



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**School Name:** THE STATEN ISLAND SCHOOL OF CIVIC LEADERSHIP  
**DBN (i.e. 01M001):** 31R861  
**Principal:** DONNA NILSEN-I.A.  
**Principal Email:** DNILSEN@SCHOOLS.NYC/GOV  
**Superintendent:** JESSICA JENKINS  
**Network Leader:** NANCY RAMOS

**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
Donna Nilsen, I.A.	*Principal or Designee	
Jennifer Giovinazzo	*UFT Chapter Leader or Designee	
Sherryl Clark and Heather Ortiz	*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> )	
	CBO Representative, if applicable	
Frank Morano	Member/ Chairperson	
Anthony Menditto	Member/ Teacher	
Megan Perrini	Member/ / Teacher	
Danielle Urti	Member/ / Teacher	
Jenny Spirocostas	Member/ / Teacher	
Jennifer Giovinazzo	Member/ / Teacher	
Sherryl Clark	Member/ Parent	
Lena Ferrera	Member/ Parent	
Michael Greene	Member/ Parent	
Darnell Young	Member/ Parent	
Tracy Sullivan	Member/ Parent	
Cherise Tafe	Member/ Parent	
Heather Ortiz	Member/ Parent	
	Member/ Parent	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature 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>x</b>	<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
<b>x</b>	▪ 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>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>x</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.

#### **Annual Goal #1**

**By June 2014, there will be a 3.5% increase of students achieving at or above proficiency level, as measured by the New York State English Language Arts exam and Fountas and Pinnell Benchmark Leveling System.**

### **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.

In cross grade, cross content team, instructional team and inquiry team meetings, we have reflected on the performance trends of our students. To maintain accuracy, we have confirmed our findings and implications using standards assessment and ARIS data. We have collected and analyzed data from Schoolnet for the students in testing grades and NYS standardized ELA and Math assessments. In non-testing grades, student data was collected from various assessment sources including Fountas and Pinnell Benchmark Leveling System, ECLAS and classroom tests.

Some general trends noticed in regard to our No Child Left Behind subgroups include:

#### **Grades 3 – 4 ELA**

- Grade 3 ELA – Subgroups (Blacks, Whites, Hispanic/Latino) scored within 5 % points of each other.
- Grade 4 ELA - Black and White students scored between 20-35% higher than Hispanic/Latino children.
- **In general White students significantly outperformed other ethnic groups**

#### **Grades 6 - 8**

- Grade 6 ELA- White students were the highest performing group – 25-30% higher than the other ethnic groups.
- Grade 7 ELA- Black students scored about 10% higher than White and Hispanic/Latino subgroups
- Grade 8 ELA-Black children performed between 5-10% higher than White and Hispanic/Latino children.
- **In general, by grades 7 and 8 Black children performed better on the ELA State Test than children in grades 3 – 8.**

In **literacy**, the following trends were discovered during this school year and confirmed to complement the data for the students in previous testing years. We responded to the trends through instructional planning and targeted teaching.

#### **ELA Strengths: Grades 3-5 (Benchmark >65%)**

#### **Grade 3**

**3. RI.4: Reading Standard for Informational Text-** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to grade 3

topics or subject areas

**Grade 4:**

**4. RL.2: Reading Standard for Literature**-Determine a theme of a story, drama, or poem from details in a text; summarize the text

**4. RL.1: Reading Standard for Literature**- Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from a text

**Grade 5**

**5. RI.4: Reading Standard for Informational Text**-- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to grade 5 topics or subject areas

**Grades 6 and 7:**

**Grade 6**

**6. RI.8: Reading Standard for Informational Text**-Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

**6. RI.1: Reading Standard for Informational Text**- Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text

**Grade 7**

**7. RI.5: Reading Standard for Informational Text**-Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

**ELA Weaknesses: (Benchmark <55%)**

- **Grades 3, 4, 5**

**Reading Strand for Literature RL.3**

- **Grade 3**-Describe a character in a story (e.g. their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. **-40%**
- **Grade 4**- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. **Very few 3's on the extended response**
- **Grade 5**- Compare and contrast two or more characters, settings, or events in a story, drama, drawing on specific details in a text-**48%**
- **In general this strand was a weakness across all three grades**
- **Grades 3, 4, 5, 7,**

## Language Standard L.4

**Grade3** - Use sentence level context as a clue to the meaning of a word or phrase. **-23%**

**Grade 4** - Consult reference material (a glossary or dictionary, thesaurus) both in print or digital, to find the pronunciation and determine or clarify the precise meaning of words. **-31%**

**Grade 5**- Determine the meaning of words and phrases as they are used in a text including figurative language **-46%**

**Grade 7** - Determine the meaning of unknown and multiple meaning words and phrases based on grade 7 reading and context. **-34%**

### • **Grades 3, 4, 6, 7,**

#### **Reading Strand for Informational Text RI.3**

- **Grade 3** - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in a technical procedure in a text. **-49%**
- **Grade 4** - Explain events, procedures, ideas or concepts in historical, scientific, or technical text, including what happened and why, based on specific information. **-50%**
- **Grade 5**- Explain relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific or technical text **-55%**
- **Grade 6**- Analyze in detail how a key individual, event, or idea is introduced, illustrated and elaborated in a text. **-46%**
- **Grade 7**- Analyze the interactions between individual events and ideas in a text (e.g. how ideas influence individuals and events) **-54%**

The data shows that students are the weakest in **the Reading Strand for Information:RI.3**. This weakness spread across five grades. Students were also weak in vocabulary related skills, **Language Standard 4**.

## **ECLAS:-Grades 1-2**

### **Grade 1**

#### **Decoding-Spelling-Sight Words**

- 99% on grade level

#### **Blending, Final Consonants, Alphabet Recognition, Writing and Segmenting**

- 100% on grade level

### **Grade 2:**

#### **Vocabulary**

- 15% below grade level
- 85% on grade level

**Decoding**

- 66% above grade level
- 34%below grade level

**Spelling**

- 30% below grade level
- 70% on grade level

First grade students are on or above grade level in all the ECLAS strands listed above. Second grade students are doing well in all three strands listed above.

***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**

**K-5:**

- Students will receive 120 minutes of literacy instruction daily including reading workshop, word study, small-group strategy instruction, vocabulary development, literacy centers and writing workshop. The instruction will be supported through the curriculums including Ready Gen, Wonders, *Wilson Foundations, Reading Reform, and New York Public Library*. The ELA teacher with the support of the co-teachers in each triad will direct the literacy planning and co-teaching opportunities will be scheduled for strategic small group instruction to scaffold and/ or accelerate students' literacy.
- Data-driven curriculum planning and mapping as well as reviewing trends in student work and assessments in triads and team teaching along with support service teachers will be scheduled. Families will be informed quarterly using progress monitoring tools such as report cards, progress reports and notes, websites and newsletters.
- Selected strands of Fountas and Pinnell administered in the fall and again in the spring; Fountas and Pinnell Benchmark Leveling System administered three times throughout the year; Wonders weekly unit assessments; conference and observation notes; early literacy checklists, rubrics, *Reading Reform* unit assessments, and teacher-made assessments and samples of student work.
- Common Core Tasks Based Assessments.

- ESL Beginner/Intermediate explicit vocabulary instruction along with English grammar instruction

#### 6-8:

- To achieve our goal, students will receive 90 minutes of literacy instruction daily utilizing the universal design for learning including reading workshop, word study, flexible small-group strategy instruction vocabulary development and writing workshop.
- In addition to the end-of-the year summative state assessment, students' progress will be monitored through Benchmark Assessments, Fountas and Pinnell Benchmark Leveling System and as well as writing rubrics, Common Core Performance Tasks, Sixth grade DRP, and teacher-made formative assessments.
- We will schedule data-driven rigorous curriculum planning and mapping aligned to the CCSS as well as reviewing trends in student work and assessments in teams along with support service teachers. We will also administer Fountas and Pinnell Benchmark Leveling System administered throughout the year; teacher created assessments and samples of student work; progress reports/report cards, Sixth Grade-DRP observation data, and item analysis from the previous year's state exam.
- The Staten Island School of Civic Leadership(SISCL) is a school community committed to working collaboratively to effectively structure its educational programs to provide a child-centered, safe learning environment that recognizes and values individual talents and seeks to develop the academic and social skills of its students to help them meet the challenges of the future.
- At SISCL we take a team approach to all our school initiatives. This is evident in our Instructional Team meetings and our grade level meetings where common themes, i.e., unit studies, author studies, assemblies, grade projects, trips and special events are discussed and planned collaboratively. As a school wide goal we have dedicated our efforts to looking at student work collaboratively using common rubrics that are aligned to the CCSS. We have also used our grade meetings to focus on new initiatives and programs i.e.,CCSS, looking at student work, performance tasks, assessment portfolios, the writing process, promotional standards and criteria, MSQI Word Generation and new curriculum initiatives. A Pupil Personnel Team meets weekly to address the needs of struggling students.
- At SISCL we encourage and promote the role of "teachers as leaders" by creating a school culture in which the staff takes the initiative to meet the Common Core State Standards by select teachers using Scholastic Code X, and collaborating on developing plans and programs to benefit the school community. The staff is encouraged and supported to seek new roles and responsibilities – to acquire new skills and knowledge through attendance at professional development workshops that can be incorporated into school leadership, i.e., teachers leading professional development workshops for their colleagues. SISCL has invested in NYC/UFT trained lead teachers who support teaching staff through classroom labs, surveys, citywide instruction expectations based PD opportunities and differentiated Professional Developments.
- Teachers have taken the initiative to access professional development opportunities on their own and have been encouraged and supported to pursue those interests both with time, payment and professional books to enhance their learning. The only condition is to share their experiences with their colleagues. Inquiry Learning Communities have been at the heart of our staff development efforts. The alignment of programming and support of professional development opportunities for the staff has been implemented through the SBO process.
- In response to the ELA data, a shift toward push-in Academic Intervention Services was arranged and delivered to students who were making the least progress. Push-in/SETTS/AIS teachers will collaborate with classroom teachers.
- Using the pool of talented staff, trained teachers were matched and scheduled to meet with small groups of students across grade levels. Targeted small group instruction was planned and monitored to close gaps in students' strategy and skill deficiencies. Students with high achievement were accelerated in peer book clubs and independent studies supported by teachers.
- One of our goals is to work with the children in our schools lowest third so that we can show improvement with their median growth percentile.

Interventions will concentrate on the children's weaknesses listed above.

- Teachers will be implementing Common Core Aligned Units of Study. They will use a mix of explicit teaching and student investigation. Teachers will incorporate explicit teaching of academic and domain-specific vocabulary associated with their Common Core aligned units. This vocabulary will be used as children read, write, listen and engage in discussions. All students will be provided access for learning through UDL including multiple means of representation, action and expression, and engagement.
- Teachers will incorporate speaking/listening standard and plan opportunities for a range of text-based conversations. This will further our School-wide initiative to deepen student to student discussion.
- Teachers will analyze student work and use their conclusions in the actual teaching and learning process. They will implement literacy units and tasks across all subjects so that students benefit from exposure to disciplinary literacy: the ability to read, comprehend, and advance content knowledge from subject-specific, grade-level text.

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

- Elementary teachers are organized in triad models whereas three teachers are the primary teachers of two grade-specific classes allowing for co-teaching in various models including team teaching, parallel teaching, and support teaching. Lead teachers of ELA will provide AIS or small group targeted instruction to students identified in need according to formative data. This model supports meeting the needs of all students.
- Intermediate teachers are organized in teams whereas four content-specific teachers will deliver instruction to students. Content teachers are also scheduled to service the needs of students through push-in Academic Intervention Services.

1.

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

1. Selected strands of Fountas and Pinnell to determine decoding and sight word recognition are administered in the fall and again in the spring; Fountas and Pinnell Benchmark Leveling System to determine reading levels are administered three times throughout the year; Wonders weekly unit assessments; conference and observation notes; early literacy checklists, rubrics, *Reading Reform* unit assessments, and teacher-made assessments and samples of student work.
2. Data-driven and rigorous curriculum planning and mapping aligned to the CCSS as well as reviewing trends in student work and assessments in teams along with support service teachers will be scheduled. Fountas and Pinnell Benchmark Leveling System administered throughout the year; teacher created assessments and samples of student work; progress reports/report cards; Sixth Grade-DRP observation data; and item analysis from the previous year's state exam
3. Common Core Tasks Based Assessments.

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

- Implementation Timeline – September 2013- June 2014

1.

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

1. Students in grades K-5 will receive 120 minutes of literacy instruction daily including reading workshop, word study, small-group strategy instruction, vocabulary development, literacy centers and writing workshop.
2. To achieve our goal, students in grades 6-8 will receive 90 minutes of literacy instruction daily including reading workshop, word study, flexible small-

group strategy instruction utilizing the universal design for learning vocabulary development and writing workshop.

3. Elementary teachers are organized in triad models whereas three teachers are the primary teachers of two grade-specific classes allowing for co-teaching in various models including team teaching, parallel teaching, and support teaching. Lead teachers of ELA will provide AIS or small group targeted instruction to students identified in need according to formative data. This model supports meeting the needs of all students.
4. Intermediate teachers are organized in teams whereas four content-specific teachers will deliver instruction to students which support a program where content teachers are also scheduled to service the needs of students through push-in Academic Intervention Services.

### ***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).

Research and common sense both indicate that increased parental involvement in school has a positive impact on student achievement. We hope to encourage any such involvement by starting with attendance at PTA meetings, where information is disseminated and teachers/administration are available for discussion outside of the classroom, and otherwise encouraging parents to become informed about the happenings at SISCL. We will take the following steps to foster a caring and effective home-school partnership:

- Encourage participation on SLT Sub-Committees, and PTA Committees;
- Encourage participation in Family Fun Night Activities hosted by the PTA;
- Continue SISCL Leadership Awards Ceremony as an event following every PTA meeting;
- Continue to send home monthly newsletters from the Parent Coordinator;
- Conduct Curriculum Orientation Conference and/or Teacher Introduction Conferences within the 1<sup>st</sup> or 2<sup>nd</sup> month of the school year introducing them to the Curriculum Map and Common Core Standards;
- Continue to utilize a telephone messaging system which provides parents with a prerecorded message from the principal or other administrator about upcoming events, important meetings or school emergencies;
- Continue to develop the SISCL email system and the SISCL website to establish and maintain a reliable source of communication and outreach;
- Encourage teachers to post homework, projects, study guides, and other grade specific materials on a class portal on the SISCL website;
- Provide material and training to help parents work with their children to improve their achievement level, particularly a leveled reading book list on the SISCL website;
- Host workshops to provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- Provide professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;
- Create workshops to provide assistance to parents in understanding the CCSS, Periodic and State assessments;
- Continue using Raz-Kidz.com (elementary) and iLearn (Middle School) as a supplemental reading tool at home and in class.

### **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 #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.

**By June 2014, there will be a 3% increase of all students achieving at or above proficiency level as measured by the New York State Mathematics exam and Go Math/CMP Math Unit Assessments.**

#### **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.

In **mathematics**, the following trends were discovered during this school year and confirmed to complement the data for the students in previous testing years. We responded to the trends through instructional planning and targeted teaching. We are looking at results for NYS ELA and Math Tests.

##### **Grades 3-4 Math**

- Grade 3 Math- Blacks scored 30% lower than their subgroups
- Grade 4 Math- White and Hispanic Children scored between 20-25% higher than Black children.

##### **Grades 6-8 Math**

- Grade 6 Math- White children scored 15% higher than Hispanic/Latino groups and 25% higher than Black subgroups
- Grade 7 Math- Black and White students were even in proficiency and about 20% higher than their Hispanic/Latino subgroup
- Grade 8 Math-Ethnicities even in proficiency
- **In general, although white students outperform other subgroups in the early grades, by Grade 8 all three subgroups are about even in proficiency.**

#### **Mathematics Strengths- Grades 3-5 (Benchmark >70%)**

##### **Grade 3**

- 3. NF: All Strands of Numbers and Operations - Fractions**
- 3. NBT-All Strands of Numbers and Operations in Base Ten**

##### **Grade 4**

- 4. NF: All Strands of Numbers and Operations – Fractions**

#### 4. NBT- All Strands of Numbers and Operations in Base Ten

#### 4. G: All strands of Geometry

##### Grade 5

**5. NBT.3.a Numbers and Operations in Base Ten-** Read and write decimals in thousandths using base ten numbers, number names and expanded form.

**5.NBT.6 a Numbers and Operations in Base Ten-** Find whole numbers quotients of whole numbers with up to four digit dividends and two digit divisors, using statistics based on place value, the property of operations, and/or the relationship between multiplication and division.

##### Grades 6-7:

##### Grade 6

**6. EE** All strands of **Equations and Expressions**

**6. RP:Ratio and Proportional Relationships-** All strands

##### Grade 7

**7.SP.6- Statistics and Probability-**Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long run relative frequency, and predict the approximate relative frequency given the probability.

