

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: DITMAS INTERMEDIATE SCHOOL 62

DBN (i.e. 01M001): 20K062

Principal: BARRY KEVORKIAN

Principal Email: BKEVORK@SCHOOLS.NYC.GOV

Superintendent: KARINA COSTANTINO

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 Comprehensive Educational Plan (CEP), 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 CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

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

Name	Position and Constituent Group Represented	Signature
Barry Kevorkian	*Principal or Designee	
Beatrice DeSapio	*UFT Chapter Leader or Designee	
Zakaa Young	*PA/PTA President or Designated Co-President	
Kathleen Carroll	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	
Michelle Esposito	Member/ CSA representative	
Michelle Buitrago	Member/ teacher	
Tasha Mabry	Member/ parent	
Ashrat Maqsood	Member/ parent	
Guillermo Morales	Member/ parent	
Charmaine Walker	Member/ parent	

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she 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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June, 2015, the number of Level 1 students will decrease by 8 % in English Language Arts as measured by the New York State ELA exam.

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.

1. As a result of being identified as a school in good standing we believe that we must continue to raise the level of achievement for all of our students.
2. In FY 13, we had 38 % of our student body scoring at Level 1.
3. In FY 14, we had 31 % of our student body scoring at Level 1, for a decrease of 7 %.

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

1. PD on the following topics: Common Core Learning Standards, SIOP (Sheltered Instructional Observation Protocol), CodeX, Interim assessments to monitor and revise curriculum, curriculum mapping, use of rubrics with the language of the standards to provide specific feedback to students regarding their work, use of student data to plan and set goals, further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning.
2. Teachers will meet in grade level and subject teams to review student data gathered from periodic assessments.
3. We are using the National Geographic (Cengage Learning) Language, Literacy, and Content program *Inside*. This program is used in all ELL, ICT, self-contained special education ELA classes. It is specifically designed to increase vocabulary on three levels (listening, reading and speaking). The program also provides direct phonics instruction that is the foundation for reading and writing skills. It also contains a multitude of fiction and non-fiction reading selections that focus on real-life scenarios. Comprehension and writing skills are also a major focus. All of our self-contained/ELA special education teachers were trained by Kathy Henderson of National Geographic infusing the *Inside* program in the classroom. One of the components of the program is that it provides guidance and reproducible masters for measuring student progress.
4. Student Success Academy Literacy in grades 6, 7, and 8 ensures that all students are on the path towards high school, career, and college readiness.
5. We have one dedicated, trained Reading Specialist responsible for a) providing clinical reading support for subgroups of struggling readers, b) building school capacity to conduct general and targeted reading assessments, c) providing school professional development of reading support strategies, and d) facilitating disciplinary reading strategy development.
6. SpellRead, Just Words and Wilson programs meet the needs of our very struggling readers.
7. Scholastic English 3D is used with one (1) sixth grade class and two (2) eighth grade classes.

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

1. Mary Piccolino - Literacy coach, Gina Smalley – Assistant Principal in charge of ELA and ESL; Michael Buono – Administrative Assistant to the Principal; Dr. Rose Reissman – Ditmas Writing Institute - Consultant; Kathy Henderson – National Geographic (Cengage Learning) and Pam Creed (Pearson Consultant - SIOP)
2. All teachers
3. Kathy Henderson – National Geographic (Cengage Learning); all ESL, ICT, self-contained special education teachers
4. All ELA teachers
5. Elissa Berkowitz – Reading Specialist
6. Tara Sessa-Hynes – SpellRead; Olivene McIntosh – SpellRead and Just Words; Duffy Magesis – Wilson
7. Roselande Michel – grade 6, Elissa Berkowitz – grade 8, and Maryann Purtill – grade 8.

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

1-7 Fall Benchmarks were given in December, 2014; Spring Benchmarks will be given February 5 – March 20; DRP tests are given in September and June. Mary Piccolino, Literacy coach conducts an analysis of the data.

