



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** THE SALOME URENA DE HENRIQUEZ SCHOOL

**DBN (i.e. 01M001):** 06M218

**Principal:** JUNE BARNETT

**Principal Email:** JBARNETT@SCHOOLS.NYC.GOV

**Superintendent:** ELSA NUNEZ

**Network Leader:** KATHY PELLER

**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
June Barnett	*Principal or Designee	
Peter Coutinho	*UFT Chapter Leader or Designee	
Duane Geraladino	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Migdalia Cortes Torres	CBO Representative, if applicable	
Sharon Rubin	Member/ UFT	
Raphael Patrick	Member/ UFT	
Leticia Ciriaco	Member/ Parent	
Mayra Rodriguez	Member/ Parent	
Bryant Ross	Member/ UFT	
Melina Sanchez	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.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- 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.
- 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 CEP 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 CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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).
- 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.
- Describe the programmatic details 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 located on page 11 of the CEP.

## CEP Checklist

### **All Schools**

	Indicate using an "X" in the box to the left of each section that the section has been completed
	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### Annual Goal #1

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

**By June 2014 Bilingual Students identified at the Intermediate Level, and those identified at the Advance level on the New York State English as a Second Language Achievement Test (NYSESLAT) assessment will score at the Advance and Proficient levels respectively on the state assessment. Results from the New York State English as a Second Language Achievement Test (NYSESLAT) in June 2014 will be used to determine students' results.**

### Comprehensive Needs Assessment

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

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

**Grade 6 ELA**

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

**Grade 7 ELA**

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

**Grade 8 ELA**

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

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

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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**

## Instructional strategies/activities

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

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

1. AIS teachers, staff developers, ESL teachers, and afterschool program teachers will work to support these strategies and activities.

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

1. Students will be tested on the Achieve 3000/Teen Biz program to assess their growth. Targets to include vocabulary , writing, classroom discussions, comprehension

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

1. October 2013, January 2014, and May 2014

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

1. **Funds for per session to support afterschool programs for bilingual (ELLs) allocated from Title III**
2. **Tax levy funds will be allocated in Galaxy for literacy consultant from Achieve 3000.**
3. **Tax Levy Funds and New York State Tax Levy funds will be used to purchase supplies and materials to support the afterschool program.**
4. **Tax Levy funds will support Professional Development for ELA/ESL and NLA teachers with Achieve 3000 consultants.**
5. **Weekly department meetings, common preps for Inquiry Team meetings, and block schedules to provide opportunities for teachers to meet and plan weekly.**
6. **Title 1 funds and Tax Levy dollars will be allocated and used to support parent participation**
7. **Title III funds will be used for translation services when needed.**

## ***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

- **Monthly parent workshops on a variety of topics including: parent rights and special education, bilingual students and literacy, the Common Core Standards, and promotion to high school, how to interact with the police department, and helping students with homework.**
- **So that parents are comfortable in their child's classroom the Parent Coordinator organizes a series called, 'Parents as Students for a Day' which allows parents to travel with their child's class and participates in lessons. This allows parents to see the actual schedule**

of their child, interact with their teachers outside of parent/teacher meetings, and is able to assess the level of work being given their child.

- This year we will host field trips to local colleges to promote college awareness and build expectation in our students and parents that college is the goal that is attainable.
- There are 148 students identified as ELLs on our register. As such oral interpretation is important in our school and is supported by the bilingual parent coordinator, our community based organization – The Children’s Aid Society who provides support to our parents with oral interpretations and translations of IEPs, parent-teacher conferences, minutes from the School Leadership Team and Parent Association meetings.

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy		Title IA		Title IIA	X	Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

**Goal and Action Plan #2**

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

**Annual Goal #2**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
<b>By June 2014, students in two sub groups (males and females) will demonstrate progress as measured by a 5% increase in students scoring at levels 2 and 3 on the New York State English Language Arts assessment</b>

**Comprehensive Needs Assessment**

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

**Comprehensive needs assessment:**

**The data below reflects that while girls are performing on average 10% better than boys both genders must improve, especially at level 2 where they are both performing the lowest. Likewise, the ELLs reflect a similar performance at level 2 that is on average a 30% gap. The focus is on males, however, where there will be an increase in opportunities for boys to receive additional instruction through the web base literacy program will support this goal. a second literacy block. Closer reading of text and higher order questioning are also areas we will work on.**

Grade 6 ELA					Grade 7 ELA					Grade 8 ELA				
	Level 1	Level 2	Level 3	Level 4		Level 1	Level 2	Level 3	Level 4		Level 1	Level 2	Level 3	Level 4
Girls	38%	43%	19%	0%	Girls	21%	63%	21%	0%	Girls	13%	73%	13%	0%

Boys	32%	46%	23%	0%	Boys	22%	57%	17%	0%	Boys	27%	58%	15%	0%
<b>Grade 6 ELA</b>					<b>Grade 7 ELA</b>					<b>Grade 8 ELA</b>				
	Level 1	Level 2	Level 3	Level 4		Level 1	Level 2	Level 3	Level 4		Level 1	Level 2	Level 3	Level 4
ELL	57%	41%	2%	0%	ELL	46%	52%	2%	0%	ELL	51%	46%	0%	0%
Non-ELL	13%	48%	40%	0%	Non-ELL	3%	65%	32%	0%	Non-ELL	3%	73%	24%	0%