#### Mathematics Weaknesses (Benchmark <55%)

##### Grades 3-5

- Grade 3
- **Operations and Algebraic Thinking OA.8-** Solve 2 step word problems using the four operations. Represent these problems using an equation with a letter standing for the unknown quantity. **41%**
- **Measurement and Data MD.1-** Tell and write time to the nearest minute and measure time intervals. **50%**
  
- Grade 4
- **OA.2 Operations and Algebraic Thinking –(Multiple choice and open end questions)** Add, subtract multiply or divide to solve word problems involving multiplicative comparison. **-55%**
- **Measurement and Data MD.3 and 4-**Make a line plot to display a set of measurements in a fraction of a unit. Apply area and perimeter formulas for rectangles in real world and mathematical problems.- **50%**
- Grade 5

- **5.NF.6 and 5.NF.5.a: Numbers and Operations-Fractions- 36% and 55% respectively**
- **NBT.1 Numbers and Operations-Base Ten -55%**

**Students were the weakest in the Measurement and Data Strand and the Operations and Algebraic Thinking Strand**

**Grades 6-7**

- **Grade 6**
- **Geometry G.1, 2 and 3**-Draw a polygon in the coordinate plane given coordinates for the vertices. Find volume of a right triangular prism with fraction edge lengths by packing it with unit cubes of the approximate unit fractional length. Find the area of a right triangle, other triangles, specific quadrilaterals and polygons by composing into rectangles or decomposing into triangles or other shapes. **-53%**
- **Grade 6 was very weak in the Geometry Strand**
- **Grade 7**
- **-Geometry- G.1** – Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from scale drawings.-**50%**
- **Equations and Expressions EE. 2, and 4** –Apply property of operations as a strategy to add and subtract factors, and expand linear expressions with rational coefficients. Solve word problems leading to the equation of the formula  $px+q=r$  and  $p(x+q)=r$  where  $p$ ,  $q$ , and  $r$  are rational numbers. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how quantities are related.- **33% and 49%** respectively
- **7.SP.2 Statistics and Probability -43%**
- **Grade 7 was the weakest in the Equations and Expressions Strand**

**In mathematics, there was a marked improvement in Grades 3 and 4 in all strands of The Number and Operations Standard both in fractions and base ten.**

. We will work this year to improve scores in the strands specified above for each grade. We will also work to improve the growth of our bottom third students. In response to students' struggle with reading, understanding and computing multi-step problems, multiple methods of problem solving were introduced and students were given vast opportunities explore problem solving in small and whole group situations. Students were introduced to new learning through a Math Problem of the Day and previous learning was revisited through the H.O.T.S Question. As a school community we introduced explicit content vocabulary instruction in mathematics which also impacted positive gains on students' overall math performance

Interventions will concentrate on the children's weaknesses listed above.

All teachers of math will adapt or adopt Common Core-aligned Tasks for each Unit which will facilitate the shift in classroom instruction: require fluency, application, and conceptual understanding. These shifts will make it essential for teachers to plan with a focus on integrating conceptual understanding and application opportunities for all students, along with working on procedural fluency.

## ***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**

#### **K-5 Math Block Daily**

- Students who are not measured by a standardized exam will be monitored by Go Math End of Chapter Assessments and Exemplars. Teachers will score using standard-based rubric and record progress on the Go Math Profile Sheet which will be shared with families to build family partnerships and placed in portfolios to monitor progress. Students who will be monitored by the New York State Mathematics Assessment will have the opportunity to receive small group targeted instruction to address deficiencies and accelerate in areas of rigor. Students not meeting expectation will meet in strategic groups.
- Instruction will be delivered in a workshop model whereby the teacher models content, students practice and are released to independent or group work. When students are called back the teacher will assess the needs of the group to plan for future teaching. The workshop will include the use of hands on learning opportunities to incorporate the necessity of concrete experiences to build abstract mathematical concepts along with the use of manipulatives at this age.
- To support the curriculum, teachers will align I Pads and Smart boards, calendar routines and rituals to extend students mathematical experiences. Teachers will use the Problem of the Day. Teachers will develop appropriate Math Centers using Grab and Go. Additionally, problem solving methodologies, i.e. Exemplars, will be introduced to the instructional model to ensure a strong foundation in problem solving skills. Performance Tasks for each mathematics strand will be designed and administered at the end of each unit throughout the year to mark student achievement.

Differentiation of small groups by process, content, product and interest will be incorporated into regular instruction and be documented on:

- Curriculum maps. Supportive technology will be incorporated into instruction when the opportunity is available.
- Student progress will be monitored using multiple measures including content-strand specific portfolios with scoring rubrics; Go Math assessments and individual profiles of progress; checklists and; samples of student work.
- Unit tasks

#### **6-8 Math Block Scheduling**

- Students measured by the New York State Mathematics Assessment have the opportunity to receive small group targeted instruction to address deficiencies and accelerate in areas of rigor. Instruction will be delivered in a workshop model whereby the teacher models content, students practice and are released to independent or group work. When students are called back the teacher will assess the needs of the group to plan for future teaching.
- The workshop will include the use of hands on learning opportunities when necessary to incorporate the necessity to build concrete explorations to scaffold abstract mathematical concepts for those learners who have a need. Group work will be scheduled during the math workshop and based on student progress, flexible grouping opportunities will be provided. Students new to Impact Math will receive support of a gradual release of responsibility into the transition of new content and bridge new learning. Students in years two and three will be assisted in the transition into the next cycle.
- Scaffolding of Impact lessons directed by math strands as well as various access points will be embedded in the lesson and will support learners and differentiate at all ability levels. Teachers will use the Problem of the day to scaffold learning. To ensure strong problem solving strategies,

methodologies will be introduced, i.e. Exemplars, to address the trend of weak skills in this area. Instructional will be differentiated by instructional content and process when possible to be aligned to the standards.

- Open-ended portfolio pieces for each mathematics strand will be designed and administered at least two times throughout the year to mark student achievement.
- Differentiated activities correlating to the various CCSS mathematics strands will be designed and administered throughout the year to also move student achievement. Furthermore, cross-curricular infusions will include literature connections and use of Foldables and Organizers.
- Technology and digital learning will be incorporated in planning and lesson delivery through the use of Smart Boards and document cameras, Texas Instrument technologies, Mimeo
- Student progress will be monitored using multiple measures including Schoolnet Baseline and Benchmark Assessments; Common Core Tasks Impact-generated performance-based assessments and chapter tests; teacher-made quizzes; journal entries; self-reflections and test-taking practice; progress reports; report cards

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

- Lead Math Teachers are organized in triad models whereas three teachers are the primary teachers of two grade-specific classes allowing for co-teaching in various models including team teaching, parallel teaching, and support teaching
- Intermediate teachers are organized in teams whereas four content-specific teachers will deliver instruction to students which support a program where content teachers are also scheduled to service the needs of students through push-in Academic Intervention Services.

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

- Students who are not measured by a standardized exam will be monitored by Go Math End of Chapter Assessments and Exemplars. Teachers will score using standard-based rubric and record progress on the Go Math Profile Sheet
- Students who will be monitored by the New York State Mathematics Assessment will have the opportunity to receive small group targeted instruction to address deficiencies and accelerate in areas of rigor. Students not meeting expectation will meet in strategic groups.
- To support the curriculum, teachers will align iPads and Smart boards, Mimeo, technology, digital learning calendar routines and rituals to extend students mathematical experiences. Teachers will use the Problem of the Day. Teachers will develop appropriate Math Centers using Grab and Go. Additionally, problem solving methodologies, i.e. Exemplars, will be introduced to the instructional model to ensure a strong foundation in problem solving skills. Performance Tasks for each mathematics strand will be designed and administered at the end of each unit throughout the year to mark student achievement.
- Student progress will be monitored using multiple measures including Schoolnet Baseline and Benchmark Assessments; Common Core Tasks Impact-generated performance-based assessments and chapter tests; teacher-made quizzes; journal entries; self-reflections and test-taking practice; progress reports; report cards

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

1. Implementation Timeline – September 2013- June 2014

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

- The vertical “goal buddies” Math Team will meet weekly to interact and plan more interclass visitations with focus on teaching and learning. This time is built into the school program allowing for regular meetings and inter visits.
- Instructional resources include CMP3 Math /Go Math and manipulatives, Texas Instrument equipment, and technological equipment.
- On-going Partnerships with St. John’s University and Wagner College will continue to support content areas.
- Lead Math Teachers are organized in triad models whereas three teachers are the primary teachers of two grade-specific classes allowing for co-teaching in various models including team teaching, parallel teaching, and support teaching

- SISCL has invested in NYC/UFT trained lead teachers who support teaching staff through classroom labs, surveys, citywide instruction expectations based PD opportunities and differentiated Professional Developments
- Instruction in grades K-5 will be delivered in a workshop model whereby the teacher models content, students practice and are released to independent or group work. Students in grades 6-8 will have the opportunity to receive small group targeted instruction to address deficiencies and accelerate in areas of rigor. When students are called back the teacher will assess the needs of the group to plan for future teaching. The workshop will include the use of hands on learning opportunities to incorporate the necessity of concrete experiences to build abstract mathematical concepts along with the use of manipulatives at this age

**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).

Research and common sense both indicate that increased parental involvement in school has a positive impact on student achievement. We hope to encourage any such involvement by starting with attendance at PTA meetings, where information is disseminated and teachers/administration are available for discussion outside of the classroom, and otherwise encouraging parents to become informed about the happenings at SISCL. We will take the following steps to foster a caring and effective home-school partnership:

- Encourage participation on SLT Sub-Committees, PTA Committees;
- Encourage participation in Family Fun Night Activities hosted by the PTA;
- Continue SISCL Leadership Awards Ceremony as an event following every PTA meeting;
- Continue to send home monthly newsletters from the Parent Coordinator;
- Conduct Curriculum Orientation Conference and/or Teacher Introduction Conferences within the 1<sup>st</sup> or 2<sup>nd</sup> month of the school year introducing them to the Curriculum Map and Common Core Standards;
- Continue to utilize a telephone messaging system that provides parents with a prerecorded message from the principal or other administrator about upcoming events, important meetings or school emergencies;
- Continue to develop the SISCL email system and the SISCL website to establish and maintain a reliable source of communication and outreach;
- Encourage teachers to post homework, projects, study guides, and other grade specific materials on a class portal on the SISCL website;
- Provide Material and training to help parents work with their children to improve their achievement level, particularly math educational links on the SISCL website;
- Host workshops to provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- Provide professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;
- Create workshops to provide assistance to parents in understanding the CCSS, Periodic and State assessments;
- Continue using IXL.com as a supplemental math tool at home and in class.

**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 #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, there will be a 2.5% increase of students who will perform at grade level proficiency as measured by performance on the NYS 4<sup>th</sup> and 8<sup>th</sup> Grade NYS Science Assessment as well as 75% of students performing at or above grade level (3 and 4) proficiency on Common Core Curriculum performance tasks..**

#### **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.

##### **Science:**

**Grade 4-** Our student obtained 70% fours and 30% threes.

**Grade 8 –** Our students obtained 33% fours, 56% threes and 10% twos

•

#### **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.

##### • **Strategies/activities that encompass the needs of identified subgroups**

- All students will engage in Project-based Common Core Curriculum tasks aligned with grade-specific content aligned with New York State curriculum and standards. The following content will determine the focus of the grade level projects:

Kindergarten: Trees, Properties or Animals

Grade 1: Animal Diversity, Properties of Matter or Weather and Seasons

Grade 2: Earth Materials, Forces and Motion or Plant Diversity

Grade 3: Force and Motion, Measurement, Sound, Structure of Life

Grade 4: Animals & Plants in Their Environment, Electricity & Magnetism, Water

Grade 5: Rock Cycle-Minerals-Ecosystems-Food Nutrition

Grade 6: Simple and Complex Machines, Weather, Diversity of Life or Interdependence, Genetics

Grade 7:Geology, Interactions between Matter and Energy, the Human Animal or Organisms

Grade 8: Genetics, Planetary Science, Humans in Their Environment, Forces & Motion

- Students will explore science concepts through hands-on experiments and gain content knowledge through shared reading and small group reading experiences in texts scaffolded by ability.
- Students will encounter ongoing hands-on learning experiences using the scientific method to assist in preparing for the tasks.
- Throughout the year, students will participate in group and whole-class projects specific to Science content which will be scored by a standards-based rubric to prepare for a task which will be carried out independently, in partnerships or in small groups.
- A standards-based rubric will be designed with teachers and students to use to score the projects. Students struggling with proficiencies on the small project-based learning experiences will receive support and scaffold to prepare them for the state exams.  
Additionally, student progress will be measured by quizzes and end of unit tests as well as checklists and through observation.

Common Core Aligned Tasks

Higher Order Thinking Skills and questioning (DOK)

Cooperative learning groups with emphasis on peer collaboration

ELL Based vocabulary and exposure to scientific concepts and ideas

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

- Elementary teachers are organized in triad models whereas three teachers are the primary teachers of two grade-specific classes allowing for co-teaching in various models including team teaching, parallel teaching, and support teaching. Lead teachers of Science will provide AIS or small group targeted instruction to students identified in need according to formative data. This model supports meeting the needs of all students.
- Intermediate teachers are organized in teams whereas four content-specific teachers will deliver instruction to students which support a program where content teachers are also scheduled to service the needs of students through push-in Academic Intervention Services.
- 

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

- Students will encounter ongoing hands-on learning experiences using the scientific method to assist in preparing for the tasks.
- Throughout the year, students will participate in group and whole-class projects specific to Science content which will be scored by a standards-based rubric to prepare for a task which will be carried out independently, in partnerships or in small groups.

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

- Implementation Timeline – September 2013- June 2014

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

- A standards-based rubric will be designed with teachers and students to use to score the projects. Students struggling with proficiencies on the small project-based learning experiences will receive support and scaffold to prepare them for the state exams.
- Additionally, student progress will be measured by quizzes and end of unit tests as well as checklists and through observation  
Common Core Aligned Tasks

Higher Order Thinking Skills and questioning (DOK)

Cooperative learning groups with emphasis on peer collaboration

ELL Based vocabulary and exposure to scientific concepts and ideas

**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).

Research and common sense both indicate that increased parental involvement in school has a positive impact on student achievement. We hope to encourage any such involvement by starting with attendance at PTA meetings, where information is disseminated and teachers/administration are available for discussion outside of the classroom, and otherwise encouraging parents to become informed about the happenings at SISCL. We will take the following steps to foster a caring and effective home-school partnership:

- Encourage participation on SLT Sub-Committees, PTA Committees;
- Encourage participation in Family Fun Night Activities hosted by the PTA;
- Continue SISCL Leadership Awards Ceremony as an event following every PTA meeting;
- Continue to send home monthly newsletters from the Parent Coordinator;
- Conduct Curriculum Orientation Conference and/or Teacher Introduction Conferences within the 1<sup>st</sup> or 2<sup>nd</sup> month of the school year introducing them to the Curriculum Map and Common Core Standards;
- Continue to utilize a telephone messaging system that provides parents with a prerecorded message from the principal or other administrator about upcoming events, important meetings or school emergencies;
- Continue to develop the SISCL email system and the SISCL website to establish and maintain a reliable source of communication and outreach;
- Encourage teachers to post homework, projects, study guides, and other grade specific materials on a class portal on the SISCL website;
- Provide Material and training to help parents work with their children to improve their achievement level, particularly use of technology and science educational links on the SISCL website;
- Host workshops to provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- Provide professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;
- Create workshops to provide assistance to parents in understanding the CCSS, Periodic and State assessments;
- Arrange for a fun, engaging and insightful school assembly related to science topics;
- Invite parents to the Science Expo to view and discuss their child's science project.

**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.

**K-5**

- Teachers will utilize resources including FOSS Science kits and student materials, science libraries and texts to deliver content as well as provide learning opportunities to acquire and modify content and process skills independently and in small groups.
- Technologies including laptops, I pads, interactive software and Smart Boards will support student learning in kinesthetic and multisensory fashion as well rich technology integration.

**6-8**

- Teachers will utilize resources including FOSS and Glencoe Science texts and materials, science libraries and texts to deliver content as well as provide reading independently and in small groups. Glencoe Science texts will be available for students to read in depth and apply knowledge to learning experiences and projects. Additional resources include short stories and anthologies specific to the content of the grade.
- Technologies including laptops, interactive software and Smart Boards, web-based learning will support student learning in a kinesthetic and multi-sensory fashion, as well as rich technology integration. Upper elementary and middle school labs will be assembled with lab resources to align hands-on instruction.

### **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.

**By June 2014, 90% of all students will perform at grade level proficiency as measured by successful participation in an end-of-year exit project assessed by New York State Social Studies Standard-based rubric**

#### **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.

In the absence of data from the NYS Social Studies Assessment, we are basing our needs assessment on student portfolios, end of unit tests, checklists through observation, and teacher assessment. Students will complete Common Core Tasks using rubrics developed to meet Common Core Standards. Additionally, student progress is measured by: checklists with student responses; quizzes and exams; oral presentation and Text Dependent Questions with general and specific rubrics; graphic organizers; performances and art work; and effective participation in community partnership visits and functions. As a result, 20% of all students struggle with proficiency on the assessment of their portfolios.

