parent coordinator who provides letters in the parent's native language to ensure all parents have access to activities held by our school. Some of these activities will include: ARIS parent training and workshops selected according to parent needs. In addition, only our ELL parents are invited to take part in activities in our SIFE program. The SIFE program opens three sessions to parents, sharing student presentations of student work and learning. Translation services are provided by a staff member, the DOE translation unit, or outside contractors.

2. Our school partners with the Urban Arts Partnership and LeAp to provide workshops to parents. Some of the programs offered by are: Adult Literacy Skills for ELL and bilingual adults, GED preparation, Using Computers, and Cooking: Simple Healthy Meals. Other programs offered will be based on parent needs. Translation services are provided by a staff member, the DOE translation unit, or outside contractors.

3.
We evaluate the needs of our parents at IS 218. Ms. Haynes, our parent coordinator, sends parents surveys in the appropriate languages to assess all parent needs, including parents of ELLs. Translation services are provided by a staff member, the DOE translation unit, or outside contractors.

4.
Parental involvement activities are chosen based on responses to the survey completed by parents. Ms. Haynes takes all parent responses, including parents of ELLs, into consideration when planning activities. These activities change annually, based on these results. Translation services are provided by a staff member, the DOE translation unit, or outside contractors.

E. Additional Information

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

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 19K218 School Name: James P. Sinnott Magnet School

Cluster: 2 Network: CFN 210

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

Part A: Needs Assessment Findings

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

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

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

Based on our data, we know that our school has parents who speak the following languages: Arabic, Bengali, Spanish, French, Romanian, Yoruba and Urdu. Parents were in need in both oral and written translation. Assistant Principals/ESL teachers will share this information with teachers as well as provide them with translated materials and arranged for oral translation services. Grade Six has the following home language breakdown: Arabic - 3, Bengali - 6, Spanish - 14, Yoruba-1. Grade Seven has the following home language breakdown: Arabic - 2, Bengali - 10, Spanish - 10, Romainian- 1. Grade Eight has the following home language breakdown - Arabic - 2, Bengali - 12, Spanish - 20. This information was shared by administraion and ESL teachers at faculty conferences, team meetings, common planning meetings, ELL committee meetings, and given directly to the parent coordinator.

Part B: Strategies and Activities

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

Our school will provide the following translation services:

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

Workshops held in Spanish.

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

Spanish speaking staff members make or receive phone calls.

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

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

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

Spanish speaking staff members provide for native language oral interpretation. At this point we do not have an in house Bengali interpreter. However, our needs are met by an outside contractor. The school was allotted \$1,692 for Title I translation monies which was used to purchase the services of a Bengali translator for open school, parent teacher conferences and parent meetings.

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

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: James P. Sinnott	DBN: 19K218
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 69
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 2
of content area teachers: 4

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

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

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

ELA Teachers: Ms. Bethel

ESL Teachers: Ms. Zachary, Ms. Bell

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

Part C: Professional Development

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

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

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

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

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

Part C: Professional Development

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

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

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

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

Month Topic

September Common Core Learning Standards and Creation of CCLS Units

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

December Creation of Performance Based Assessments and CCLS Units

January Creation of CCLS Units

February Reviewing Student Work

March Academic Vocabulary

April Best Practices for ELLS

May ELL Evaluations/NYSESLAT

June Goal Review

Part D: Parental Engagement Activities

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

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

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

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

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

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$11200

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

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	11,200	