**Instructional Strategies/Activities**

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

- 1. Strategies/activities that encompass the needs of identified subgroups**
  - 1. Increase opportunities for writing through journals and narrative exit slips**
  - 2. Provide after-school literacy tutorials for this sub group (males).**
  - 3. Collaborate with CBO, Children’s Aid Society to have male students work with a Life Skills Coach**
  - 4. Motivate male students with basketball team and create social activities around the sport of basketball**
  - 5. Provide formative assessment at three weeks intervals to asses students’ growth**
  - 6. Create a library of books catering to the interest of male students**
  - 7. Monitor attendance and lateness to ensure daily participation**
  - 8. Provide time for reading during Advisory in the mornings**
  - 9. Provide literacy home connection for parents through monthly workshops facilitated by a bilingual reading specialist**
- 2. Key personnel and other resources used to implement each strategy/activity**
  1. AIS teachers, staff developers, ESL teachers, community base organization, The Children’s Aid Society Life Skills Coach, along with the basketball coach, as well as afterschool program teachers will work to support these strategies and activities.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
4. Students will be tested on the Achieve 3000/Teen Biz program to assess their growth. Targets to include vocabulary , writing, classroom discussions, comprehension
- 5. Timeline for implementation and completion including start and end dates**
  1. October 2013, January 2014, and May 2014
- 6. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 2. Coordination between the day school and the evening program facilitated by the Children’s Aid Society is primary. Through their vocabulary development, reading, and other literacy programs like ‘Book Up’ students are encouraged to read daily. During the day the AIS program, Advisory program, and additional literacy periods provided to targeted classes are providing the literacy enrichment and remediation needed by ELL male students.**
- 3. Tax levy funds will be allocated in Galaxy for literacy consultant from Achieve 3000.**
- 4. Tax Levy Funds and New York State Tax Levy funds will be used to purchase supplies and materials to support the afterschool program.**

- 5. Tax Levy funds will support Professional Development for ELA/ESL and NLA teachers with Achieve 3000 consultants.**
- 6. Weekly department meetings, common preps for Inquiry Team meetings, and block schedules to provide opportunities for teachers to meet and plan weekly.**
- 6 Title 1 funds and Tax Levy dollars will be allocated and used to support parent participation**
- 7 Title III funds will be used for translation services when needed**

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

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

***Budget and Resource Alignment***

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

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

**Goal and Action Plan #3**

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

***Annual Goal #3***

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

**By June 2014 students identified as special education in grades 6-8 will increase their scale scores on the New York State English Language Arts assessments by 25%**

## Comprehensive Needs Assessment

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

**The need to increase special education students' performance on the New York State ELA assessment is based on our need to decrease the percentage of SPED students performing at level one on each grade, and to make their performance comparable to the general education students regardless if the students are in a monolingual or bilingual setting.**

### Grade 6 ELA

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

### Grade 7 ELA

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

### Grade 8 ELA

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

## Instructional Strategies/Activities

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

### 1. Strategies/activities that encompass the needs of identified subgroups

#### 1. a) Content specific teachers daily instruct students in self contained (SC) classes

#### b) Identified SPED students in ICT classes mainstream into general education classes based on their IEPs

#### c) SPED students from ICT classes in the bottom third are identified for daily small group intervention tutorials by grade during Advisory

#### d) SPED students from ICT classes in the bottom third are identified for one-on-one intervention during the lunch periods

#### e) SPED teachers participate in the weekly ELA department meeting as part of the professional development from staff developer

#### f) Within the ELA units teachers will increase student discussions by facilitating Socratic seminars

#### g) Extensive writing across genres in literacy content areas will increase students writing skills

#### h) ESL instruction and preparation for the NYSESLAT will also provide opportunities for students to increase literacy skills within the four modalities (speaking/listening and reading/writing). Based on the NYSESLAT data the students need to improve in the speaking/listening modalities as their proficiency rating has decreased.

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

1. Classroom teachers, staff developer, IEP Teacher, SPED teachers, principal, and Inquiry Teams

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

**Evaluation of students' progress will be made incrementally as follows: November 2013, February 2014, and May 2014**

#### i) Review students IEPs to determine academic needs based on their performance indicators and annual goals

- j) Develop interim goals and academic plans in ELA to support these goals**
- k) Formative and summative assessments for each unit of study in ELA**
- l) After school tutorials in literacy provided based on students formative/summative assessment results**
- m) One-to-one intervention during lunch (Progress Reports, formative assessment).**
- n) Writing Skills/Literacy Comprehension (formative and summative assessments)**
- o) Differentiated Exit Projects to assess growth based on individual and small group support received during one-to-one and small group intervention**
- p) Progress Reports for all students in conjunction with report cards (4 times per year)**
- q) Periodic Assessments**

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

1. **November 2013, February 2014, and May 2014**

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

- 6. Teachers participate in Math Workshops five times per year, as well as OELL Math Institute one day each month**
- 7. Professional development through CFN 112 Network**
- 8. Purchase of eDiagnostic for math content from Curriculum Associates and eScience for science content from Achieve 3000. Professional development provided for faculty – 3 half day sessions**
- 9. Special Ed. Teachers and general education teachers receive PD from September 2013 to June 2014 from State Ed. SESIS facilitator**
- 10. ELA teachers provided with weekly content support in reading comprehension, socratic seminar for accountable talk discussion and questioning, and writing skills from staff developer**
- 11. Content teachers receive PD from Achieve 3000 consultant on ELLs strategies for literacy**
- 12. Funds for per session to support afterschool programs for bilingual (ELLs) allocated from Title III**
- 13. Tax levy funds will be allocated in Galaxy for literacy consultant, Achieve 3000.**
- 14. Tax Levy Funds and New York State Tax Levy funds will be used to purchase supplies and materials.**
- 15. Tax Levy funds will support Professional Development with Achieve 3000 consultants.**
- 16. Common preps and block scheduled to provide opportunities for teachers to meet and plan.**
- 17. Funds to support parent participation will be allocated in Galaxy from Tax levy dollars.**
- 18. Title III funds will be used to facilitate literacy workshops for parents – three workshops are planned for this school year.**

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

- Monthly parent workshops on a variety of topics including: parent rights and special education, bilingual students and literacy, the**

**Common Core Standards, and promotion to high school, how to interact with the police department, and helping students with homework.**

- **So that parents are comfortable in their child’s classroom the Parent Coordinator organizes a series called, ‘Parents as Students for a Day’ which allows parents to travel with their child’s class and participates in lessons. This allows parents to see the actual schedule of their child, interact with their teachers outside of parent/teacher meetings, and is able to assess the level of work being given their child.**
- **This year we will host field trips to local colleges to promote college awareness and build expectation in our students and parents that college is the goal that is attainable.**
- **There are 148 students identified as ELLs on our register. As such oral interpretation is important in our school and is supported by the bilingual parent coordinator. Additionally, our support staff that includes the family worker, social worker, psychologist, and school aide are bilingual and support the school’s interpretation needs. The Children’s Aid Society which is our school base partner also provides support to our parents in two ways: a) Attendance Coordinator develops and maintains contact with parents regarding the attendance and lateness of their children. Additionally, we are participating with CAS in an attendance program to identify reasons for students’ chronic absences and identify resolutions for this problem. Both of these staff workers are fluent in speaking, reading, and writing in Spanish which supports communication with our parents.**