#### **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.

- **Strategies/activities that encompass the needs of identified subgroups**

1. All students will engage in Social Studies project-based learning experiences aligned with grade-specific content, CCSS and the NYC Scope & Sequence and the Experiences in American History:

Kindergarten: Self and Others: US Symbols and Figures, American Presidents, American traditions

Grade 1: Families: Now and Long Ago, American Symbols, Presidents and Traditions

Grade 2: Communities and Citizenship, American Symbols, Presidents and Traditions

Grade 3: Introduction to World Geography and World Communities with Case Studies

Grade 4: Local History and Government-New York Then and Now

Grade 5: Early Civilizations of Western Hemisphere/Westward Expansion

Grade 6: Ancient and Modern Civilizations with an emphasis on the development of our republican form of government

Grade 7: US History: American Leadership

Grade 8: US & NY History, Post Civil War to the Present

The project will launch at the start of the school year and culminate with a Social Studies Expo during the second half of the 2013-14. The expo will be open to parents, community partnerships and interested collaborative officials.

## **K-5**

- Teachers will utilize resources including the new Harcourt Social Studies Series, Leader in Me: Seven Habits texts and core libraries to deliver content as well as provide leveled reading independently and in small groups.
- Atlases, wall maps and globes will support student learning in kinesthetic and multisensory fashion as well rich technology integration.
- Experiences in American History Grant provided further resources and teacher training for presenting American History.
- Common Core Task and Higher order Thinking skills and questioning that promotes DOK
- Text Dependent questions through primary/secondary sources
- Cooperative learning groups with emphasis on peer collaboration
- Final product art component dance, drams, art
- Exploring American Holidays for ELLStudents to understand American traditions
- . Teachers will incorporate the “Leader in Me” and the 7 Habits scheduled each week during a designated social period.
- . Technologies including laptops, I pads, interactive software, and Smart Boards, will support student learning in kinesthetic and multi-sensory fashion as well as rich technology integration.

## **6-8**

- Teachers will utilize resources including core content libraries to deliver content as well as provide reading independently and in small groups. Glencoe Social Studies texts will be available for students to read in depth and apply knowledge to learning experiences and projects.
- Additional resources include Project Citizen, a project-based civics program, “We The People” curriculum from the Justice Resource Center, Generation Citizen, short stories and anthologies specific to the content of the grade. Atlases, wall maps and globes will support student learning in a kinesthetic and multisensory fashion, as well as rich technology integration.
- Teachers will use principles consistent with the Universal Design for Learning to provide sound instruction and inspire investigation through multiple entry points

- A Leadership Apprenticeship incorporating the “Leader In Me” and the 7 Habits will be scheduled each week during a designated Social Studies period. Further development of the Student Government and the SISCL Constitution will continue as well as the development of peer mediation and conflict resolution programs.
- Throughout the year, students will participate in group and whole-class projects specific to Social Studies content and leadership skills and qualities which will be scored by a Common Core State Standards-based rubric to approximate an end-of-year project which will be carried out independently, in partnerships or in small groups. Projects must be connected to a historical event, time period, or current social issue covered during the year. Student projects will explicitly refer to lessons and examples learned from the study of history.
- A standards-based rubric will be designed with teachers and students to use to score the projects which will be displayed at the fair. Students struggling with proficiencies on the small project-based learning experiences will receive support and scaffold to prepare them for the culminating exit project.
- Additionally, student progress will be measured by: checklists with student responses; quizzes and exams; oral presentation and Document- Based Questions with general and specific rubrics; graphic organizers; performances and art work; and effective participation in community partnership visits and functions.
- Teacher teams will begin a shift to incorporate more informational texts and a science/social studies shift will emphasize text-based discussions and writing, while maintaining exposure to literature in ELA and content /lab-based learning in social studies and science.
- When appropriate, complex informational texts such as professional journals, articles, and primary sources will ensure opportunities for students to access and learn from the text. Teachers can use the same genres that historians use in order to read deeply and recreate the genre through their writing. These terms will be used to transcend disciplines. Words from the Common Core, like claim, counterclaim, reason, and evidence can be used whether discussing a literary analysis, a lab report, or historical critique. In addition, Word Generation, an interdisciplinary vocabulary program, will allow social studies and ELA teachers to formally integrate their vocabulary instruction.
- Science and social studies teachers will also teach and formatively assess the development of academic vocabulary. Domain-specific vocabulary and discipline-specific content will be developed both orally and in reading and writing as described in the ELA speaking/listening standards.
- Social Studies teachers will present high-performing students with opportunities to apply specific writing skills learned in ELA to rigorous tasks that reinforce Social Studies content. The i-Learn program will allow a selected group of 8<sup>th</sup> grade students to continue this effort and earn high school credit while still in the eighth grade.

2.

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

- The lead teachers of Social Studies will plan the implementation of the project-based learning and primarily deliver the instruction and direction.
- Intermediate teachers are organized in teams whereas four content-specific teachers will deliver instruction to students which support a program where content teachers are also scheduled to service the needs of students through push-in Academic Intervention Services.
- Triad and team teachers will support when possible in cross-curricular instruction such as reading and writing in the content area.

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

- Common Core Task and Higher order Thinking skills and questioning that promotes DOK
- Text Dependent questions through primary/secondary sources
- Teachers will use principles consistent with the Universal Design for Learning to provide sound instruction and inspire investigation through multiple entry points
- Throughout the year, students will participate in group and whole-class projects specific to Social Studies content and leadership skills and qualities which will be scored by a Common Core State Standards-based rubric to approximate an end-of-year project which will be carried out independently, in

partnerships or in small groups

- A standards-based rubric will be designed with teachers and students to use to score the projects which will be displayed at the fair. Students struggling with proficiencies on the small project-based learning experiences will receive support and scaffold to prepare them for the culminating exit project.
- Additionally, student progress will be measured by: checklists with student responses; quizzes and exams; oral presentation and Document- Based Questions with general and specific rubrics; graphic organizers; performances and art work; and effective participation in community partnership visits and functions.

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

- Implementation Timeline – September 2013-June 2014

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

- A Leadership Apprenticeship incorporating the “Leader In Me” and the 7 Habits will be scheduled each week during a designated Social Studies period. Further development of the Student Government and the SISCL Constitution will continue as well as the development of peer mediation and conflict resolution programs.
- Students will make systematic use of targeted content reading, class visits and lectures, station activities, art and drama integration and inquiry based projects.
- Complementary field trips will complement unit plan when possible
- Science and social studies teachers will also teach and formatively assess the development of academic vocabulary. Domain-specific vocabulary and discipline-specific content will be developed both orally and in reading and writing as described in the ELA speaking/listening standards.
- Social Studies teachers will present high-performing students with opportunities to apply specific writing skills learned in ELA to rigorous tasks that reinforce Social Studies content. The i-Learn program will allow a selected group of 8<sup>th</sup> grade students to continue this effort and earn high school credit while still in the eighth grade.
- Teachers in grades K-5 will utilize resources including the new Harcourt Social Studies Series, Leader in Me: Seven Habits texts and core libraries to deliver content as well as provide leveled reading independently and in small groups.
- Teachers in grades 6-8 will utilize resources including core content libraries to deliver content as well as provide reading independently and in small groups. Glencoe Social Studies texts will be available for students to read in depth and apply knowledge to learning experiences and projects.
- Technologies including laptops, I pads, interactive software, and Smart Boards, will support student learning in kinesthetic and multi-sensory fashion as well as rich technology integration.

**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).

Research and common sense both indicate that increased parental involvement in school has a positive impact on student achievement. We hope to encourage any such involvement by starting with attendance at PTA meetings, where information is disseminated and teachers/administration are available for discussion outside of the classroom, and otherwise encouraging parents to become informed about the happenings at SISCL. We will take the following steps to foster a caring and effective home-school partnership:

- Encourage participation on SLT Sub-Committees, PTA Committees;

- Encourage participation in Family Fun Night Activities hosted by the PTA;
- Continue SISCL Leadership Awards Ceremony as an event following every PTA meeting;
- Continue to send home monthly newsletters from the Parent Coordinator;
- Conduct Curriculum Orientation Conference and/or Teacher Introduction Conferences within the 1<sup>st</sup> or 2<sup>nd</sup> month of the school year introducing them to the Curriculum Map and Common Core Standards;
- Continue to utilize a telephone messaging system that provides parents with a prerecorded message from the principal or other administrator about upcoming events, important meetings or school emergencies;
- Continue to develop the SISCL email system and the SISCL website to establish and maintain a reliable source of communication and outreach;
- Encourage teachers to post homework, projects, study guides, and other grade specific materials on a class portal on the SISCL website;
- Provide Material and training to help parents work with their children to improve their achievement level, particularly social studies educational links on the SISCL website;
- Host workshops to provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- Provide professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;
- Create workshops to provide assistance to parents in understanding the CCSS, Periodic and State assessments;
- Arrange for a fun, engaging and insightful school assembly related to social studies topics;

**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 #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.
<b>By June 2014, 100% of all students will receive a comprehensive art, music, dance and/ or dramatic performance education and will demonstrate standards based skills as measured by the New York City Blueprint for the Arts.</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.
Based on the results of the NYC Annual Arts Survey, although the data has shown improvement, there continued to be a deficiency in the amount of hours allocated for dance instruction. We are committed to the challenge of creating and sustaining high quality comprehensive formal arts learning experiences for our students.

**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> <li>• All students will engage in an arts activity described in the New York City Blueprint for the Arts including visual arts and/ or performance arts such as</li> </ul>

drama, dance, concert and choral performances.

- Students will incorporate the learning into stage performances as well as school performances for parents and the community.
  - Intermediate students will be programmed into art, band or chorus, drama dependent upon interest and talent.
  - To supplement the in house performing arts instruction, we will continue a partnership with The Staten Island Ballet where students will have the opportunity to participate in a dance residency which will be further developed during the 2013-2014 school year.
  - Students in K-5 and 6-8 groups will utilize some form of technology in their projects.
- 
- At the culmination of arts studies all students will have the opportunity to display their talents through various performances and/ or art exhibits. These events will be open to families and community partners.
  - In alignment with Common Core Standards and the Blueprint for the Arts, students will perform dances displaying timelines and cultures in history
  - Students accomplishments in the arts curriculum will be measured periodically using developed checklists of genre-specific behaviors in accordance to the New York City Blueprint for the Arts.
  - Culminating performances and/ or exhibitions of art displays will be documented and assessed using rubrics.

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

- Three teachers on staff will take the lead in delivering instruction as well as preparation for performances and exhibits: they are the visual arts teacher, the musical director and the performing arts teacher.
- Other SISCL staff will be involved in the publicizing, hosting the event and supporting the event including administration, parent coordinator and teachers as well as the PTA.
- A grant sponsored by Staten Island Foundation will continue to fund the Staten Island Ballet Partnership.
- PTA and school funds will assist in funding for productions, performances and exhibitions.

1.

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

- Students accomplishments in the arts curriculum will be measured periodically using developed checklists of genre-specific behaviors in accordance to the New York City Blueprint for the Arts.
- Culminating performances and/ or exhibitions of art displays will be documented and assessed using rubrics.

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

1. **Implementation Timeline – September 2013-June 2014**

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

- All students will engage in an arts activity described in the New York City Blueprint for the Arts including visual arts and/ or performance arts such as drama, dance, concert and choral performances
- To supplement the in house performing arts instruction, we will continue a partnership with The Staten Island Ballet where students will have the

opportunity to participate in a dance residency which will be further developed during the 2013-2014 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).

Research and common sense both indicate that increased parental involvement in school has a positive impact on student achievement. We hope to encourage any such involvement by starting with attendance at PTA meetings, where information is disseminated and teachers/administration are available for discussion outside of the classroom, and otherwise encouraging parents to become informed about the happenings at SISCL. We will take the following steps to foster a caring and effective home-school partnership:

- Encourage participation on SLT Sub-Committees, PTA Committees;
- Encourage participation in Family Fun Night Activities hosted by the PTA;
- Continue SISCL Leadership Awards Ceremony as an event following every PTA meeting;
- Continue to send home monthly newsletters from the Parent Coordinator;
- Conduct Curriculum Orientation Conference and/or Teacher Introduction Conferences within the 1<sup>st</sup> or 2<sup>nd</sup> month of the school year introducing them to the Curriculum Map and Common Core Standards;
- Continue to utilize a telephone messaging system that provides parents with a prerecorded message from the principal or other administrator about upcoming events, important meetings or school emergencies;
- Continue to develop the SISCL email system and the SISCL website to establish and maintain a reliable source of communication and outreach;
- Encourage teachers to post homework, projects, study guides, and other grade specific materials on a class portal on the SISCL website;
- Provide Material and training to help parents work with their children to improve their achievement level, particularly Arts educational links on the SISCL website;
- Host workshops to provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- Provide professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;
- Create workshops to provide assistance to parents in understanding the CCSS, Periodic and State assessments;
- Provide Arts Workshops for parents and children;
- Arrange for a fun, engaging and insightful school assembly related to the arts;
- Invite parents to art exhibitions, and culminating performances to view their child's work.

**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	x	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.

--

### 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>
<p><b>ELA</b></p>	<p><b>ELA Academic Intervention Services will include</b></p> <p><b>At Risk students:</b></p> <p>AIS in ELA is being implemented in several different ways:</p> <ul style="list-style-type: none"> <li>• Differentiate instruction in all ELA classes via Tier I and II Intervention such as data-driven small group instruction, Foundations, Reading Reform, Wilson</li> <li>• Through frequent monitoring, evaluation of the effectiveness of Tier I and II Intervention. Students not benefiting from a Tier I and II intervention will have a change of service/ strategy until effective strategies are identified for each learner.i.e, Leveled Tier II and III interventions, Foundations, Reading Reform, Wonder Resources, Ready Gen (Phonics Kit), N.Y. Public Library, Wonders(leveled readers), Raz-Kids, I pads</li> </ul>	<ul style="list-style-type: none"> <li>• Three 45 minute periods per week are dedicated to explicit instruction in ELA Tier II, aligned with the indicated needs of the learners, small group</li> <li>• Tier III more intensive one to one minute- 1:3 ratio maximum five times per week in cycles.</li> </ul>	<p>During the school day</p>
<p><b>Mathematics</b></p>	<p><b>Mathematics Academic</b></p>	<ul style="list-style-type: none"> <li>• In general education</li> </ul>	<p>During the school day</p>

	<p><b>Intervention Services will include</b></p> <p><b>AIS in Mathematics is being implemented in several different ways:</b></p> <p>Differentiate instruction in math workshops through Tier I Intervention.</p> <p>Through frequent monitoring the effectiveness of Tier I interventions will be determined. Students not benefiting from a Tier I intervention will have a change of service/ strategy until effective strategies are identified for each learner, i.e.</p> <p>Math Targeted Intervention</p> <p>Program by TCM</p>	<p>three 45 minute periods per week, including Math Clubs, is dedicated to explicit teaching of math instruction aligned with the indicated needs of the learners.</p> <p>Small group</p> <ul style="list-style-type: none"> <li>• IXL</li> </ul>	
<p><b>Science</b></p>	<p><b>Science Academic Intervention Services will include</b></p> <p>The science lab will</p> <p>be used as a vehicle to provide AIS instruction through small guided groups will be tailored to meet the specific needs of each student.</p> <p>Recommendations- Modify worksheets, give models(step by step) and visuals</p>	<p>In addition to the State mandated periods of science instruction students will receive an additional 45 minute period of AIS instruction in science per week.</p> <p>Small Group</p>	<p>During the school day</p>
<p><b>Social Studies</b></p>	<p><b>Social Studies Academic</b></p>	<p>In addition to the State mandated</p>	<p>During the school day</p>

	<p><b>Intervention Services will include</b></p> <ul style="list-style-type: none"> <li>• The additional AIS period of social studies instruction through small guided groups will be tailored to meet the specific needs of each student.</li> <li>• Pre-determined vocabulary-List before new chapter of study</li> </ul>	<p>periods of social studies instruction students will receive an additional 45 minute period of AIS instruction in social studies per week. Small Group</p>	
<p><b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b></p>	<p><b>School guidance counselor</b> will provide individual and group guidance and crisis counseling services during the school day, one period a week or more frequently when needed. This service is offered in English and Spanish. Students are assisted in learning to deal with various personal issues including schools, friends, family, current events, etc.</p> <p><b>The School Psychologist</b> will offer clinical services agency referrals and educational, social and personal services during the school day on an as needed basis to at risk students including students in the LEP, Black, Hispanic and economically disadvantaged subgroups. This service will identify emotional, social, neurological factors that impede on student performance and provide prescriptive measures that address</p>	<p>Small group</p>	<p>During the school day</p>

student needs by suggesting additional student support services.

**Social Workers** will provide counseling services to at risk students especially students in the targeted subgroups of LEP, Black, Hispanic and Economically Disadvantaged and their families during the school day, one period a week or more frequently if needed. Students are assisted in learning how to deal with various personal and family issues that are adversely affecting student progress

**Health related services** are offered during the school day, one period a week or as needed to all students. Students are assisted in learning how to cope with health related issues such as obesity, diabetes, asthma, etc. obesity, diabetes, asthma, etc.

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

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS 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.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.

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

- All recruited teachers will be appropriately certified and highly qualified ELA and/or special education teachers, with some limited flexibility, consistent with State regulations.
- Principal will work closely with the Network Director of Human Resources will follow the policies set forth by the DOE to ensure that the selection of highly qualified teachers follows the guidelines set by the NYS Education Department.
- Mentors are assigned to support struggling and un-qualified teachers.
- Professional development will target the assessed pedagogical needs of the staff with differentiated high quality professional development. Professional development will take place on days as prescribed by the DOE guidelines and Chancellor's designated Conference Days.
- Professional development will be on-going at grade conferences, monthly faculty conferences and through Network and DOE opportunities.
- The Principal in collaboration with the Children First Network Director of Human Resources will work to identify qualified teachers through major recruitment campaigns, hiring halls and through relationships with Colleges and Universities.
- Interview process is done in collaboration with Administration and Teachers
- Pupil Personnel secretary works closely with the Network HR person to ensure that any non-HQT meet all required documentation and assessment deadlines

### **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).

- Data-driven and rigorous curriculum planning and mapping aligned to the CCSS as well as reviewing trends in student work and assessments in teams along with support service teachers will be scheduled.
- In our Instructional Team meetings and our grade level meetings where common themes, i.e., unit studies, author studies, assemblies, grade projects, trips and special events are discussed and planned collaboratively. As a school wide goal we have dedicated our efforts to looking at student work collaboratively using common rubrics that are aligned to the CCSS. We have also used our grade meetings to focus on new initiatives and programs i.e., CCSS, looking at student work, performance tasks, assessment portfolios, the writing process, promotional standards and criteria and new curriculum initiatives. A Pupil Personnel Team meets weekly to address the needs of struggling students.
- At SISCL we encourage and promote the role of “teachers as leaders” by creating a school culture in which the staff takes the initiative to

meet the Common Core State Standards by select teachers using Scholastic Code X, and collaborating on developing plans and programs to benefit the school community.

Teachers have taken the initiative to access professional development opportunities on their own and have been encouraged and supported to pursue those interests both with time, payment and professional books to enhance their learning. The only condition is to share their experiences with their colleagues. Inquiry Learning Communities have been at the heart of our staff development efforts. The alignment of programming and support of professional development opportunities for the staff has been implemented through the SBO process. Lead teachers differentiate Professional Development through surveys, class labs, lunch and learns, and one to one meetings. Lead teachers support teaching staff through classroom labs, surveys, citywide instruction expectations based PD opportunities and differentiated Professional Developments.

### **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.).

#### **Students with Temporary Housing**

- Basic emergency supplies; uniforms, school supplies, etc.
- Counseling services
- Attendance outreach
- Transportation
- Educational support services, i.e. at risk counseling, tutoring, healthcare referrals

#### **Math**

- Federal, State and Local Program Funds Are “Conceptually” Consolidated in our School Wide Program, therefore, Lead Math Teachers are organized in triad models whereas three teachers are the primary teachers of two grade-specific classes allowing for co-teaching in various models including team teaching, parallel teaching, and support teaching. Lead teachers of MATH will provide AIS or small group targeted instruction to students identified in need according to formative data. This model supports meeting the needs of all students.
- The school’s Triad Model centers on alternative programming and school structures that support maximum academic rigor by supporting the learning of all students as it allows for push-in of mandated ESL, Special education, as well as Tier I Intervention services, without the loss of rigor often experienced in the “pull-out” model as well as co-teaching opportunities.
- Professional Development from this funding is coordinated by an Instructional team, which includes the Principal, Assistant Principals, grade representatives from each grade who work together to combine ideas on effective planning for teachers, on different ways to assess learning, on developing curricula and instructional materials, looking collaboratively at student work and assessing teachers’ needs for professional development. The team meets regularly to reflect and refine school-based practices and update professional development plans. The team provides a two-tier approach to staff development. On one level, they will work with staff to strengthen their knowledge base in literacy, mathematics and other content

areas. The second level, to be implemented concurrently, will focus on effective practices in delivery of differentiated instruction to general education students, students with special needs including English Language Learners and advanced learners through enrichment.

## ELA

- Federal, State and Local Program Funds Are “Conceptually” Consolidated in our School Wide Program; therefore, in response to the ELA data, resources were shifted towards a push-in Academic Intervention Services and delivered to students who were making the least progress. Using the pool of talented staff, trained teachers were matched and scheduled to meet with small groups of students across grade levels. Targeted small group instruction was planned and monitored to close gaps in students’ strategy and skill deficiencies. Students with high achievement were accelerated in peer book clubs and independent studies supported by teachers.
- The school’s Triad Model centers on alternative programming and school structures that support maximum academic rigor by supporting the learning of all students as it allows for push-in of mandated ESL, Special education, as well as Tier I Intervention services, without the loss of rigor often experienced in the “pull-out” model as well as co-teaching opportunities.

## Science

- Federal, State and Local Program Funds Are “Conceptually” Consolidated in our School Wide Program. As such, Lead teachers of Science and Social Studies will provide AIS or small group targeted instruction to students identified in need according to formative data. This model supports meeting the needs of all students.
- An instructional emphasis is on diversity in learning styles, Triad/Team Teaching Learning Communities, least restrictive special education classes and incorporation of a District 75 inclusion program.

## Arts

- Federal, State and Local Program Funds Are “Conceptually” Consolidated in our School Wide Program. As such, Lead teachers of the Arts will provide, according to the DOE Blueprint for Teaching and Learning in the Arts, the sequential study of art, music, dance and theater and will help students achieve both a vocation and avocation for the arts.
- This year grant funding for a comprehensive dance instruction program will continue to assist our school in increasing its capacity to teach arts to all students.
- Three teachers on staff will take the lead in delivering instruction as well as preparation for performances and exhibits: they are the visual arts teacher, the musical director and the performing arts teacher.
- Other SISCL staff will be involved in the publicizing, hosting the event and supporting the event including administration, parent coordinator and teachers as well as the PTA.
- A grant sponsored by Staten Island Foundation will continue to fund the Staten Island Ballet Partnership.
- PTA and school funds will assist in funding for productions, performances and exhibitions.

### **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.).

- Parent Involvement: There are workshops throughout the year including a “Transition to Kindergarten” meeting; the community is alerted as to the DOIE timeline for registering incoming kindergarten children.
- Sharing of records/info: Most of our students are zoned and remain at this site for Kindergarten In that case, teachers fill out information cards and share the info with the Kindergarten children.
- If a child leaves our Pre K for another school, all records/comments are forwarded to the new school
- Curriculum is aligned to the CCLC, Citywide Instructional Expectations and pre-k teachers are involved in all Professional Development regarding such along with school’s teaching staff.

#### **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.

- MOSL School Based Team
- SLT
- Teacher Team Meetings

- Instructional Team Meetings
- Inquiry with Data Specialist

### **TA Schools Only**

#### **Use of Program Resources**

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

#### **TA Coordination with the Regular Program**

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

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

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

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

---

**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;
  - Continue SISCL Leadership Awards Ceremony as an event following every PTA meeting
  - 7 Habits Signature Training
  - Continue to utilize a telephone messaging system that would provide parents with a prerecorded message from the principal or other administrator about upcoming events, important meetings or school emergencies
  - Electronic access to grades through stars classroom and engrade.
  - Parent Coordinator's corner in the PTA Newsletter
  - Conduct Curriculum Orientation Conference and/or Teacher Introduction Conferences within the 1<sup>st</sup> or 2<sup>nd</sup> month of the school year introducing them to the Curriculum Map and Common Core Standards.
  - Continue to develop the SISCL email system and the SISCL website to establish and maintain a reliable source of communication and outreach. In addition, in grades 6-8 the use of electronic grade books such as stars classroom and engrade.
  - Provide Material and training to help parents work with their children to improve their achievement level, particularly a leveled reading book list on the SISCL website.
  - Create workshops to provide assistance to parents in understanding the CCSS, Periodic and State assessments.
  - Create a book exchange club at PTA meetings.
  - Continue using Raz-Kidz.com (elementary) and I Learn (Middle School) as a supplemental reading tool at home and in class.
  - Create workshops to provide assistance to parents in understanding the CCSS,Schoolnet Periodic Assessments and State assessments.
  - Continue using IXL.com as a supplemental math tool at home and in class.
  - Arts Workshops for parents and children
  - Culminating performances and/ or exhibitions of art displays

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

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

**I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**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>31</b>	Borough <b>Staten Island</b>	School Number <b>861</b>
School Name <b>Staten Island School of Civic Leadership</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>Donna Nilsen</b>	Assistant Principal <b>Frank Morano</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Donyal Svilar</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Lynda Bernstein</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</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>1</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>1</b>	Number of certified NLA/foreign language teachers	<b>0</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>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>811</b>	Total number of ELLs	<b>44</b>	ELLs as share of total student population (%)	<b>5.43%</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%)				1	1									2
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Pull-out	2	1	1	1	1		1	1	1					9
Push-In			1											1
<b>Total</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>12</b>

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	44	Newcomers (ELLs receiving service 0-3 years)	27	ELL Students with Disabilities	21
SIFE	0	ELLs receiving service 4-6 years	14	Long-Term (completed 6+ years)	3

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	9	0	9	0	0	0	9
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	27	0	6	5	0	3	3	0	3	35
Total	27	0	6	14	0	12	3	0	3	44
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
Spanish				4	5									9
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>5</b>	<b>0</b>	<b>9</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): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>    </u>	Asian: <u>    </u>
Native American: <u>    </u>	White (Non-Hispanic/Latino): <u>    </u>
	Hispanic/Latino: <u>    </u>
	Other: <u>    </u>

**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	8	2	6	1	1		3	3	3					27
Chinese														0
Russian														0
Bengali														0
Urdu	2	1												3
Arabic		2	1	1										4
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1													1
<b>TOTAL</b>	11	5	7	2	1	0	3	3	3	0	0	0	0	35

## 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)	0	0	1	1	0	0	0	0	0					2

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	2	1	2	1	0	0	0	0					11
Advanced (A)	6	3	5	3	5	0	3	3	3					31
Total	11	5	7	6	6	0	3	3	3	0	0	0	0	44

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	1	0	0	8
4	1	0	1	0	2
5	0	0	0	0	0
6	3	2	0	0	5
7	3	0	0	0	3
8	2	1	0	0	3
NYSAA Bilingual (SWD)	0	0	0	2	2

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4		4		0		0		8
4	0		1		1		0		2
5	0		0		0		0		0
6	2		3		1		0		6
7	3		1		0		0		4
8	0		3		0		0		3
NYSAA Bilingual (SWD)	0		0		0		2		2

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		0		0		2		2
8	0		2		1		0		3
NYSAA Bilingual (SWD)									0

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

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

## After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

At the Staten Island School of Civic Leadership (SISCL), there are several ways in which we assess the literacy skills of our students including our English Language Learners. Since we are a pre-K to 8 school, some of our assessments are school-wide and others are specific to either our elementary-level students or our middle school students.

At SISCL, we use the research-based Fountas and Pinnell Benchmark Assessment System to determine a student's independent and instructional reading level; this enables us to match leveled books to readers in order to provide differentiated instruction and work with small groups for targeted guidance and intervention. We monitor the reading progress of students in K-8 through Fountas and Pinnell and track progress using the newly implemented Reading Tracker system. Using the Fountas and Pinnell Benchmark Assessment System, a student's reading level can be assessed three times each year and in turn yield information on reading level, accuracy, fluency, and comprehension. This system offers optional assessments to monitor progress in phonemic awareness, phonics, letter learning, and high frequency word knowledge.

We also use teacher-created performance assessment tasks, reading inventories, running records, and guided reading conference notes to monitor literacy progress. Middle school teachers also use the DRP, Word Generation, performance assessment tasks, and teacher-created rubrics to monitor reading and writing progress across genres. Writing is also assessed using grade-level, teacher-created rubrics, checklists, individual writing conferences and student observation. In September 2013, we began to administer the NYC Performance Test in ELA in Grades K-3 as well as NYC Performance Tests in Social Studies (Grades 6,7,8) and in Science (Grades 6 and 7). Students in Grades 3-8 will also take NYC Benchmark Assessments in ELA.

For students in Grade K-2, the NYSESLAT is the only mandated state test that is administered to our English Language Learners. At this point, the New York State Department of Education does not mandate that students below grade three participate in standardized testing. Instead, schools have the opportunity to choose their own assessment tool to gauge developing literacy skills. Our students in Grades 3-8 including our ELLs who have been in the English Language School System for more than one year take the NYS ELA exam in April/May of each year. The NYSESLAT is administered in April and May of each year to measure growth in English proficiency as well as to determine continued entitlement to ELL mandated services.

Our Transitional Bilingual Special Education Class has gradually been given fewer assessments in their Native Language. All of the formal assessments are given in English apart from their annuals and tri-annuals which are completed in both Spanish and English according to their IEP. The students fare better on their tests in English in relation to their proficiency level. Students with lower proficiency levels perform better on the tests when given an oral translation or oral read-aloud of the test as opposed to a written native language version on the test. Several of the students in this class are assessed using the NYS Alternative Assessment (NYSAA) in lieu of the NYS ELA and Math exams.

The data collected through the regular assessment of our students is used to guide the instructional plan of our school. Our school leaders and teachers are regularly working on their curriculum maps and adjusting them to reflect the information yielded from assessments. The teachers of individual classes, along with our data specialist, look for class-wide and school-wide trends in order to analyze any performance gaps. These statistics are translated into data driven instruction for our students.

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

The table below provides a breakdown of student performance on the Spring 2013 NYSESLAT based on the ATS RLAT report. Our school administered the NYSESLAT in April and May to 44 students in Grades K-8 (excluding 5<sup>th</sup> Grade as our school did not have a fifth grade in the 2012-2013 school year). Although the Spring 2013 NYSESLAT was revised to reflect the Common Core Learning Standards and expanded from five (K-1, 2-4, 5-6, 7-8, 9-12) to six grade bands (K, 1-2, 3-4, 5-6, 7-8, 9-12), the overall structure and format of the NYSESLAT did not change significantly. In past years, students received a combined score in listening and speaking as well as a combined score in reading and writing. For the Spring 2013 administration, a student's raw scores in all four modalities were combined into a total raw score and converted to a scale score that determined proficiency level; in order to score on the proficient level, a student had to score on or above a target raw score in each of the four modalities. At this point in time,

we are unable to use the Title III AMAO Estimation Tool because the ATS RNMR is unavailable; we will update this information as it becomes available. The information below compares overall student performance on the Spring 2012 and Spring 2013 administrations of the NYSESLAT.

SISCL (31R861) Student Performance on the Spring 2013 NYSESLAT

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
# students tested in SP 2013	7	8	4	10	2	0	6	4	3
First Time Taking the LAT	6*	0	0	0	0	0	0	1*	0
Attained Proficiency	1*	0	0	1	2	0	3	0	0
Leveled Up to Advanced from									
Beginner/Intermediate	1*	6	2	5	0	0	0	0	3
Remained on Advanced	n/a	1	1	0	0	3	2	0	
Leveled Up to Intermediate	n/a	1	1	2	0	0	0	0	
Remained on Intermediate	n/a	0	0	1	0	0	0	1	0
Remained on Beginner	n/a	0	0	1	0	0	0	0	0
Leveled Down to a lower proficiency	n/a	0	0	0	0	0	0	0	0

When comparing proficiency levels in the last two NYSESLAT administrations, we noticed that the majority of the students advanced to a higher overall proficiency level. Seven students (approximately 16%) scored on the Proficient level and are no longer entitled to ELL services. Seventeen students (approximately 39%) leveled up to the Advanced level from the Beginner/Intermediate levels.

Four students (approximately 9%) leveled up to the Intermediate level from the Beginner level. Overall approximately 64% of our ELL students demonstrated growth in proficiency level when comparing their test performance on the last two NYSESLAT administrations.

Seven students (approximately 16%) remained on the Advanced level. Two students (approximately 4.5%) remained on the Intermediate Level and one student (2.3%) remained on the Beginner Level. None of our students leveled down to a lower proficiency level. In some cases, these students took a more rigorous test as they moved from one grade band to another. Several students who remained on the same level are students in our special education classes.

When the LAB-R was administered to approximately 25 new admits in Fall 2013, 14 students were identified as English Language Learners- 9 kindergarten students, 1 first grader, 2 second graders, 1 fifth grader, and 1 seventh grader. Several of the students transferred to other schools due to the capping of certain grades. In kindergarten, six of the students performed on the Advanced level and three students scored on the Beginner/Intermediate level on the LAB-R. The first and second graders scored on the Beginner/Intermediate Level. The fifth and seventh grader scored on the Advanced level. Students who had strong native language literacy skills and exposure to formal schooling here or abroad often performed at a higher proficiency level on the LAB-R.