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.											
<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>		<b>Title IIA</b>	<b>x</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

**Goal and Action Plan #4**

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

**Annual Goal #4**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.											
<b>By June 2014, all teachers of literacy will make progress toward increasing students’ writing across genres as measured by the frequency of journal entries (3 to 4 weekly) and the extended responses on the New York State ELA assessment .</b>											

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.											
<b>3 Year ELA State Assessment</b>											
Year	Level 1	Level 2	Level 3	Level 4							
June -10	29%	54%	15%	2%							
June - 11	32%	56%	13%	0%							

June - 12	25%	57%	18%	0%
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### Geographical Comparison - ELA

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

**The ELA results across a three-year span reflect slow growth in students' performances. Understanding that the writing portion of the state assessment impacts students' overall scores the evidence shows that performance levels 3 and 4 reflect result rates of 15 and 2 percent respectively, and that level 2 is consistently, on average, at the 50% mark (minus/plus 3 to 4 points). This suggests that, school-wide, students need increased writing skills and strategies to increase performance levels to 3/4.**

#### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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**

- **The Four-Square Writing Method will be introduced as a method for improving students' writing. This method focuses on basic writing skills applicable across grade levels and curriculum. It will be used in the writing of narrative, persuasive, descriptive, and expository writing. This method provides students with a conceptual framework for organization and elaboration in their writing. Further, many of our students are second language learners and need the support of graphic organizers – which is also a key component – to guide and help them frame their thinking.**
- **Teachers will receive professional development in the Four-Square Writing Method**
- **Teachers will receive training on the holistic rubric scoring**
- **There will be a pre writing assessment in September 2013 that will be used to inform teachers' instructional plans for the year.**
- **There will be a post writing assessment in June 2014 to look for levels of students' growth compared to the initial September assessment**
- **Inquiry Teams by grade level will use a protocol to look at students' writing samples (class work, journals, project base assessments) as they monitor students writing for growth and/or ongoing areas of struggle.**
- **The Achieve 3000 writing component will be used as the homework component of the writing initiative**

- **Curriculum Associates workbooks in grammar and vocabulary will be used by literacy teachers during the afterschool tutorial to extend students word bank**

1.

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

- 1. Department Planning meetings incorporated into the master schedule to support teachers instructional planning time**
- 2. Grade level Inquiry Teams incorporated into the master schedule to support teachers' collaboration on looking at student work.**

**3. Literacy teachers – (social studies, ELA, science), staff developer, principal, literacy consultants**

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

- 1. Monthly Achieve 3000 reports will be used to monitor growth**
- 2. Bi-monthly formative assessments of students writing tasks**
- 3. End of unit writing project and task will assess students growth**

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

**1. September 2013, February 2014, June 2014**

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

- 4. Funds for per session to support afterschool programs for bilingual (ELLs) allocated from Title III**
- 5. Tax levy funds will be used to purchase an F-Status staff developer to provide professional development for teachers and day-to-day support**
- 6. Tax levy funds will be allocated in Galaxy for literacy consultant – Achieve 3000.**
- 7. Tax levy Funds and New York State Tax Levy funds will be used to purchase supplies and materials.**

### ***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**To orientate parents to the goal described above we began by first sharing this need with the incoming grade 6 parents at two meetings in August 2014 for new incoming students to our school. Then, at the first Parent Association meeting in September 2014 the goal was shared with the parents of all students. Other parent activities planned to support parents in assisting the school with meeting this goal are:**

- **Monthly parent workshops on a variety of topics including:**
  - a) Bilingual Students and literacy**
  - b) Special Education students and IEP goals in literacy**
  - c) Understanding the Common Core Standards and literacy tasks: How can parents support at home**
  - d) ARIS Parent Link: Tracking your child's growth in the literacy content areas**

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>x</b>	<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<ul style="list-style-type: none"> <li><b>Strategies/activities that encompass the needs of identified subgroups</b></li> </ul>
1.
<ul style="list-style-type: none"> <li><b>Key personnel and other resources used to implement each strategy/activity</b></li> </ul>
1.
<ul style="list-style-type: none"> <li><b>Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b></li> </ul>
1.
<ul style="list-style-type: none"> <li><b>Timeline for implementation and completion including start and end dates</b></li> </ul>
1.
<ul style="list-style-type: none"> <li><b>Describe programmatic details and resources that will be used to support each instructional strategy/activity</b></li> </ul>
1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										

### 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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Interactive reading and writing using Achieve 3000 and The Four-Square Writing Program	Small group and one-to-one	During the school day
<b>Mathematics</b>	Modeling, questioning, and inquiry	Small group and one-to-one	During the school day
<b>Science</b>	Questioning and inquiry	Small group and one-to-one	During the school day
<b>Social Studies</b>	Interactive reading and writing using Achieve 3000 and The Four-Square Writing Program	Small group and one-to-one	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	School guidance counselor, social worker from CBO, and Life Skills Coach provide one-to-one and group counseling	Small group and one-to-one	During the school day

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- 2. All elements of the *All Title I Schools* section must be completed\*.
- 10. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 11. 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.

**Of the 27 teachers assigned to I.S. 218 their years of service is as follows:**

- **1 is a first year teacher**
- **1 is a second year teacher**
- **1 is a third year teacher**

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

**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).

**On-going professional development is differentiated based on the particular needs of the teachers, school-wide initiatives, and the needs of their students. Specifically, teachers are identified this year for the following workshops to support further development of their pedagogy:**

- **Data and assessment PD (Danielson's 1E and 3D) for teachers of the bilingual department to support their development of stronger assessment protocols and strategies provided by CFN 112 through its lab site program.**
- **To further support math teachers in strengthening their understanding and use of instructional strategies for ELLs they are participating in monthly workshops geared to instructing ELLs in math classrooms**
- **All core content teachers will participate in workshops on literacy using the SIOP model to support ELL instruction**
- **In response to our school wide initiative discussed in goal number 4 all core content teachers will participate in workshops on the Four-Square Writing method to support**