The analysis of the NYSELAT data drives the instruction of our students. We are able to direct student focus on areas of weaknesses and/or stagnation after looking at the data. Although we are focusing greater attention on developing higher order reading and writing skills as we implement the Common Core Learning Standards, we are also honing in on developing listening and speaking skills using academic language. We use student strengths to build new concepts, skills and strategies. All teachers- ESL, bilingual, special education, content area, classroom- use testing data to differentiate the instruction given to their students.

- 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](#))

This information is currently unavailable as the NYSESLAT scoring and conversion was revamped for the Spring 2013 administration.

- For each program, answer the following:
  - 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?

a. Over 60% of our ELL students in our ESL and special education TBE attained a higher proficiency level on the Spring 2013 NYSESLAT in comparison to the Spring 2012 NYSESLAT including 7 students who scored on the proficient level. However we notice that our ELL-SWDs often stagnate at the Advanced level; it is difficult to ascertain whether second language acquisition or learning disabilities/issues play the predominant role in the lack of progress on the NYSESLAT. The overwhelming majority of our ELL students have been in the English Language School System for several years and their language, literacy and content skills and knowledge are English-dominant. Only 1 or 2 newcomers who recently immigrated from other countries have strong literacy skills and formal schooling in their native knowledge. Overall, our ELLs tend to perform better on English tests with native language aids such as glossaries or translated directions.

b. At this point in time, SISCL has not opted to administer the ELL Periodic Assessment.

c. At this point in time, SISCL has not opted to administer the ELL Periodic Assessment.

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](#).)

In spring 2013, the New York State standardized tests for students in Grades 3 through 8 began to assess the important skills students are learning through the Common Core Learning Standards. This year's tests were quite different from past years and incorporated higher level skills; thus test scores are not comparable to the previous year's test. The 2013 ELA and Math scores are considered a benchmark as all schools begin to fully implement the Common Core Learning Standards and the NYC Citywide Instructional Expectations in the 2013-2014 school year.

In terms of our ELL population, we are concerned that 16 out of 21 students in Grades 3-8 scored on Level 1 on the Spring 2013 ELA exam and 9 out of 23 students in Grades 3-8 scored on Level 1 in the Spring 2013 Math exam. Our school leaders have implemented a professional development plan to improve the level of classroom instruction and to close the gap between student performance and expectations.

There are several targeted interventions offered at SISCL for our ELL students. The daily AM period along with push-in periods are utilized for tiered academic intervention. At SISCL, classroom teachers are assigned periods for pushing-into other subject areas to provide additional small group or individualized support for struggling students. In this way, a teacher familiar with a student can provide academic intervention services in the classroom setting. After-school test preparation classes are available for students who are not meeting grade-level expectations in different subject areas. Several teachers at SISCL offer extra support to their students during lunch periods. ELLs who require additional interventions above and beyond their mandated ELL services are designated 'at risk' and participate in these small AIS groups. They are also invited to participate in the afterschool programs and encouraged to take part in lunch period study groups.

During these different interventions, students are grouped based on common learning needs. The teachers analyze information and data from student work and assessments. Data continuously drives the instruction provided in these interventions. Teachers use the workshop model in a small group setting to support literacy strategies, apply skills to text, respond to focused writing tasks and respond to literature for specific skill development. In addition, guided reading is used as an intervention in these small groups. In math, teachers use interactive student lead groups and games to support the understanding and application of mathematical skills.

When an ELL student is not making benchmark progress, we work together with his/her parents to find appropriate interventions that will help the student advance toward grade-level expectations while taking into consideration his/her individual language learning needs and time in the ELSS .

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

Our school leaders ensure that a child's second language development is considered in instructional decisions in a number of ways. Our school has an ongoing professional development plan that focuses on infusing the NYC Citywide Instructional Expectations and Common Core Learning Standards into our curriculum and teaching practices. One of our major goals is to differentiate instruction using the Universal Design for Learning framework to meet the learning needs of our diverse learners including our ELLs and our

students with disabilities. In 2012-2013, our school leaders hired a consultant from CITE to provide professional development for the entire staff on understanding the second language acquisition process as well as tailoring instruction and providing scaffolds for our ELL population. We use information from the LAB-R and NYSESLAT to track the progress of ELLs as they develop their language skills in the four domains; we group students by grade-level and proficiency level for mandated ELL services and encourage articulation between our ESL teacher and our classroom teachers. We provide many scaffolds for our ELL population in grades K-8 in all classrooms such as incorporating the use of visuals and diagrams to support vocabulary and concept development, using graphic organizers to help our ELLs navigate informational and fictional texts, providing grade-appropriate leveled texts, and using technology to provide translation and to promote student engagement. We provide native language supports as needed for our newcomer ELLs such as bilingual glossaries, native language books, translations using technology aids, and peer support. We also teach language functions and structures in context to promote academic language development; teachers regularly use sentence frames and lead-ins to promote higher-order thinking and to provide students scaffolds when formulating responses.

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?

We currently do not have a dual language program at our school.

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

Success of SISCL's ELL program is measured through a comprehensive overview of ELL student data and student work. When evaluating the success of our programs for ELLs, we examine how well our ELL population performs on key standardized tests (NYSESLAT, ELA, Math, Science) as well as the data and information generated from the Fountas and Pinnell Benchmark Assessment System, interim and benchmark assessments, performance tasks and teacher observation. We also examine how well our former ELLs perform in the classroom and on standardized tests after they are no longer entitled to ELL services. Since former ELLs are entitled to two additional years of testing accommodations on the NYS ELA, Math, and Science tests, we maintain a list of students eligible to receive allowable accommodations such as additional time, and use of word-to-word glossaries; we use that list to track their test performance to ensure that they have sufficient support to succeed academically and socially. In the past three years, our school has met the Annual Measurable Achievement Objectives for our ELLs so we are confident that our ELL program is producing positive results for our ELL population.

## 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](#).)

When parents initially enroll their children in our school, we make every attempt to accurately identify each child's home language in order to determine whether the child will require ELL services. Typically, our school secretaries contact the ESL teacher or other trained teachers/administrators to meet with the parents of potential English Language Learners to conduct a brief oral interview that culminates in the completion of a Home Language Identification Survey (HLIS). Our certified ESL pedagogue (Ms. Svilar) conducts an interview with the parents to ensure that they fully understand the questions asked on the HLIS to accurately determine the language(s) the child uses at home as well as to verify if the student has been in a formal educational system in their native country. The licensed ESL teacher also conducts a brief interview with the child to ensure the HLIS completed by the parents reflects the child's language background and abilities. If Ms. Svilar is not available, the pupil accounting secretary will contact other trained pedagogues including our bilingual special education teacher Ms. Anastasiou and our Assistant Principal Mr. Morano to conduct the oral interview and assist the parents in the HLIS process. In addition to the English version,

the HLIS is currently available in fourteen languages. Parents who do not have sufficient English language or native language literacy skills to navigate the registration process often bring an interpreter to assist them. When necessary, we ask staff members who speak languages other than English to assist in this process. Translation services are provided upon request whenever necessary.

Our school distributes the ELL Parent Brochure (developed by the NYC DOE and available in nine languages) upon registration. The brochure provides information on the ELL identification process, the three types of ELL programs available throughout the NYC public schools, and how eligibility for ELL services is determined by school staff. In addition, we have an active parent coordinator, Lynda Bernstein, who meets with parents new to our school to assist them in matters concerning their child's education as well as to welcome them to our school. The goal is to ensure that parents of newly enrolled students provide accurate information on the HLIS and fully understand the ELL identification process. Mrs. Bernstein will contact the Translation and Interpretation Unit when needed or upon request to assist in this process.

After the HLIS is completed by the parent and a brief oral interview with the parent and child is conducted, the ESL teacher reviews the parental responses and determines whether a language other than English is spoken in the child's home. If it is determined that a language other than English is spoken at home, the ESL teacher administers the Language Assessment Battery-Revised (LAB-R) test for that child's particular grade level within the first ten days of attendance. The ESL staff also reviews various ATS reports such as the RPOB (a report that includes the place of birth and home language) and the RLER report (a report that lists students eligible to take the LAB-R and NYSESLAT) to ensure that all students who are eligible for testing have been properly identified and screened. We also use these reports to track the students who have been tested and to ensure that the necessary parental notification letters, i.e. entitlement or non-entitlement letters, are sent home with the students. We maintain a file of parent notification letters that are sent to the parents.

The LAB-R test has traditionally been administered only once to establish the child's English proficiency level upon entrance to the English Language School System (ELSS). The child's cut score on the LAB-R is used to determine whether the child is eligible for ELL services. Students who score below the proficiency level on the LAB-R are entitled to state-mandated services for ELLs. The cut score determines whether the student is on the beginner/intermediate, advanced or proficient level and is then used to place him/her in an appropriate ELL group. Students who speak Spanish at home and score below the proficient level on the LAB-R are also given a Spanish Language Assessment Battery (LAB) at this time to determine language dominance upon entrance to the ELSS. As we approach February 2014, the LAB-R will be replaced by a new state test, the NYSITELL, to determine eligibility for ELL services.

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.

During the initial HLIS interview process, the parents of potential ELLs are invited to attend a parent orientation meeting to discuss the various ELL programs available in NYC schools and to view the ELL Parent Orientation video (produced by the NYC DOE and available in various languages) within the first ten days of enrollment. Our school also distributes the ELL Parent Brochure (developed by the NYC DOE and available in nine languages) during the initial HLIS interview process. The brochure provides information on the ELL identification process, the three types of ELL programs available throughout the NYC public schools, and how eligibility for ELL services is determined by school staff. Although this process is done on an individual basis during the bulk of the school year, the first month of the new school year is quite busy. When the incoming kindergarten class and new admits in grades 1-8 arrive in September, the ESL teacher with assistance from the Parent Coordinator arranges for volunteers in the major language groups to provide interpretation and translation assistance during the ELL Parent Orientation as needed; in addition, bilingual staff members such as paraprofessionals attend the meeting to provide translation and interpretation assistance when needed. We screen the NYC DOE ELL Parent Orientation Video in English as well as any native languages (usually Spanish and Arabic) requested by families in attendance; we use individual laptops so parents can view the video in their native language in small groups or independently. After viewing the video, there is a brief question and answer period and then parents are asked to complete the parent survey and selection form by answering the survey questions and listing their ELL program preferences. After a Parent Survey and Program Selection form (EPIC Form D) is completed by the parents where they indicate their ELL program choices in order of preference, the child is placed in an ELL program within ten days of enrollment. The ESL staff sends home a placement letter (EPIC Form F) to inform parents of the placement of their child in an ELL program.

If parental choices cannot be honored due to insufficient numbers to create a transitional bilingual program in the school or unavailability of dual language programs in the school, the ESL staff places the child in a free-standing ESL program and provides information to the parents about any nearby bilingual and/or dual language programs available in their home language. An email is also sent to the NYC DOE Office of ELLs if a parent requests a transfer to a school offering a TBE or Dual Language program

in order to ascertain if any seats are available.

If there are any parents who do not attend the meeting and/or do not return the Parent Survey and Program Selection Form, the non-response is viewed as exercising the option for a transitional bilingual program. When parents do not attend the initial meeting, the ESL teacher makes several follow-up telephone calls, sends home notices asking parents to contact the ESL teacher, and schedules individual meetings or phone conferences to ensure that parents have the opportunity to view the video and/or discuss the various program options available as well as complete the Parent Survey and Selection form. We often ask staff members who speak languages other than English to assist us by providing native language support when we call parents to make sure they understand the importance of attending the orientation meeting and completing the Parent Survey and Selection form. If the parent still does not return the Parent Survey and Program Selection form, the child is then placed in a transitional bilingual program in the school if available or in a free-standing ESL program; a placement letter (EPIC Form F) is sent home to inform parents of the placement.

The overwhelming majority of the Parent Survey and Program Selection forms are completed during the ELL Parent Orientation in September within the first ten days of admission. All completed Parent Survey and Selection forms are copied before the originals are attached to the Home Language Identification Survey and placed in the student's cumulative folder. The copies are stored in a central file cabinet that is located in the ESL teacher's room.

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 [\[see tool kit\]](#).)

Our school puts in a great deal of effort to ensure that parents of potential ELLs in our entering kindergarten class and our new admits in grades 1-8 come to the the ELL Parent Orientation in September. During the Kindergarten Orientation, the ESL teacher briefly describes the ELL Identification Process and distributes the ELL Parent Guide to all parents in attendance. She stresses that parents of potential ELLs will be invited to an important meeting in September to learn about the different ELL program models available in NYC public schools. During the course of the Kindergarten Orientation, parents are frequently encouraged to check their children's mail folders on a daily basis for important notices; the presenters stress that critical information about their children, their school, and their community is sent home via the mail folders.

After reading the ELL parent guide in English and/or their native language if available, viewing the NYC DOE ELL Parent Orientation video and having an opportunity to ask questions with interpreters during the ELL Parent Orientation , parents are asked to complete the parent survey and selection form by answering the survey questions and listing their ELL program preferences. If parents decide to take the survey home to confer with other family members, we request them to return the completed form as soon as possible. .

After the LAB-R is administered, the child's parents are notified of the LAB-R results through written communication within ten days of initial registration. If a child scores on the proficient level of the LAB-R and is not entitled to ELL services, the ESL staff sends home a letter of non-entitlement in English and in the home language if available (EPIC Form E). If the child scores below the proficiency level on the LAB-R, he/she is entitled to state-mandated services for ELLs; the ESL staff notifies the parents by sending them the entitlement letter (EPIC Form C) in English as well as in the home language if available. Entitlement letters are usually distributed through the student's mail folders. After a Parent Survey and Program Selection form (EPIC Form D) is completed and returned by the parents at the orientation or soon after, the parent preferences are reviewed carefully and the child is placed in an ELL program within ten days of enrollment. The ESL staff sends home a placement letter (EPIC Form F) to inform parents of the placement of their child in an ELL program.

If certain parents do not attend the meeting and/or do not return the Parent Survey and Program Selection Form, the non-response is viewed as exercising the option for a transitional bilingual program. When parents do not attend the initial meeting, the ESL staff makes several follow-up telephone calls, sends home notices asking parents to contact the ESL coordinator, and schedules individual meetings or phone conferences to ensure that parents have the opportunity to view the video and/or discuss the various program options available as well as complete the Parent Survey and Selection form. We often ask staff members who speak languages other than English to assist us by providing native language support when we call parents to make sure they understand the importance of attending the orientation meeting and completing the Parent Survey and Selection form. If the parent does not return the Parent Survey and Program Selection form, the child is then placed in a transitional bilingual program in the school if available or in a free-standing ESL program; a placement letter (EPIC Form F) is sent home to inform parents of the ELL program their child is receiving.

If parental choices cannot be honored due to insufficient numbers to create a transitional bilingual program in the school ( 15 students in a grade or two contiguous grades) or unavailability of dual language programs in the school, the ESL staff places the child in a free-standing ESL program and provides information to the parents about any nearby bilingual and/or dual language

programs available in their home language.

In accordance with the NYS Department of Education, every ELL student is administered the New York State English as a Second Language Achievement Test (NYSESLAT) during the spring of each year. The NYSESLAT measures the language proficiency level and progress in the four modalities of English (listening, speaking, reading, and writing) to determine whether the student continues to be eligible for ELL services in the following school year. Parents and guardians are notified of the results of the NYSESLAT in the first week of school in September. All students who continue to be eligible for ELL services based on their spring NYSESLAT scores are sent home a letter of continued eligibility (Form G) in English as well as their native language in order to provide parents written notification of their continued eligibility for ELL services. All students who score on the proficient level on the NYSESLAT and are no longer eligible for ELL services are sent home a non-entitlement/transitional letter (Form H) in English as well as their native language. When provided by the NYSED, we attach the NYSED NYSESLAT Parent Score Report and Parent Guide to the continued eligibility letters or the non-entitlement/transitional letters so parents and guardians are able to review the results of the NYSESLAT in depth. We are always available to discuss the test results if any of our families have additional questions and concerns.

Copies of ELL-related parent notification letters are made and kept in a central location.

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.

As outlined above, our school diligently follows the NYS LEP Identification Process to accurately identify each child's home language in order to determine whether the child will require ELL services, to inform and confer with parents about their ELL program preferences, and to place the child in an appropriate ELL service within the first ten days of attendance. If the home language or student's native language is other than English, a licensed pedagogue (primarily the licensed ESL teacher) conducts an informal interview in English and in the native language with assistance from in-house interpreters and the NYC DOE Translation and Interpretation Unit when necessary. If the student speaks a language other than English, we administer the Language Assessment Battery- Revised (LAB-R) to determine the student's English proficiency level. After the LAB-R is administered, the child's parents are notified of the LAB-R results through written communication. If a child scores on the proficient level of the LAB-R and is not entitled to ELL services, the ESL staff sends home a letter of non-entitlement in English and in the home language if available (EPIC Form E). If the child scores below the proficiency level on the LAB-R, he/she is entitled to state-mandated services for ELLs; the ESL staff notifies the parents by sending them the entitlement letter (EPIC Form C) in English as well as in the home language if available. Entitlement letters are usually distributed through the student's mail folders.

At the same time, we are also consulting with parents during individual or group orientations to provide them with information on the ELL identification process, the three types of ELL programs available throughout the NYC public schools, and how eligibility for ELL services is determined by school staff. We provide the ELL Parent Brochure (developed by the NYC DOE and available in nine languages), view the NYC ELL Parent Orientation Video in English and the home language if available, and actively engage the parents in conversation with assistance from in-house interpreters or the Translation and Interpretation Unit regarding their program preferences. When requested, our parent coordinator will provide a tour of the building so parents have an opportunity to ask questions about the school (i.e. the school layout, curriculum, support programs, community organizations, etc.)

During the start of the school year when the number of new admits to the ELSS is high, we review all the parent survey and selection forms to see what the predominant program preferences are in order to place the students in an appropriate ELL program of choice. We also monitor the language proficiency level to see if the students score at the Beginning, Intermediate, or Advanced Level on the LAB-R to place them in an appropriate ELL group.

Our predominant home language other than English is Spanish. We pay close attention to trends in the program preferences of all our ELL parents but especially our Spanish-speaking families. Our ELL population is also predominantly U.S.-born in the primary grades so our ELL families have exposure to both English and the native language. As students new to the ELSS enter the school throughout the year, the ESL staff continues to schedule individual meetings to ensure that all parents have access to information and have the opportunity to voice their program preference. There has been a definite trend toward the free-standing ESL option over the past years. During the 2013-2014 school year, fourteen students were entitled based on their LAB-R scores (9 kindergarten students, 1 first grade student, 2 second grade students, 1 fifth grade student and 1 seventh grade student). During the parent orientation meetings, 12 parents selected the Free-Standing ESL Program as their primary preference. The parents of two siblings did not attend the orientation and did not respond to any outreach; the students reported that they were moving and were discharged within the first month of school. In the past two school years, only three parents have chosen the Transitional Bilingual Education or Dual Language options. When they were informed that the other program options were not available at

SISCL at this time and that the TBE was available at a different location, they declined the transfer. Their requests have been noted and kept on file in case there is a time when 15 students in consecutive grades with same native language request the same program.

Our self-contained Spanish Transitional Bilingual Education Special Education class that services 9 ELL students in Grades 3 and 4 is IEP driven.

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.

In accordance with the NYS Department of Education, every ELL student is administered the New York State English As A Second Language Achievement Test (NYSESLAT) during the spring of each year. The NYSESLAT measures the language proficiency level and progress in the four modalities of English (listening, speaking, reading, and writing) to determine whether the student continues to be eligible for ELL services in the following school year. In the month prior to the administration of the NYSESLAT, the RLER report is run through ATS. This report generates a list of the students who are eligible to take the NYSESLAT. We maintain a roster of all our ELL students and doublecheck our information with the RLER report. The ESL teacher, the Transitional Bilingual Special Education teacher (Melody Anastasiou) and the testing coordinator are responsible for the administration of the NYSESLAT. A test schedule is created to ensure that the proper testing of all four components is completed by the teachers within the designated testing dates. Students with Individual Educational Plans are given the NYSESLAT with any allowable test accommodations as per their IEPs. The ESL teacher and the testing coordinator usually attends a training session for the administration of the NYSESLAT and turn-keys the information to the TBE teacher.

Parents/guardians are given advanced notice in English and their native language if available that details the purpose of administering the NYSESLAT as well as the time frame for administering the NYSESLAT in our school. We usually run an After-School ELL Academy for specific grades in the months before the administration of the NYSESLAT to familiarize the students with the test format and provide instruction and reinforcement in all four communication strands (listening, speaking, reading and writing). In August and September, the results of the NYSESLAT is used for class placement and shared with the classroom teachers. Classroom teachers are given a roster of eligible ELLs and informed of any recent Former ELLs so that the NYSESLAT data can be used for instructional purposes (i.e. group placement, differentiation of instruction) as well as to provide additional language support to the students.

When a student transfers to our school from another NYC public school, we verify via the ATS system if the student has been screened previously and if the student has a current LAB-R or NYSESLAT score that entitles them to ELL services. We also check their other standardized test scores (NYS ELA and Math) as well as their attendance history. In some cases, students who have left the country or the NYC public school system return; in that case, we check their exam history on the ATS system to see their latest NYSESLAT or LAB-R score for placement purposes. If a student is entitled to ELL services, he/she is promptly placed in a grade-appropriate ELL service according to their proficiency level. If a student who has previously tested out on the LAB-R or NYSESLAT has returned from their native country after an extended stay, we may informally screen the student to see if they need language and academic support services.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  The program models offered at our school are aligned with the overwhelming majority of parent requests. The three parents who requested a transitional bilingual placement in the 2011/2012 school year were offered a transfer and declined as explained previously. In the 2012-2013 and 2013-2014 school years, parents of newly admitted ELLs opted for the Free- Standing ESL program as their primary preference. Although the ELL population has grown since SISCL opened its doors in 2009, we have never had fifteen or more ELL students in a single language groups in contiguous grades. Our self-contained transitional bilingual program is IEP-driven.

## **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])?

We have a Free-Standing ESL program in our school for grades K through 8. ESL instruction at SISCL is delivered through a small-group pull-out program as well as push-in services whenever there is a cluster of ELLs in a given class or when certain ELL students require additional mandated support. ELL students in grades K through 5 are serviced in small groups according to their grade and proficiency levels. The ELL students in grades 6-8 receive small-group pull-out services according to their proficiency levels. The third and fourth grade Transitional Bilingual Class is a self-contained special education class that is IEP driven; there are currently nine ELLs of mixed proficiency levels. Melody Anastasiou, a licensed bilingual special education teacher, provides all of the mandated ESL and native language instruction for this Spanish Transitional Bilingual class.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Our ESL teacher works with several ELL groups based on CR-Part 154 regulations that require 360 minutes of ESL instruction for beginner and intermediate ELLs and 180 minutes for advanced ELLs. All ELL students receive 180 minutes of ELA instruction with their classroom teacher in grades K-5 or their ELA teacher in grades 6-8. We make every effort to place our ELLs in small group settings geared to their proficiency level and grade level. The ESL teacher in collaboration with the assistant principal makes a schedule that fulfills the mandated time requirements. The Free-Standing ESL program provides books, glossaries and materials in the native language to support ELL students whenever possible.

The third/fourth grade transitional bilingual special education class is in its fifth year at SISCL, Ms. Anastasiou, the licensed Spanish bilingual special education teacher, provides all of the mandated ESL and native language instruction in the classroom. It is approximately 25% Native Language instruction and 75% English Language instruction. Due to the mixed proficiency levels in the class, groups are differentiated utilizing the paraprofessional assigned to the class to ensure that students with lower proficiency levels receive more Native Language instruction and students who score on the advanced proficiency on the NYSESLAT receive more English Language instruction. These students are also programmed for the required ELA instructional minutes.

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.

Our Free-standing ESL program provides intensive English language and content area instruction. We work hard to align our ESL instruction to the grade-level literacy and content curriculum in order to support and reinforce the targeted literacy skills in the classroom. Our goal is to provide a rich language learning environment that incorporates the four language modalities (listening, speaking, reading, and writing) while developing language and academic skills in literacy and the content areas so that our ELL students can begin to work independently in the classroom. We strive to expose ELLs to meaningful language and literacy experiences through interactive activities, with a focus on teaching the necessary higher-order thinking skills. In a low-anxiety learning environment, our ELLs are encouraged to take risks and actively participate in scaffolded language-learning so that they become independent learners and achieve grade-level standards in all areas.

The ELL student's needs are supported in their content areas both by the ESL teacher and the classroom teachers. The ESL teacher uses the curriculum maps created by the classroom teachers to align the lessons to the work being covered by the classroom teacher. The "workshop model" is used throughout the building. Teachers scaffold learning to help the child understand the information presented. The native language cognates are used to support vocabulary comprehension. Lessons contain visuals and repetition to aid in language development and fluency. The students are taught content specific vocabulary with through visuals and 'just right' texts. Hands-on activities and classroom technologies are utilized to help the students understand the concepts being taught in their content areas. The students are also taught the grammar structure to write and speak their knowledge of the content they are covering. The students are given opportunities to speak the language using content specific

vocabulary. The students are given differentiated work to best assist their language acquisition. All lessons are based on the Common Core State Standards for College and Career Readiness.

Within the ESL program, our ESL teachers utilize a variety of materials and resources designed to meet the diverse needs of our students and to differentiate our instructional plan. In the early childhood grades the ESL teacher is using Wilson's Foundations, a research-based program that develops phonemic awareness, and Rigby's On Our Way to English program which provides grade-level and content-based thematic instruction focused on the specific needs of ELLs on various proficiency levels. We supplement our instruction with 'big books', predictable texts, leveled library books, chants, rhymes, poetry, and cumulative patterns. We also focus on non-fiction texts to develop and reinforce vocabulary and content area concepts. Furthermore, we use a variety of learning centers and manipulatives, such as computer and listening centers, picture/word cards, alphabet tiles, realia, and other literacy-based tools. The ELL students in grades 2-8 are currently using a series called Language Power: Building Language Proficiency created by Teacher Created Materials. These kits provide English Language Learners content-rich, differentiated instruction to build English-language proficiency as well as content area knowledge. Each kit is anchored by a level-appropriate text set and provides rigorous instruction in the four language domains—listening, speaking, reading, and writing. There is a range of reading levels within each text set to support opportunities for differentiated instruction. Sentence frames are used to scaffold the use of appropriately complex language structures and to provide structured support for speaking and writing. An audio CD is provided for additional support for students

In the freestanding ESL push-in program the students are taught new vocabulary in context using visuals and 'just right' texts. Hands-on activities are utilized in science and social studies to help the students understand the concepts being taught. The students are also guided through their writing tasks with accompanying grammar instruction. They are given differentiated work to best assist their language acquisition. English grammar is highlighted in context, demonstrated and practiced in writing. The students are encouraged to think more deeply about complex texts by using higher order thinking skills to gain comprehension when reading both fiction and non-fiction.

The third/fourth grade transitional bilingual special education class covers all content areas with the bilingual classroom teacher. She, along with the bilingual educational assistant assigned to the class, use all of the methods mentioned above to make the content comprehensible to the students with varying degree of native language support.

There are numerous ways in which ELL students are supported in their content areas by the classroom teachers. Listening centers are utilized to support to the ELLs with their fluency and comprehension. Classroom teachers label as many things as they can in their classroom. Classroom teachers use content-specific word walls along with visual aids in the classrooms. Every SISCL classroom is a literacy-rich environment. Teachers use the school library as well as the teacher's resource room which contain bilingual books on a multitude of subjects to support their students' native language and content area knowledge.

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

When our students are initially tested with the LAB-R, our eligible ELLs who speak Spanish as their native language are given the Spanish Language Assessment Battery to assess native language skills as well as to determine language dominance. We meet with our ELL parents and students to find out what native language skills and formal education students may have in their funds of knowledge. We interview the upper-grade ELL students to find out if they are able to use bilingual dictionaries and word-to-word glossaries to aid them in their English language development as well as support them in the content areas. We also train the students to use the word-to-word glossaries if they have native language literacy skills as their use is an allowable accommodation on NYS standardized exams.

Over the course of the past four years, the students in the TBE Special Education class have been assessed less and less in their native language as their English proficiency levels in all four communication strands have developed. Native language assessment is offered to these students in Math, Science and Social Studies if necessary. The TBE Special Education students are also given their tri-annual reviews in both Spanish and English. In their fifth year, students require some oral explanations of vocabulary and concepts and directions in their native language but perform the bulk of their literacy and content area work in English with the use of English language materials.

The Newcomer ELL students taking the NYS standardized assessments are given the native language version of the exam when

available. When written translations are not available in specific languages, a trained translator is used to orally translate the test for them. Our ELL students who have native language literacy skills are encouraged to use word to word glossaries in their native language. These accommodations are provided as per the guidance of the New York State Department of Education.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? During the course of the school year, the ESL teacher incorporates instruction and learning activities that focus on all four modalities in the various thematic units of study; these activities are used as informal assessments to guide further instruction in areas of need. In grades K-2, there is a strong emphasis on building oral language skills using Mondo Publishing's Lets Talk About It! program and Rigby's On Our Way to English and then expanding these oral language skills to shared and independent reading and writing. In grades 3-8, the ESL teacher is using the Language Power kits from TCM which focus on developing academic language and discourse using all four modalities through informational thematic units. Many of the language functions and forms emphasized in the Language Power kits are explicitly taught in the elementary and middle school classrooms as leads-ins that promote Higher Order Thinking; thus students are given multiple opportunities to use academic language and engage in academic discourse during the school day. The ESL teacher also uses NYSESLAT samplers and test preparation materials to foster familiarity with the test format as well as to practice skills in the four modalities.
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).

At the present time, we do not have any students who fit the SIFE category. If that situation would change, the SIFE students would participate in our freestanding ESL program in a grade-appropriate group geared toward their proficiency level and receive the mandated number of minutes of ESL instruction. We would make every effort to team up our SIFE students with another student who shares the same language background for additional academic, language and emotional support. We would extend all opportunities to participate in additional programs such as AIS, extended day small group instruction, and any available Title III After-School or Saturday programs. In addition, we would also ask the support personnel in our School Assessment Team to provide additional guidance and expertise to best determine how to help these particular students make academic progress and achieve success in our school setting as well as cope with any social adjustment issues that may arise from their lack of experience in a formal school setting.

Our newcomer ELLs participate in our freestanding ESL program; they are placed in grade-appropriate groups and receive the mandated number of instructional periods of ESL according to their English proficiency level. The ESL teacher works closely with the classroom teacher to help engage the newcomer and make him/her feel comfortable in the new school setting. They are often given a classroom buddy to help assist them in completing work and following classroom rules as well as to provide some emotional support during the adjustment period. The newcomer is often given easier texts and materials according to their listening, speaking, reading and writing proficiency levels; they may also use native language materials provided by the curriculum publishers (ie Go Math! or McGraw-Hill Reading Wonders ) whenever possible to keep pace with the classwork. The newcomer students work diligently to quickly gain the language needed for daily life in a new class in a new school in the English Language School System. They are given instruction in social behaviors that are expected in their new environment. Classroom teachers often set up listening centers to give students an opportunity to listen to and follow along with story selections; interactive computer programs and websites are also used to engage and support our newcomers in the classroom. Our newcomer ELLs in Grades 3-8 who will be taking the NYS ELA may participate in our AIS programs as well as the extended day session with their classroom, subject area or ESL teacher. Additionally, they are invited to participate in any available Title III After-school Enrichment program ; ELLs in grades 3 through 8 work in small groups to reinforce English language skills as well as develop the literacy and content area skills required to succeed on the standardized NYSESLAT, ELA and Math state exams.

Our ELLs who are receiving services for four to six years as well as our Long-term ELLs participate in our freestanding ESL program. Students are placed in grade-appropriate groups and receive the mandated number of periods according to their proficiency level. They may also receive small group instruction from our AIS providers where lesson plans are designed to strengthen their literacy, math, and content area skills. ELLs receiving service in the 4 to 6 year category as well as our Long-term ELLs will be assessed by the ESL teacher and the classroom teacher to determine what their specific learning needs are. Some of the assessments used at SISCL include Fountas and Pinnell Benchmark Assessment System, NYC Performance Test Series in ELA, Math, Science and Social Studies, NYSESLAT, and other standards-based teacher-created assessments. Appropriate materials and texts will be used to help our ELL

students develop their language, literacy and academic skills. Teachers will provide academic intervention when needed to help students move to the next proficiency level. The ESL teacher will concentrate on developing high level literacy, language, and thinking skills as well as provide language support in the area of vocabulary development, oral language, reading and writing. Teachers will assess their reading and writing levels and work with the students to help improve sentence structure, paragraph formation and more complex writing assignments expected of their grade level according to the CCSS. The students in these categories may attend any available Title III After-school Enrichment programs where ELLs work in small groups to reinforce English language skills as well as develop the literacy and content area skills required to succeed on the standardized NYSESLAT, ELA and Math state exams. Our ELL students are also provided with the allowable testing accommodations such as the use of glossaries and extra time for the NYS ELA, Math, and content area exams. We may also ask the School Assessment Team to provide additional expertise and guidance to assist our ELLs in their academic and social progress. In some instances, some ELLs with extended years of service are evaluated by School Assessment Team and the results indicate a need for mandated services such as an IEP teacher, speech services or an alternative setting; the goal is to provide the optimal learning environment that meets the needs of each individual student to assist them in achieving to their fullest potential.

According to the Spring 2013 NYSESLAT results, there were nine students who scored on the proficient level. Along with other students who have tested on the proficient level in previous administrations of the NYSESLAT at SISCL or in feeder schools, these students are known as our "former ELLs" or FELLs. Former ELL students who scored on the proficient level during the last two administrations of the NYSESLAT will receive test accommodations such as extended time and use of glossaries when they take any citywide or state exams. Even though they are no longer eligible for ESL services, teachers provide additional support for them as they slowly immerse themselves in the English language and the academic learning environment. They may need extra help in the classroom to make sure they are comfortable and stay on grade level in their reading and math. The AIS periods previously mentioned are used to support any of our FELLs who are struggling academically.