**writing across content areas.**

- **Science teachers will revisit a previously facilitated workshop on the development of units of study as a refresher to how/why units of study is integral to long term planning.**
- **Teachers of Special Education receive monthly workshops on topics that are needed to sharpen the work they do with our special needs students...training include presentations on:**
  - a) **SEGIS navigation**
  - b) **Writing clear/precise IEPs**
  - c) **Understanding the new Performance Indicators**
  - d) **Tools to support the management of student behavior – FBAs and BIPs**
  - e) **Team teaching instruction in ITC classes**
- **Teachers (2) presently being developed for teacher leader assignments are receiving professional development through their participation in CFN 112s Data Specialist and Math Institute workshops**
- **Middle School Literacy workshops facilitated by CFN 112 are attended by two teachers to provide additional support in literacy**
- **Literacy workshops for ELA/ESL/NLA teachers facilitated by Achieve 3000 consultant**

**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.).

**Tax Levy funds support the following programs and professional development:**

- I. Students in Temporary Housing - uniforms, gym uniforms, and backpack with school supplies provided to support students during the family’s housing transition. Social and mental health support is also incorporated into our STH program**
- II. Life Skills coach services purchased in partnership from school based community based organization, The Children’s Aid Society**
- III. Professional development for teachers on the Sheltered Instruction Observation Protocol (SIOP) program**
- IV. The Four-Square Writing Program professional development for all teachers**

**Title III funds support the following:**

- I. Professional development and student web based program purchased from Achieve 3000**

**Reso-A Grant:**

- I. Purchase of laptop computers and Smart Boards**

**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.

Data Team that is comprised of three faculty members meet each morning as part of their program to provide support to the entire school through a monthly newsletter, leading of the Inquiry Teams on each grade, and participants of a lab site to provide on-going feedback to the school and network regarding data, assessments, and alignment of assessment procedures.

**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).

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

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

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

**The school will:**

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

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

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

***SCHOOL-PARENT COMPACT***

## **I. School Responsibilities**

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

- **Block scheduling will be utilized to capitalize on timely and efficient instruction for effective learning**
- **On-going work in the area of honoring and respecting the culture, race, and ethnic make-up of all students, teachers, parents, and other staff will be reflected in the school calendar**
- **Curriculum Maps will be developed that are aligned to the Common Core State Learning Standards;**
- **Only state certified teachers will be hired, and additional professional development will be provided to ensure high quality instruction in all content areas;**
- **providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;**

***Support home-school relationships and improve communication by:***

- **Conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;**
- **Coordinate out Title I Parent meeting to inform them of our Title I status and the allocated funds for the year**
- **Provide translated services as necessary to our LEP families**
- **Schedule parent meetings and conference at different times to ensure sufficient numbers of parents are able to participate**
- **Mail and back-pack letters, announcements, calendars, etc. to parents to inform them of school activities and Department notifications**
- **Provide copies for parents signature of the Parent Involvement Policy and School-Parent Compact, as well as discuss with parents at meetings in September**

***Provide parents reasonable access to staff by:***

- **Parent Coordinator, school aides, school psychologist and other school personnel are in place to ensure that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;**

- **Notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;**
- **Arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;**
- **Planning activities for parents during the school year, e.g., Parent-Teacher Conferences;**

***Provide general support to parents by:***

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

**II. Parent/Guardian Responsibilities:**

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

**III. Student Responsibilities:**

- **Ensure attendance is over 95% for the school year**
- **Arrive to school at 8:00 a.m. in time for Advisory at 8:15 a.m.**
- **Submit to teachers on time all homework, projects, etc.**

- **Respect myself, teachers, and classmates**
  - **Reach out to the guidance counselor, teacher, dean for help with problems**
  - **Ask good questions, work hard, and be flexible**
- 

**SCHOOL-PARENT COMPACT**

*REQUIRED OF ALL SCHOOLS*

*MAY BE LAST YEARS BUT MUST BE UPDATED*

**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 <b>06</b>	Borough <b>Manhattan</b>	School Number <b>218</b>
School Name <b>The Salome Urena de Henriquez School</b>		

### 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 <b>June Barnett</b>	Assistant Principal <b>n/a</b>
Coach <b>Denise Whitaker</b>	Coach <b>n/a</b>
ESL Teacher <b>Ana Perez</b>	Guidance Counselor <b>Tracey Hamer</b>
Teacher/Subject Area <b>Sara Polanco/NLA</b>	Parent <b>Duane Geraldino</b>
Teacher/Subject Area <b>Augustina Diaz/Bilingual Sp. E</b>	Parent Coordinator <b>Ana Paulino</b>
Related Service Provider <b>Carmen Sanchez/Bilingual Speec</b>	Other <b>n/a</b>
Network Leader(Only if working with the LAP team)	Other <b>n/a</b>

### 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.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>4</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>2</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>257</b>	Total number of ELLs	<b>103</b>	ELLs as share of total student population (%)	<b>40.08%</b>
------------------------------------------------------	------------	----------------------	------------	-----------------------------------------------	---------------

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)							34	36	33					103
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
SELECT ONE														0
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	34	36	33	0	0	0	0	103

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	103	Newcomers (ELLs receiving service 0-3 years)	18	ELL Students with Disabilities	31
SIFE	13	ELLs receiving service 4-6 years	28	Long-Term (completed 6+ years)	14

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	18	0	3	28	7	20	14	6	8	60
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL										0
Total	18	0	3	28	7	20	14	6	8	60

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE spanish							32	36	33					101
SELECT ONE arabic							2							2
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>34</b>	<b>36</b>	<b>33</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>103</b>

\*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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
<b>TOTAL</b>	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							32	36	33					101
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							2							2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	34	36	33	0	0	0	0	103

## 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)							13	11	14					38

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)							5	8	7					20
Advanced (A)							16	16	12					44
Total	0	0	0	0	0	0	34	35	33	0	0	0	0	102

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							9	13	16				
	I							5	9	7				
	A							16	16	12				
	P							0	0	0				
READING/ WRITING	B							9	13	16				
	I							5	9	7				
	A							16	16	12				
	P							0	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	38	17	4	40	99
7	44	20	2	1	67
8	54	27	5	0	86
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									0
6	39	7	12	2	2	0	1	0	63
7	25	12	31	5	2	0	1	0	76
8	47	16	29	3	1	0	1	0	97
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	13	8	68	0	4	0	2	0	95
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.

1.

Two assessments are used primarily at the start of the school year to develop a baseline of students’ abilities and to determine areas for improvement. Both the Achieve 3000 and QRI instruments are used initially in September, and throughout the school year to monitor movement and provide data for comparison to the initial assessments. In addition to these two assessments we also use content specific tests as baselines and developed in alignment to the Engage NY state exams in the four core subjects to also assess students’ literacy skills in the content areas. This year, these initial assessments provided the instructional staff with the following information:

- a. In identifying key ideas and details in informational texts 35% of grade 6 students, 23% of grade 7 students, and 33% of grade 8 students reflect the need to enhance this skill
- b. On average students performed at the 27th percentile in the skill of analyzing structures authors use to organize text which includes their understanding of how main sections contribute to the whole, as well as development of ideas.
- c. In literature 25% of ELLs needs to strengthen their ability to identify evidence from the text to support analysis of text meaning explicitly along with making inference based on text.
- d. Increasing the number of vocabulary words students use in reading, writing, and speaking is essential as our data reflects 50% of the students must extend their vocabulary.

This data supports the school instructional plans by identifying specific grades and groups within the grade that will need academic intervention services, afterschool tutorial two to three times during the week for strategic instruction, and before school tutorials for students who are identified as special education ELLs. In addition to these structures, students are further identified for small group or one-to-one intervention during additional periods woven into teachers’ 25 instructional programs and their professional periods during their Circular Six program.

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

This data supports the school instructional plans by identifying specific grades and groups within the grade that will need academic intervention services, afterschool tutorial two to three times during the week for strategic instruction, and before school tutorials for students who are identified as special education ELLs. In addition to these structures, students are further identified for small group or one-to-one intervention during additional periods woven into teachers’ 25 instructional programs and their professional periods during their Circular Six.

Based on the NY State results of the 2013 assessments that include both the NYSESLAT and Lab R the data reflects:

NYSESLAT Scores for 102 students tested:

Beginner	Intermediate	Advance
37	21	44

While the above numbers reflect growth in the performance levels of students that suggests gains in their language acquisition we also note below additional data that is a concern and will be addressed in our instructional program this school year.

Combined NYSESLAT and Lab-R scores for 119 students tested:

# of Students	3 Year Comparison (2011/2012/2013)
15	Progress from Beginner to Intermediate/Intermediate to Advance reverted to a lesser performance level than previous years
34	Performance level unchanged in three year span
60%	Listening and Writing modalities reflect lowest scores

3. 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](#))

Paste response to question here:

4. 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?

Paste response to questions here:

5. 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](#).)

Paste response to question here:

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

Paste response to question here:

7. 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?

Paste response to questions here:

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

Paste response to question here:

## 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](#).)  
During the parent's first visit to the school they are asked to confirm their language preference for communications between them and the school. Following this confirmation of the preferred language all communication (monthly school calendar, newsletter, Parent-Student Handbook, DOE Discipline Manual) will be sent in the language of their choice. At the initial meeting which is facilitated by the Parent Coordinator who is fluent in Spanish and the Pupil Personnel Secretary, the ESL teacher assigned to interview the parents will be called to support and explain the Home Language Identification Survey (HLIS) provide program mselection forms and other literature necessary to the intake. Following the registration completion the ESL teacher will facilitate the Lab-R Assessment which provides information to the school about students past learning This initial assessment is reviewed bu the bilingual teacher on the team so that the instructional plan is developed for the students.
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.  
At the start of the school year parents of bilingual students are invited to an orientation where they are provided an opportunity to have the school's bilingual program presented to them in order that an informed program choice is made by them. The information is presented orally, along with written material and a video presentation. After this initial meeting periodic meetings and conferences are held throughout the school year to inform parents of their child's academic growth. Additionally, during the school year Progress Reports are sent home between the four schedule report cards. During this first meeting, parents are guided through the process of completing the Parents Survey. These forms, including the parent program selection are collected and kept on file at the school. For grade eight students who are being promoted to high school a copy is placed in their CUM prior to being sent to the high school. Entitlement letters are also mailed to parents with a copy kept on file at the school.
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 [\[see tool kit\]](#).)

At the parent orientation held at the start of the school year during an evening from 6:00 p.m. to 8:00 p.m. parents are guided through completing the necessary forms. Following the meeting any new admits are guided through an intake that includes the presentation to parents about the ELLs program available at the school. Because parents may be hesitant to make a decision without further understanding the differences between the program they are taken on a tour of the classrooms to discern the difference between the programs being offered. Parents are then invited to take the forms home and are provided with a stamped self-addressed envelope to return the signed forms to the Parent Coordinator. Once the forms are returned they are filed in the students CUM that is housed in the school's main office. If forms are not returned to the school after 5 school days the Parent Coordinator will place a call to the home to remind the parents. Following that the attendance teacher is sent to the house to pick-up the forms if they are still not returned to the home.

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.

Students in need of placement in a bilingual or ESL programs are monitored by the monolingual content teachers to identify areas of language concern. The student is then presented to the Pupil Personnel Team to review students formative assessments and teacher instructional anecdotes. If it is agreed that placement may need supportive of the student the parent is invited by the Parent Coordinator to come in so that the findings may be presented to the parents and a recommendation for placement to be made. The ESL teacher responsible for administering the Lab R would be invited to relay to the parent how the Bilingual Program may assist the student academically. The meetings would all, of course, be presented in the parents preferred language. Following the meeting a letter in the parents preferred language would be sent to the home to memorialize the meeting and the school's concern.

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.

Once the testing window has been determined by the testing committee the four modalities to be tested are broken up into days. A testing schedule is developed with full testing accommodations in place. Teachers from the bilingual department including the NLA teacher and some ELA teachers who are bilingual are scheduled to proctor the exams. Specific classrooms are identified to allow a minimum of traffic from the general student body. For additional support, certain grades are identified for trips to allow for quiet on the testing floors. A Testing Command area is identified for the testing coordinator to facilitate testing conditions and ensure accountability measures.