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?

Our ELLs in self-contained and collaborative team teaching classes participate in our freestanding ESL program. Students are placed in grade-appropriate groups and receive the mandated number of periods of instruction according to their proficiency level. Our ELL-SWDs also receive all services and modifications indicated on their IEPs, including speech therapy, SETSS, occupational therapy, physical therapy, and specified testing accommodations. NYSESLAT samplers are shared with the special education teachers so that they are aware of the types of language skills and tasks the students will be assessed on; in that way, they can provide additional support and instruction to our ELL-SWDs in the four modalities.

Our bilingual special education teacher provides instruction in language, literacy and content to our third/fourth grade transitional bilingual special education class. Along with the bilingual educational assistant assigned to the class, the bilingual special education teachers uses a variety of methods and materials to make the content comprehensible to the students with varying degrees of native language support.

Some instructional strategies we have found to be most effective when working with our ELL-SWDs include but are not limited to the use of graphic organizers, visual representations, modeling, role-playing, total physical response, and cooperative flexible grouping. Materials used with these strategies are grade and English proficiency level appropriate. These instructional strategies and grade-level materials provide access to academic content areas and aid in accelerating English language development. Our ELL-SWDs are taught new vocabulary in context using visuals and 'just right' texts. Hands-on activities and TPR are utilized in science and social studies to help the students understand the academic language as well as the content concepts and vocabulary being taught. The students are also guided through their writing tasks using graphic organizers with accompanying grammar instruction. They are given differentiated work to best assist their language acquisition. English grammar is highlighted in context, demonstrated in shared writing activities and then practiced in independent writing. The students are encouraged to think more deeply about complex texts by using higher order thinking skills to gain comprehension when reading both fiction and non-fiction. Our teachers utilize existing technology such as iPads and smartboards to create engaging lessons with embedded supports.

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?

In order to meet the needs of our ELL SWD, our staff is comprised of a variety of support specialists. This includes a

psychologist, a guidance counselor and occupational and speech therapists. In addition bilingual paraprofessionals are assigned to our ELLs when appropriate. ELLs who are identified as SWD have an Individualized Education Program (IEP) that outlines expected educational outcomes for each student and recommends specific interventions. When an ELL student is not making benchmark progress, we work together with the parents to find appropriate interventions that will help the student advance toward grade-level expectations while taking into consideration his/her individual language learning needs and time in the ELSS. We may place the student in a small group setting during AM periods or AIS push-in periods or SETSS teacher where lesson plans are designed to strengthen their literacy, math, and content area skills, develop their test-taking skills and strategies, and to familiarize them with the standardized test formats in a small group setting.

### Courses Taught in Languages Other than English

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

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

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

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

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

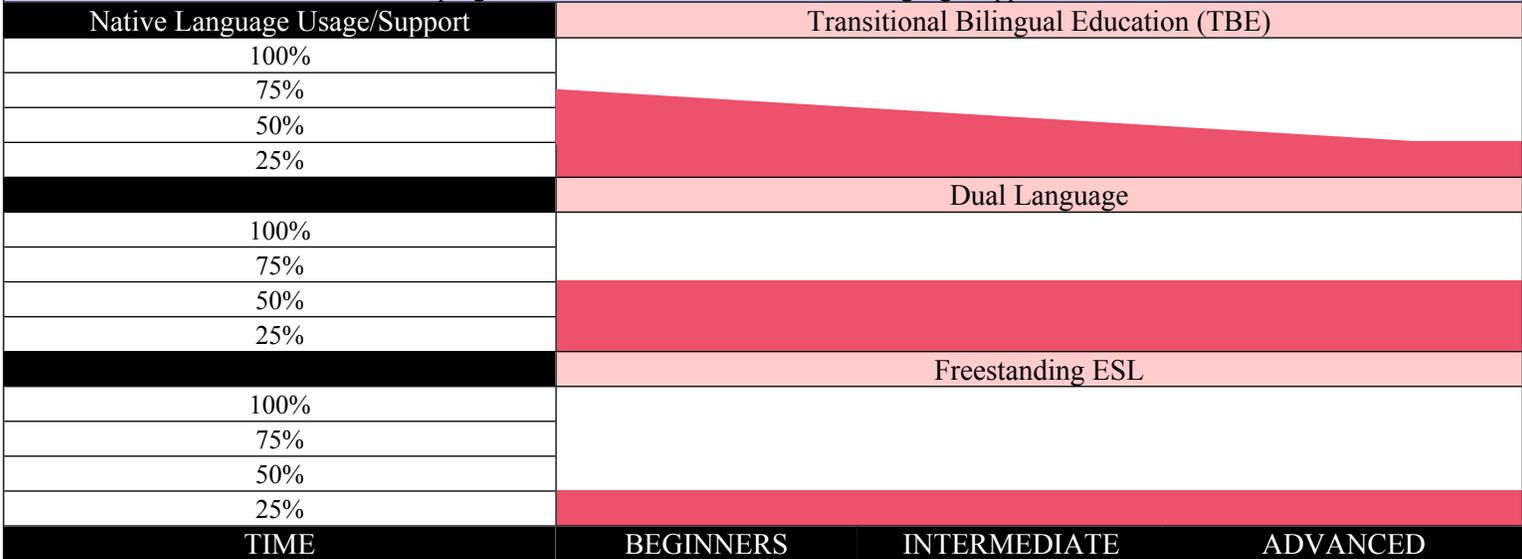
	Beginning	Intermediate	Advanced
--	-----------	--------------	----------

**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.

There are several targeted intervention offered at SISCL for ELL students. The AM period along with push-in periods are utilized for academic intervention. At SISCL, classroom teachers are assigned periods for pushing-into other subjects to provide small-group or individualized support for struggling students while another teacher is providing instruction to the whole class. This enables students to receive academic intervention from familiar teachers who know the whole child. After-school test preparation classes are available for students who are not achieving passing grades in subject areas. Several teachers at SISCL offer extra support to their students during lunch periods. ELLs who require additional interventions other than those provided in their mandated minutes are designated 'at risk' and are taken in these small AIS groups, selected to participate in the afterschool programs and encouraged to take part in teacher- led lunch period study groups. During these periods, students are grouped based on common needs. The teachers analyze student work and data from various assessments. Data continuously drives the instruction provided in these interventions. Teachers use the workshop model in a small group setting to support literacy strategies, apply skills to text, respond to focused writing tasks and respond to literature and informational text for specific skill development. In addition, guided reading is used as an intervention in these small groups. In math, teachers use interactive student lead groups and games to support the understanding and application on skills.

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

The analysis of the NYSELAT and standardized test data drives the instruction of our students. We are able to direct student focus on areas of weaknesses and/or stagnation after looking at the data. Although we are focusing greater attention on developing higher order reading and writing skills as we implement the Common Core Learning Standards, we are also honing in on developing listening and speaking skills using academic language. We use student strengths to build new concepts, skills and strategies. All teachers- ESL, bilingual, special education, content area, classroom- use testing data to differentiate the instruction given to their students.

In spring 2013, the New York State standardized tests for students in Grades 3 through 8 began to assess the important skills students are learning through the Common Core Learning Standards. This year's tests were quite different from past years and incorporated higher level skills; thus test scores are not comparable to the previous year's test. The 2013 ELA and Math scores are considered a benchmark as all schools begin to fully implement the Common Core Learning Standards and the NYC Citywide Instructional Expectations in the 2013-2014 school year. In terms of our ELL population, we are concerned that 16 out of 21 students in Grades 3-8 scored on Level 1 on the Spring 2013 ELA exam and 9 out of 23 students in Grades 3-8 scored on Level 1 in the Spring 2013 Math exam. Our school leaders have implemented a professional development plan to improve the level of classroom instruction and to close the gap between student performance and expectations.

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

At this time, SISCL has limited plans to add new programs for our ELL students due to budget constraints. We are looking into the cost of supplementing existing programs with additional student copies of leveled informational text sets and updated NYSELAT test preparation materials. However we are always striving to make improvements. We are in the process of adapting our ELL instructional materials across the grades to ensure that our ELLs are exposed to materials that promote higher order thinking skills and incorporate the Common Core Learning Standards.

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

At the present time, SISCL has no plan to discontinue any programs or services for ELLs. We will continue to monitor the success of all programs and services to ensure that they contribute to the progress of our ELL students.

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

All of our English Language Learners are afforded equal access to all school programs. They are exposed to technology in the elementary classroom, the content area classrooms and other programs through the use of desk-top and laptop computers, iPads, Smartboards, audio-listening centers, and projectors. Our ELLs along with the rest of our student population participate in various enrichment programs related to the arts through various school partnerships as well as in our Music and Fine Arts programs. They participate in our extended day/AM program for additional small group instruction in literacy, math, and content areas. K-8 students are invited to join the teacher lead clubs which take place during the AM period twice a week. The CHAMPS funded sports and fitness programs are available to all of our middle school students. NYSID offers several free after school programs during the year such as dance, basketball, and art. SISCL's subject area teachers offer after-school classes focusing on developing

skills for the various state exams. As stated in earlier sections, our ELLs are invited to participate in available Title III programs that run after school. When programs are available, our ELLs are invited to participate in summer school programs for additional enrichment. We reach out to our ELL parents to ensure they understand the various offerings by providing translated notices and by making follow-up phone calls in the native language using bilingual paraprofessionals, teachers, and parents. Our parent coordinator makes every effort to reach out to all parents in our learning community to provide them with the information they need to ensure their children have access to all school programs as well as the tools they need to help their children succeed academically; whenever necessary, she provides access to interpreters and translators.

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

All of our teachers- classroom teachers, Literacy and Math AIS providers, special education teachers, content area teachers- at SISCL strive to make content comprehensible to all of our students including our ELLs. We have stocked our classroom libraries with many leveled books in a variety of genres to ensure that students have the opportunity to read a variety of books at their reading level to support their learning across the content areas. We also have purchased the ELL component of our research-based Wonders reading series for additional literacy support for our ELLs and our struggling readers. We have Spanish language materials that correspond to the materials used in classes. We use many visuals from Rigby On Our Way to English programs (such as maps, models, charts, and photos), multimedia presentations (such as video clips from Discovery Education), graphic organizers (such as "I Wonder", Somebody Wanted But So Then organizers, venn diagrams, and KWL/RAN charts) to make content accessible to our ELL students as well as provide them with tools to navigate the language, literacy, and content. We also strive to build background knowledge by making content comprehensible through modeling, hands-on materials especially in science and math, visuals, gestures, and video clips as well as front-loading and emphasizing key vocabulary across the curriculum. We encourage the use of Smartboards so that teachers can provide additional visual support during lessons and presentations. We also provide native language-to-English glossaries and dictionaries to our ELL students as well as picture dictionaries (Oxford, Treasure Chest) to help them navigate the curriculum.

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

There is a wide range of native language literacy among our ELLs. In order to assess the level of literacy in our ELLs' native language, as well as their formal schooling, we review Part II of the Home Language Survey carefully and interview our parents and students during conferences. As ESL and classroom teachers, we provide extra support to meet the special needs of our newcomer students with limited or inadequate formal schooling. This includes familiarizing them with classroom routines, appropriate learning behaviors, and social interaction skills. We also encourage peers from the same native language background to team up with newcomers for additional language and emotional support. In addition, we have added a section in our library with books in the predominant native languages. Our bilingual paraprofessionals and teachers will often provide translation assistance for our newcomer students who may need native language support to understand the grade curriculum. In addition, we have a supply of native language glossaries and dictionaries for our ELLs available for use when needed to provide content area, language, and academic support. The ESL classroom has bilingual fiction and non-fiction texts to support the ELL students. The TBE class has Spanish materials to instruct the students, such as Spanish FOSS kits, Rigby, Harcourt New York City Community and teacher purchased supplies. Many teachers set up listening centers as a way to provide instruction in both languages. Students are encouraged to use laptops, iPads, and translation devices for native language support as well as access to bilingual activities.

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

Our ELL students are placed in grade-appropriate groups and receive the mandated number of periods according to their proficiency level. We place our ELL students in grade-appropriate groups and work on grade-level content and skills through resources such as Rigby's On Our Way to English program for the corresponding grade level and Teacher Created Materials' Language Power kits for the corresponding grade span and proficiency level. Classroom and ESL teachers use the ELL components of newly implemented, common core based literacy and math programs such as Go Math! and McGraw-Hill's Wonders to ensure that our ELLs have every opportunity to understand grade-level language, literacy and content. All of our teachers- classroom teachers, special education, literacy and math AIS providers, content area teachers- at SISCL strive to make content comprehensible to all of our students including our ELLs. We build background knowledge by making content comprehensible through modeling, hands-on materials especially in science and math, visuals, gestures, and video clips as well as pre-teaching and emphasizing key vocabulary across the curriculum. We encourage the use of Smartboards so that teachers can provide additional visual support during lessons and presentations.

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.

SISCL holds a family orientation during the summer months when parents are given an opportunity to visit the school and attend an orientation. We usually target the newly enrolled students entering kindergarten as well as students entering SISCL from other elementary schools in the sixth grade. During the orientation, students and parents are introduced to the school staff. Key staff members provide information about the policies and procedures of SISCL, such as arrival and dismissal, uniforms, busing, programming, etc. Parents are encouraged to ask questions if they need further clarification ; the principal stresses that SISCL has an open-door policy and considers parent involvement critical to the academic success of our students and our school. At that time, families are given a tour of several kindergarten classrooms so that students and parents have some familiarity with the classroom and school setting. We have several interpreters as well as key staff members to answer questions during and after the orientation.

18. What language electives are offered to ELLs?

In the 2013-2014 school year, we began to offer Spanish as an elective in several middle school classes that include ELLs and FELLs. We are using the PowerSpeak program offered through ILearnNYC which provides instruction in the Spanish language.

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)?

SISCL currently does not have a Dual Language program.

## C. Professional Development and Support for School Staff

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

1. Ongoing professional development is a critical aspect of our school's success. At SISCL, professional development opportunities are offered to our entire staff to address the diverse needs of our student population including our ELLs and our students with disabilities. We recognize that there is a gap between student performance on standardized tests and grade-level citywide expectations. In order to assist our entire staff as we fully implement the Common Core Learning Standards and the NYC DOE Citywide Expectation, our school leaders have assigned two highly experienced teachers as lead teachers. Our lead teachers provide ongoing professional development at SISCL on a school-wide, grade-level and individualized basis. Some of the professional development planned for the 2013-2014 school year include curriculum mapping, Universal Design for Learning, improving student to student discussion with a focus on developing academic discourse, Hess' rigor matrix, differentiation of instruction, co-teaching strategies, and developing career and college readiness skills. In the previous school year, our school leader hired Matt Zagami from CITE to provide 4 professional development sessions focused on understanding the second language acquisition process and addressing the instructional needs of ELLs. Mr. Zagami also visited several classrooms during the course of the school year and gave teachers pointers on ways to improve instruction for their ELLs. The ESL teacher also provides classroom teachers with strategies for teaching ELLs in monolingual classroom such as scaffolding, modeling, TPR, and the use of manipulatives and visuals. Teachers seeking additional professional development are encouraged to attend workshops and trainings throughout the school year. Our ESL teacher also attends our monthly network ELL meetings and NYC Office of ELLs professional development offerings such as Unpacking the NYSESLAT, Distinguishing between Language Acquisition and Learning Disabilities, and Brain Research: Keeping ELLs in Mind.

2. Our ESL teacher attends professional development opportunities offered by the NYC DOE Office of ELLs such as "Distinguishing between Language Acquisition and Learning Disabilities," "Brain Research: Keeping ELLs in Mind", "Unpacking the NYSESLAT: Instructional Implications" and "Common Core Learning Standards: Developing Standards for Mathematical Practices for ELLs" throughout the year. Our ESL teacher also attends monthly meetings facilitated by our network ELL Liaison Mildred Cordova where a key focus is on developing and honing ELL instructional practices as we fully implement Common Core Learning Standards and NYCDOE Citywide Instructional Expectations. In Fall 2013, we have focused on close reading techniques as well as strategies to promote academic language in student discussions and student writing. We will also be working on ways to assess listening proficiency among our ELL students so that we can provide additional support and practice in this modality.

Our lead teachers at SISCL provide ongoing professional development at SISCL on a school-wide, grade-level and individualized basis. Some of the professional development planned for the 2013-2014 school year include curriculum mapping, Universal Design for Learning, improving student to student discussion with a focus on developing academic discourse, Hess' rigor matrix and developing higher order thinking skills, differentiation of instruction for diverse learners, co-teaching strategies, and developing career and college readiness skills. The Common Core Learning Standards and the Citywide Instructional Expectations are infused throughout our professional development plan with the goal of fostering reflective teaching practices as well as developing highly effective instructional practices that provide multiple options for learning for our diverse range of learners including our ELLs. We have explored different instructional approaches for ELLs and diverse learners, different types of scaffolds for the different levels of English proficiency as well as innovative ways to teach the content area competencies.