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.  Consistently over the last three years 74% of parents prefer ESL as opposed to TBE which reflect a request of 26%. Only the parents of students identified as new arrivals request TBE because they consider the student will be without their first language support. Following a year in the country, however, parents request meetings with the Parent Coordinator to inquire if their child is ready for the ESL program. Unfortunately, many parents equate the TBE program with a stigma of being newly arrived to the country without sophistication.

# 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])?

1-A

Based on the sub groups students were identified in I.S. 218 provides a Transitional Bilingual Education Program for its 80 Spanish speaking ELL students and a Free-Standing ESL program for ELLs whose parents selected it. The programs description follows:

- 1- There are 3 bilingual classes for Spanish speaking ELLs -- one in each grade
- 2- We also have a bilingual special education self-contained class that houses students from all three grades
- 3- Instruction is provided in Spanish (dominant language) with English spoken intermittently
- 4 - Instruction is aligned with the LAP and adheres to the NYS Common Core Learning Standards
- 5 - Instruction is 60% Native Language and 40% English Instruction at the Beginner Level
- 6 - Instruction is 50% Native Language and 50% English Instruction at the Intermediate Level
- 7 - Instruction is 25% Native Language and 75% English Instruction at the Advanced Level
- 8 - NLA and ESL instruction is provided to students based on the new State standards for ESL and NLA
- 9 - Instruction is taught using the workshop model
- 10- Every teacher participates in mandated professional development to advance their understanding of ELL protocols
- 11- ELL teachers meet as a department once each week and also participates in content areas department meetings
- 12- All bilingual classes follow the same ELA units of studies as the monolingual classes

1-B

The program model for the TBE classes is block as all students in the class travel together as a group and is heterogeneous. The model for the ESL classes is push in and pull out depending on the student group and their academic needs. The model used for the self contained class is ungraded and heterogeneous.

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)?

The English as a Second Language program is provided to students whose parents selected ESL receive the following services:

- a) Students at the Beginner level receive 360 minutes per week
- b) Students at the Intermediate level receive also receive 360 minutes per week
- c) Students at the Advance level receive 180 minutes per week
- d) ESL instruction is provided by two (2) ESL state certified teachers who are full-time to ensure accommodation of all students
- e) For advance students the organizational model used is 'push-in'
- f) For Beginning students the organizationa model used is 'pull out'
- g) For the Intermediate student the organizational model used is both 'push in' and 'pull out' depending on the unit being facilitated by the ELA teacher.
- h) For students in the TBE program ESL is provided in block and integrated into the ELA instructional program
- i) All NLA classes are facilitated through the content area of ELA

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.

For ESL classes the content is delivered in English as part of the ELA content

For NLA classes the content of Social Studies is delivered in Spanish

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

There are several ways that ELLs are assessed throughout the school year. Below is the system followed to determine students' growth:

Following the baselines administered in September with translated versions in Spanish prepared for our students in TBE programs SMART goals are developed for students in all core content areas. Based on these goals students are monitored weekly during Inquiry Team meetings to assess comprehension of skills taught that week. Based on these findings teachers then prepare additional instruction tailored to the gaps identified in the assessment given. These assessments also support teachers instruction as they inform teachers where to further develop instruction to build on what was learned from the previous week. In addition to these weekly assessments, the Acuity assessments are also used to monitor students progress, along with the Achieve 3000 assessments that are given three to four times each year to monitor students growth.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

During the school year teachers of ELLs are using the NYSESLAT test prep materials to support students development of each of the four modalities that are to be tested. These are assessed every two weeks by the ESL and ELA teachers to ensure that students are progressing in the four (4) modalities as the year progresses.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Paste response to questions here:

Instruction is differentiated for students identified in the different sub groups as listed below:

- a) SIFE students are grouped to receive AIS from ELA or ESL teachers twice weekly to work on identified gaps in students skill set. It is our belief that consistency in instruction and daily attendance by the student is vital for SIFE students to progress.
- b) ELLs in the U.S. less than three years are supported with full immersion in the core content by a certified NLA teacher who is able to bring student up to U.S. performance standards, even though the student may be working at a lower level. Assessing their native language ability is also important to develop a baseline of the instruction the student will need to fill in the gaps in his/her education.
- c) ELLs receiving service 4 to 6 years are focused in reading clubs where they are provided access to higher level text and vocabulary that will strengthen their acquisition of academic language.
- d) Like ELLs in the 4 to 6 years category those who are in the sub group of 6+ years are provide the same support as those in the 4 to 6 years category
- e) Our plan for former ELLs include sustaining their development of academic language by having them participate in an independent reading program and having them provide peer-to-peer support to those students at the advanced level so that they may continue to sharpen their skills by behaving as 'coach' to students working on becoming proficient.
- f) Finally, in all our work with ELLs at the different levels and sub groups one consistent practice they must all participate in is the ongoing work to be done on Achieve 3000. Either at home for 45 minutes to one hour along with the work to be done at school during each morning's advisory and the Extended Day program is work they are given to do on the Achieve 3000 program which is designed to work with each student independently at their individual levels. Research continues to show that students who work diligently on the Achieve 3000 program can move up three or more reading levels within the school year. Along with students proactive behavior must be the parent involvement in place to support the school is holding students accountable to the work that must be done at home.

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?

Teachers use the NYSESLAT workbooks to support students' literacy development in English. This year we have also purchased Curriculum Associates math and ELA workbooks that are to be used to assist in preparing students in the skills and strategies that will be necessary to perform well in literacy and math. In each classroom one key instructional strategy we have in place is

vocabulary development that is fully integrated throughout the lesson. Additionally, teachers warm-up or 'Do Now' is used to motivate and prepare students for the lesson's focus. The lesson's format -- workshop model-- also provides support to students and teachers as the mini lesson affords students time to have the teacher model the skill. This is then followed by the students receiving time in the lesson to independently or in groups of two or threes work on the problems given to them as practice. during this time the teacher is free to have conferences or a guided group of two to three students to further work specifically on a skill those students have not yet mastered.

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?

Students with Disabilities are transitioned into a less restrictive class for certain content lessons. For example in our 12:1 Bilingual Self-contained class that includes students at grades 6 through 8, during science and math class students transition into a grade specific class to receive science and math. This affords them to receive lessons at their grade level with support provided by the teacher through vocabulary, glossaries, peer mentors, and modified lessons. To ensure that this schedule is manageable during the initial programming classes were blocked to ensure that math and science were given at the same time on the grade so that the self-contained students may be incorporated.

Regarding our curricular -- in ELA specifically to ensure English proficiency all units of studies are facilitated across grades and curriculum materials are purchased in spanish to correlate with the English units of studies.

### Courses Taught in Languages Other than English

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

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

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

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

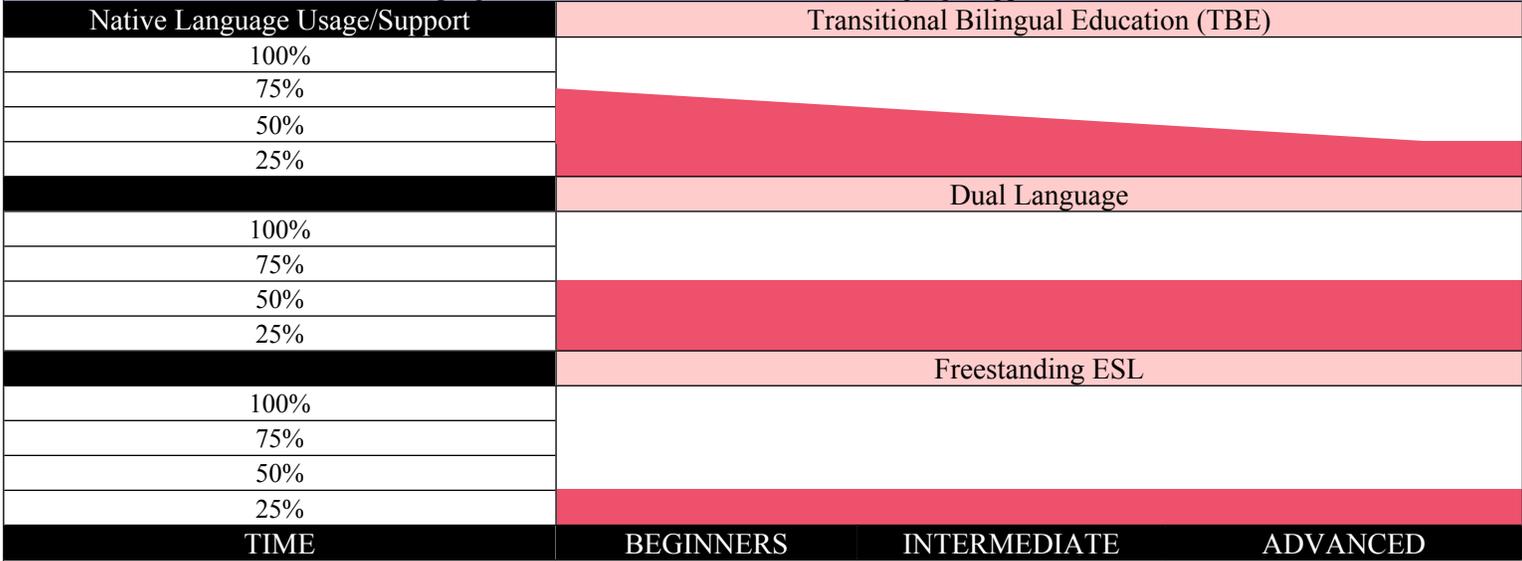
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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.
- Targeted intervention programs for ELLs in ELA are as follows: Students are identified based on the NY State ELA and NYSESLAT results for small group tutorials three distinct times in the school day. During '0' period students are seen by SPED teachers for literacy or math intervention. Additional tutorials are given for other students during teacher's Circular Six professional development time, as well as throughout the week as part of teachers identified 'AIS' periods programmed into their 25 teaching periods. During these tutorials students are working on vocabulary and grammar via workbooks purchased from Curriculum Associates for this purpose. During 'Advisory/Homeroom' which is an extended period of 35 minutes Mondays through Fridays students participate in silent reading of trade books, or are rotated on to Achieve 3000 to work independently on articles at their lexile levels. Language used for intervention during the one-on-one AIS time and while they are on the Achieve 3000 website can be in Spanish or English based on student's need.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- While students are on Achieve 3000 teachers are monitoring their work and are able to interact with the students as a means of correcting and encouraging them. When necessary students fall back on Spanish for additional support as the programs provide flexibility. Students progress is charted monthly to see the number of articles read, number of responses given correctly, and movement in lexile. We believe growth is consistent as evidenced by the increase number of students in the 'Advanced' NYSESLAT performance level.
11. What new programs or improvements will be considered for the upcoming school year?
- We believe that what we have in place is working. What will be done, however, is an increase in the intensity and depth of the instructional thrust for this year. We have, however, added eScience which is also from Achieve 3000 and iReady from Curriculum Associates which will support the instruction of our ELLs and provide differentiation and all two new programs are designed to meet students at their present performance level, and then work to develop an action plan on increasing students' performance levels.
12. What programs/services for ELLs will be discontinued and why?
- The Saturday Tutorial program will be discontinued as students are not consistently attending, in spite of on-going notices sent to parents for support. We will, instead, add an additional week day to the after school program.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Equal access is provided to all students as a result of the programs we have contractual licenses with that provide each of our students a password which enables them to access these instructional school programs at home and at school. These programs are also used in our after school programs as supplemental work to reinforce the teachers assignments.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials used to support ELLs include:
- 1) Achieve 3000
  - 2) eScience
  - 3) IReady Diagnostic
- Each of these programs are computer web based and able to provide individual support across each of the four modalities our students must be proficient in. Most important, however, is that these programs allow students to work at their own instructional level with materials chosen for them based on their lexile level that is monitored by the weekly assessments students must complete.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In our TBE program native language is provided to the students through the content of social studies. Math and science is also taught to students in their native language. In the ESL classes native language support is provided based on individual students need and delivered individually to avoid code switching.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Students are supported by faculty and staff whose bilingual abilities support students in both their native language and their second language of English. In grade 6, 7, and 8 students receive Life Skills support to support them in gaining confidence, competency, and academic curiosity along with a willingness to learn a second language that many are hesitant to accept. Additional services

in special education classes, counseling, adaptive phys ed. and speech are grade and age appropriate as necessary.

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.