3. In order to support our teaching staff in their efforts to help all of our 5th grade and 8th grade students including our ELLs as they transition from elementary to middle school and from middle school to high school, our administrators communicate with the teachers in the contiguous grades to find out how well our students are adjusting to their new classroom setting and to the accelerated demands of the middle school and high school common core curriculum. As SISCL is a relatively new pre-K to 8 school that has grown in stages since Fall 2009, several teachers have taught different grade levels as new grades have been added to the school. In addition, this is the first year that we have a fifth grade in the school building. Because of this flexibility, our elementary school teachers have had multiple opportunities to vertically plan with their middle school colleagues and make adjustments in curriculum and practices to support students in their elementary to middle school transition. Our current fifth grade teachers previously taught middle school grades and are well aware of the challenges students face in middle school. The fifth grade teachers are emphasizing and

reinforcing college and career readiness skills and explicitly infusing academic vocabulary and discourse in the ELA, Math, Science and Social Studies curriculum to prepare them for the middle school common core curriculum. Different strategies and activities are utilized to foster greater student independence and responsibility, to encourage effective student group work and discussion, and to develop time management skills; these activities and strategies include explicitly teaching students how to take notes and maintain ongoing ELA and content area vocabulary logs, assigning weekly homework and ongoing projects, incorporating project-based learning activities, and using student organizers/trackers to keep track of assignments and activities. Students also participate in clubs so that they get accustomed to traveling to different classrooms and interacting with different teachers and students. Our guidance counselor also visits middle school classes to introduce herself to the students and offer help and guidance to ease them into the transition to middle school.

In order to support our eighth grade students In their transition to high school, our administration has implemented the use of ILearn in several content area classrooms; some of our eighth grade students including our ELLs and FELLs are able to participate in high school level classes through ILearn and take the NYS Regents in algebra, living environment and US history in June. In general, the eighth grade is more departmentalized than earlier grades that adhere to a triad structure so students become adept in traveling from one classroom to another and adjust quickly to different teachers and classroom settings. Overall the academic rigor is steadily increased in the eighth grade classroom to prepare student for the high school common core standards. For example, our eighth grade math teacher incorporates NYS Regents questions in classwork and explicitly connects the questions to the eighth grade math curriculum throughout the school year. Our eighth grade science teacher trains students in the process of completing detailed lab reports that parallel high school level work. SISCL's focus on civic leadership propels our eighth graders toward success in high school and college and career readiness.

Our eighth grade guidance counselor provides the students with vital information about the high school application process and assists students and parents through the entire process step by step. She begins the process during the spring when students are still in seventh grade so that students are aware of the high school application process and begin to discuss their options with their families during the summer months. An evening high school application workshop is offered to the students and parents at SISCL in October. During the workshop, the step-by-step application process is presented and explained in a PowerPoint presentation. Translation and interpretation is provided as requested. In addition the eighth grade guidance counselor presents new information to the students during their lunch periods and class visits. She distributes notices about deadlines, scheduled high school fairs and open houses. She assists in setting up a high school fair at SISCL for our students and families. She also meets individually with students and looks over the high school applications to make sure students have made informed choices and have met qualifications for any selected programs. In addition, she is available throughout the school day to give students and parents independent guidance with the application process. Translation and interpretation is always available when requested.

4. As outlined above, our classroom teachers, special education teachers, content area teachers, AIS/ related service providers, and paraprofessionals attend in-house staff development conferences and grade conferences, other professional development opportunities in and outside of our school building offered by contracted vendors , as well as professional development opportunities offered by our CFN network and the NYC DOE Office of ELLs to ensure that they will be able to assist our ELLs as they transition from one proficiency level to another and to ensure that a minimum of 7.5 hours of ELL training (10 hours for our special education teachers) has been met for our teaching staff. For example, our school leaders hired Matt Zagami from CITE to provide 4 professional development sessions focused on understanding the second language acquisition process and addressing the instructional needs of ELLs. Mr. Zagami also visited several classrooms during the course of the school year and gave teachers pointers on ways to improve instruction for their ELLs. The ESL teacher also provides classroom teachers with strategies for teaching ELLs in monolingual classroom such as scaffolding, modeling, and the use of manipulatives and visuals.. The NYCDOE Office of ELLs has an expanding video library of high-quality professional development targeting the diverse needs of ELLs that is available to all teachers. Our lead teachers also provide ongoing professional development that focuses on best instructional practices for diverse learners including our ELLs. A professional development schedule is maintained by our administration and our staff is required to sign in at all conferences to verify attendance. All staff members are encouraged to maintain records and agendas of any professional development they attend.

## 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?

### Parental Involvement and Family Partnership

The relationship between the school staff and the parent community at SISCL is extremely strong. We know that parental involvement is a key part of student success. Our Parent Coordinator, Lynda Bernstein, is the liaison among our staff, the students and parents. Mrs. Bernstein runs parent involvement workshops throughout the year that cover a variety of parental interests and concerns. Some workshop topics include high school applications, the Common Core State Standards, preparing your child for the state tests, supporting our fathers and more. Translation and interpretation is available at these meeting through parent volunteers. The parent community is invited to our school for a multitude of reasons. We have parent teacher conferences twice a year. These conferences are held during the afternoon and evening hours to make attendance convenient for all of our parents. The parents meet with their student's teachers to specifically go over the student's progress and address any areas of concern. Parents are also invited to the school for Curriculum Conferences. At Curriculum Conferences, the teachers meet with the parents as a grade specific group and go over what will be covered in the grade's curriculum that year. Open school week is a time when parents are invited to the school to observe a typical school day for their student.

In addition to these academic-oriented visits to the school, individual classes and groups of students put on assemblies, performances and celebrations throughout the year; parents are always encouraged to attend these events. Each month, there is a "Leader of the Month" awards ceremony following the PTA meeting to recognize individual students from each class. Parents are encouraged to attend.

Our teachers are consistently in direct communication with the parents of their students. In the beginning of the school year, welcome letters are sent home with the students introducing the parents to the teachers. When a student is struggling, the parents are notified to inform them of the situation. Parents and teachers discuss solutions and strategies that the parents can utilize at home to help their child(ren) progress and succeed. The classroom teachers and ESL teacher collaborate with each other when discussing the student's needs with the parents of our ELL students.

SISCL has a very active and involved PTA. The members of the PTA are often in the school building and are an integral part of several of our annual traditions, such as the Thanksgiving Food Drive, the Coat Drive, the Winter Wonderland Family Night, the Halloween and Valentine's Day Dance, Candy Sale, Candle Sales and so much more. Monthly PTA meetings are scheduled and the entire community is encouraged to attend.

### Community Partnerships for ELL Parents

Family partnerships are embedded directly in the foundation of our school. We support our families and help them to help their children by bringing family literacy to the forefront by providing free on-site and community based adult English As A Second Language (ESL) classes. We work with the Jewish Community Center of Staten Island to provide English Language instruction for the ELL parents in English, Literacy, and Citizenship. These classes are usually offered on a weekly basis and are free of charge.

### Evaluating ELL Parent Needs

As mentioned previously, the bond between the parents and the staff at SISCL is extremely strong. The parents contact the Parent Coordinator, their student's teachers, SISCL administration or the PTA when they have concerns for their children. Parents call the school, write notes to the teachers, speak with teachers at arrival or dismissal, attend monthly PTA meetings and set up meeting to discuss any needs and concerns with necessary staff. Translation/interpretation is available as needed.

The parent coordinator uses the HLIS as well as ATS-generated reports to make note of the preferred language of communication to ensure that all notices are sent home in the appropriate language. Each year, SISCL sends home the School Survey in early spring. We use the March Parent-Teacher Conferences as the kick off to the completion of this important survey. The NYC School Survey helps our school leaders understand what our parents think about the learning environment at our school. The information captured by the survey is used to help our school evaluate the needs of all of our students and parents including our ELL population. The survey is available and distributed in different languages.

Based on the parent needs in our building, we have been able to offer the English Language classes for our parent community along with workshops that support completion of the high school application process, introduce the Common Core State Standards to our parents, help parents prepare their students for the state tests, as well as support our fathers and their role in the

education process. Translation/interpretation is available at these meetings as requested.

### **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: <u>School of Civic Leadership</u>		School DBN: <u>31R861</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Donna Nilsen	Principal		12/13/13
Frank Morano	Assistant Principal		12/13/13
Lynda Bernstein	Parent Coordinator		12/13/13
Donyal Svilar	ESL Teacher		12/13/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 31R861 School Name: SI School of Civic Leadership

Cluster: 5 Network: 533

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

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

---

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

Effective communication with our entire parent community including our ELL families is a priority practice for P.S. 861.

Upon registration, all parents complete a Home Language Identification Survey to determine the child's home language. In addition, a brief oral interview with the parent and the child is conducted along with the completion of the Home Language Identification survey by a trained pedagogue. The revised Home Language Identification Survey includes a supplementary section that asks parents to indicate their language preferences when receiving important information from the school in written or oral communication. After reviewing this information, written translation and oral interpretation needs can be assessed at registration for newly admitted students.

We also review various ATS reports such as the Home Language Aggregation Report and the Place of Birth Report to monitor shifts in our demographics. In addition, we conduct informal interviews with the school staff as well as the parents of our ELLs or Former ELLs to assess their need for translation or interpretation services. We review records of the number of requests for interpretation and past participation of non-English speaking parents at school events, parent workshops, and conferences.

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.

As stated above, the revised Home Language Identification Survey includes a supplementary section that asks parents to indicate their language preferences when receiving important information from the school in written or oral communication. After reviewing this information, written translation and oral interpretation needs can be assessed at registration for newly admitted students. The Parent Coordinator annually reviews the parent language survey where parents are able to indicate their language preference when receiving written documents or their need for oral interpretation when interacting with school staff. Our parent coordinator actively recruits parents to interpret and translate as needed for families who require assistance.

After conducting informal interviews with the school community, we are also able to assess the need for translation or interpretation services. In addition, we review records of the number of requests for interpretation as well as past participation of non-English speaking parents at school events, parent workshops, and conferences. Our findings indicate that approximately ninety percent of the requests for translation and interpretation are from our Spanish-speaking families. There has been a recent growth in requests from our Arabic-speaking families. Currently, we have an active parent community who can provide adequate translation and interpretation to the parent community when requested. Staff members including paraprofessionals and teachers also assist with translation and interpretation. We also use our funding for translation and interpretation to hire translators and interpreters for important events or conferences to ensure that we can effectively communicate with our parent community in a respectful manner.

The findings of the school's written translation and oral interpretation needs are reported at PTA General and Executive Board meetings, School Leadership Team meetings, faculty conferences, and grade meetings.

## **Part B: Strategies and Activities**

---

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

We have an active parent community who can provide adequate translation and interpretation to the parent community as needed regarding school notices and events. Staff members including our paraprofessionals and teachers also assist with translation and interpretation as needed. Our parent coordinator actively recruits parents to help communicate information to our ELL families in their home language as well as other families who request assistance. We also use parent notification forms available on the DOE Office of English Language Learners website to ensure that parents of our English Language Learners understand the ELL identification process and the program choices available to them.

Any written communication that is sent home is written in English as well as the student's home language if requested. A note may also be attached in the students' home language explaining that it is very important for someone to translate the letter/notice for them and that translation efforts will diligently be made if the parent brings the notice to school for assistance. In-house as well as NYC Department of Education translation services are also utilized on a regular basis

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.

Translators/interpreters will be hired from the DOE contracted vendors to interpret for our parents during parent-teacher meetings. Currently, P.S. 861 does not have an in-house translator; however when needed a parent or staff member has provided adequate interpretation to family members who request assistance. Parents are also encouraged to bring a friend or relative during conferences who can assist them when necessary. Our parent coordinator ensures that parents are aware that they can request translation and interpretation services when needed.

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

- We have signs located in the entrance of the building indicating that we have translation and interpretation services available upon request.
- All school notices are translated to the parent's home language when requested.
- NYC DOE documents are downloaded in several languages such as the EPIC parent notification letters for ELLs or lunch forms.
- If the need arises, a translator is hired through a DOE contracted vendor
- Parent/community volunteers as well as school staff members interpret for our ELL families as well as other parents who request assistance.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: SISCL	DBN: 31R861
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 45
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" 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: 3
# of certified ESL/Bilingual teachers: 2
# of content area teachers: 1

## 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:

Rationale: SISCL will be offering a supplemental afterschool program twice a week for one hour each, meeting from 3:15 to 4:15, 40 sessions beginning in January until May, targeting our English Language Learners (ELLs). There will be two groups, a lower grade consisting of 2nd to 4th and an upper grade consisting of 6th to 8th, with approximately 15 students in each group. The lower grade group will be taught by a certified Bilingual Teacher. The upper grade group will be taught by a certified ELL teacher and an ELA teacher. We have analyzed the data from the Spring 2012 NYSESLAT and have determined that our students need supplemental instruction in the reading and writing modalities. Our ELLs consistently score lower on the ELA exams in comparison to their English speaking counterparts therefore we will focus our afterschool program on two groups of struggling ELLs. The lowest performing ELLs in the 6th to 8th grades will be chosen for the program to help them make gains in reading and writing, to move proficiency in the NYSESLAT where appropriate and also hone the skills necessary to fully acquire English as their second language. The second group will include our newcomer ELLs in grades 2 to 4. They will also receive instruction to help them make gains in reading and writing as well as be given extra support to move proficiency on the NYSESLAT and also to hone the reading and writing skills necessary to fully acquire English as their second language.

Language of Instruction: Instruction will be given in English.

Program Description: The materials used in the afterschool program will include the Empire State NYSESLAT grade specific books, National Geographic Language, Literacy and Vocabulary, and Heinle Cengage Reading Explorer. The middle school students will work on their reading and writing skills. The practice book focuses on key vocabulary, academic vocabulary and analysis of fiction and non-fiction texts, building background knowledge, and includes an interactive technology piece.

The 2nd to 4th grade ELLs and FELLs will work with the National Geographic Language, Literacy and Vocabulary program which builds reading comprehension, background knowledge, and vocabulary. In addition, the ELLs will all receive differentiated work to support the lesson in the NYSESLAT test preparation books.

## 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

### Part C: Professional Development

Begin description here:

Professional Development: Teachers working the afterschool program for our ELLs and FELLs will be given training specific to the materials they will be using. There will be a pre program training before classes begin, a mid training during the program to evaluate progress, and a post-evaluation session to share best practices and to evaluate the overall effectiveness of the program. The teachers will also plan and coordinate with each other to share best practices which include: oral skills as the foundation for literacy; the importance of comprehensible input and vocabulary development; the role of phonemic awareness and phonic skills in the ELL curriculum; how the current research on writing also supports how ELLs write. This planning time will be built into each session after the students are dismissed. In addition, schoolwide professional development will be set up, whereby training will be provided on how to differentiate instruction within the classrooms to meet the needs of our ELL and FELL populations.

The professional development workshops will take place on:

January 10, 17, 31 2013 and February 7, 2013 from 2:25 PM until 3:15 PM. The presenter will be Mathew J. Zagami from CITE Professional Development Organization. Since we are a K-8 school the workshops will be divided into elementary and middle school groupings. The topic will be specific to ELL strategies. The ELL teacher, bilingual teacher and all teachers serving ELL students will be in attendance. In addition as part of the workshops, Mr Zagami will provide in-class support to teachers.

### 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:

Parental Involvement: Several workshops, run by our Parent Coordinator Lynda Bernstien, are offered throughout the school year that cover a variety of parental interests and concerns. Some workshop topics include high school applications, the Common Core State Standards, preparing your child for the state tests, supporting our fathers and more. Workshops for Parent Engagement of ELL students are as follow:

- 1) September 20, 2012 - Presented by Trish Franzen (ELL Teacher) and Lynda Bernstein (Parent Coordinator) - ELL Parent Meeting - Interpreting NYSESLAT Data, student goals for the year, making progress for homework help. (9:00 AM to 10:00 AM)
- 2) December 6, 2012 - Presented by Trish Franzen (ELL Teacher) and Lynda Bernstein (Parent Coordinator) - ELL Parent Meeting - Assessing Progress, achieving goals, assistance from the community, introduction of afterschool program. (9:00 AM to 10:00 AM)
- 3) March 7, 2013 - Presented by Trish Franzen (ELL Teacher) and Melody Messina (Bilingual Teacher) -

**Part D: Parental Engagement Activities**

Preparing for the NYSESLAT. (Time TBD)

4) June 6, 2013 - Presented by Trish Franzen (ELL Teacher) and Lynda Bernstein (Parent Coordinator) - End of Year Multi-Cultural event for parents, families and students. (Time TBD)

Family partnerships are embedded directly in the foundation of our school. We support our families and help them to help their children by bringing family literacy to the forefront.

The bond between the parents and the staff at SISCL is extremely strong. The parents contact the Parent Coordinator, their student’s teachers, SISCL administration or the PTA when they have concerns for their students. Parents call the school, write notes to the teachers, speak with teachers at arrival or dismissal, attend monthly PTA meetings and set up meeting to discuss needs with necessary staff. Translation is available as needed.

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <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)		

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
<b>TOTAL</b>		