Information Session on the school protocols and discipline practices are provided to all new students by the Dean of Discipline. Upon registration students and parents are also provided an orientation presented by the Parent Coordinator who introduces the family to the school using the Parent/Student Handbook. During this orientation families are taken on a tour of the school and meet with the CBO, The Children's Aid Society to inform them of the services and programs (mental health and wellness clinic services, dental clinic, opportunities to be seen daily by a nurse practitioner, and physisican (1 day each week) available to them

18. What language electives are offered to ELLs?

Spanish

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)?

Paste response to questions here:

### 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.

Professional Development Plans 2014 reflect the need for teachers to gain and or strengthen their skills in understanding the Common Core Learning Standards as it relates to increasing the rigor in their instructional program, while continuing to provide scaffold and differentiation to students as they work with them on deepening their knowledge and comprehension in literacy and mathematics. Parallel with this goal is the support needed for teachers as they work towards mastering the Danielson 2013 Rubric that specifies the Departments Framework for Teaching Components.

A major focus this school year is on questioning (Domain 3b). To better determine students understanding we recognize the need to have students answer in depth questions, as well as pose their own questions. To master this identified goal the faculty is participating in a study group on questioning and are using the book: *Make Just One Change: Teach Students to Ask Their Own Questions* by Dan Rothstein and Luz Santana, Harvard Education Press, 2011. The study group is held weekly at the Department Meetings and follows a study group protocol. The expectation is that teachers will discuss with their peers and return to their classrooms to ‘try’ various strategies suggested in the book and report back to colleagues at the next meeting.

Another area in CCLS that we are focusing on in our teacher workshops is increasing students’ skill in writing and inference across genres. We are providing professional development in these areas from Curriculum Associates with their program: *Six Traits of Writing*. In addition to the two programs listed we continue to work with Achieve 3000’s literacy program, and have now included their eScience program that will support students in gaining content literacy. All programs are providing ongoing professional development for teachers that they may be able to better utilize the programs various components that will address the students’ deficits An additional program for the math department iReady Diagnostic by Curriculum Associates provides adaptive assessments with instant reporting and differentiated instruction customized for each student.

Additional professional development is provided by CFN 112’s Lab Site Program which facilitates monthly professional development for identified teachers. Through this interactive workshop teachers are given the opportunity to observe a master teacher with his/her students in class. The protocol is that teachers will discuss the lesson to be observed, followed by the class visit, then debrief following the lesson. This differentiated workshop is offered to teachers to ensure their specific professional development needs are being met. An added bonus is that each workshop addresses one of the domains in the Danielson’s rubric.

Training is given to teachers annually to ensure they are aware of the standards for students moving on to high school and the level of work that will be expected of them. Towards this end ELA and math teachers receive an overview of units of studies in English Language Arts and in math so that they can provide instructional that is anticipatory to what students will receive in their ninth grade year of high school.

ELL Training teachers will receive to fulfill the 7.5 hours will include: 1) Understanding ELL in the Math Classroom 2) Middle School Literacy for Teachers of ELA and Social Studies 3)New York State ITELL Workshop 4) Language Other Than English (LOTE) Workshop 5)Project Base Instruction in Science (PBIS) Workshop

## 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?
  - Parents are involved at our school and are considered active learners along with their children. To support of families monthly parent workshops are presented and prepared with the second language parent in mind. At I.S. 218 98% of the parents are, themselves, second language learners and are in need of the same support provided to their children daily. The year begins with an orientation meeting in August for all new parents at which they receive the Parent-Student Handbook that is written in English and Spanish. The next gathering for our ELL parents in September is Curriculum Night that focuses on presenting to parents the curriculum for the year and the different programs that are planned for sub groups of students. In September we also present ELL Parent Information Night that parents may become familiar and choose from the different offerings available to their children in the Bilingual program. In October we present a High School Information Session for Parents of Seniors – What to Expect in High School. In November we facilitate a session for parents on Sustaining Literacy at Home, as well as a session that trains parents on the ARIS Parent Link. In December we also presented a Special Education workshop for parents on Understanding Your Child’s IEP. Overall, our workshops are timely and aligned to the school year so that parents are informed and meet expected deadlines. In addition, our workshops support parents needs based on the needs of their children and what may be an academic concern for groups of students/parents. Thus, some workshops are differentiated based on data taken from students’ assessments, teacher concerns, and informal anecdotal from support staff.
  - The school partners with Children’s Aid Society, a community based organization housed on our school campus. Their support includes monthly parent workshops, a GED program, and an ESL program that offers classes three times weekly to parents and other community residents.
  - The needs of the parents are evaluated based on the Department of Education’s Environmental Survey, the intake form completed by the parent upon each visit to the main office, and a suggestion box made available at each Parent Association monthly meeting.
  - The parents’ needs as stated in the 2013 Environmental Survey are to have more communication with the school and to be aware of the needs of their children at school to ensure academic success. Towards this end, we have revised our communication system to include: a) monthly calendar b) monthly newsletter c) communication is both pack-packed home and mailed by U.S. Postal Service.

## 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.

Paste response to question here:

## Part VI: LAP Assurances

**School Name: Salome Urena de Henriquez Sch**

**School DBN: 06M218**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
June Barnett	Principal		1/1/01
	Assistant Principal		1/1/01
Ana Paulino	Parent Coordinator		1/1/01
Ana Perez	ESL Teacher		1/1/01
Duanes Geraldino	Parent		1/1/01
Augustina Diaz	Teacher/Subject Area		1/1/01
Sarah Polanco	Teacher/Subject Area		1/1/01
Denise Whitaker	Coach		1/1/01
	Coach		1/1/01
Tracey Hamer	Guidance Counselor		1/1/01
Kathy Pelles	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: 06M218 School Name: The Salome Urena de Henriquez School

Cluster: 1 Network: 112

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

### **Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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



## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Intermediate School 218	DBN: 06M218
Cluster Leader: Doug Kinect	Network Leader: Kathy Pelles
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 148 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 2

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

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

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

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

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

## Part C: Professional Development

### Part C: Professional Development

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

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

Begin description here:

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

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

### Part D: Parental Engagement Activities

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

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

Begin description here:

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

**Part D: Parental Engagement Activities**

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

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

**Part E: Budget**

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

Allocation Amount: \$

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