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

1-7 September, 2014 – June, 2015

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

1-7 All teacher teams meet for Professional Development for 80 minutes every Monday.

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).

1. The Parent Coordinator and other staff regularly attend Executive meetings of the PTA and scheduled PTA meetings to share information and respond to parent questions and inquiries
2. The school has created and distributed a Parent Handbook that is translated in all the dominant languages.
3. The Parent Coordinator sponsors workshops based on specific requests of the parents.
4. Parents are trained in the use of the ARIS parent link and will be trained in the new program that will replace ARIS.
5. We have purchased the **Talk and Listen System** that allows limited English-speaking parents to hear meetings/workshops in their Native language, without disrupting audience members and without segregation. This system brings all parents together to help foster a sense of community.
6. Additionally, we use paraprofessionals, family workers, Good Will Industries, and other parents as translators for Parent Teacher Conferences.
7. A Family Literacy Night is in the planning stages.
8. The school has entered into an agreement with New York Cares for their "School Success Initiative Program" that provides our parents with an adult education program. This program includes GED and Academics Skills Tutoring, Citizenship through English, Career Exploration and Job Readiness, English Conversation Partners, Computer Literacy, Tax Preparation Assistance, Benefits Assistance, and Financial Literacy.

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	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #2

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

Annual Goal #2

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

By June, 2015, the number of Level 1 students will decrease by 8 % in mathematics as measured by the New York State Mathematics exam.

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.

1. As a result of being identified as a school in good standing we believe that we must continue to raise the level of achievement for all of our students.
2. In FY 13, we had 47 % of our student body scoring at Level 1.
3. In FY 14, we had 40 % of our student body scoring at Level 1, for a decrease of 7 %.

Instructional Strategies/Activities

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

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

1. PD on the following topics: Common Core Learning Standards, SIOP (Sheltered Instructional Observation Protocol), CMP3, Interim assessments to monitor and revise curriculum, curriculum mapping, use of rubrics with the language of the standards to provide specific feedback to students regarding their work, use of student data to plan and set goals, further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning.
2. Staff use of IXL Math – a skills-based remediation/enrichment program aligned to Common Core standards.
3. Teachers will meet in grade level and subject teams to review student data gathered from periodic assessments.

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

1. Michelle Esposito – Assistant Principal in charge of Math; Michael Buono – Administrative Assistant to the Principal; Pam Creed - Pearson Consultant - SIOP
2. All Math teachers
3. All teachers

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

1-3 Fall Benchmarks were given in December, 2014; Spring Benchmarks will be given February 5 - March 20. Michelle Esposito conducts an analysis of the data

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

1-3 September, 2014 – June, 2015

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

1-3 All teachers meet for Professional Development for 80 minutes each Monday

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).

1. We are planning a Family Math night.
2. The Parent Coordinator and other staff regularly attend Executive meetings of the PTA and scheduled PTA meetings to share and respond to parent questions and inquiries,
3. The Parent Coordinator sponsors workshops based on specific requests of the parents,
4. Parents have been trained in the use of the ARIS parent link and will be trained in the new program that will replace ARIS,
5. The school has created and distributed a Parent Handbook that is translated in all the dominant languages,
6. We have purchased the **Talk and Listen System** that allows limited English-speaking parents to hear meetings/workshops in their Native language, without disrupting audience members and without segregation. This system brings all parents together to help foster a sense of community.
7. Additionally, we use paraprofessionals, family workers, Good Will Industries, and other parents as translators for Parent Teacher Conferences
8. The school has entered into an agreement with New York Cares for their "School Success Initiative Program" that provides our parents with an adult education program. This program includes GED and Academics Skills Tutoring, Citizenship through English, Career Exploration and Job Readiness, English Conversation Partners, Computer Literacy, Tax Preparation Assistance, Benefits Assistance, and Financial Literacy.

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
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

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

By June, 2015, we will increase by 5 % the number of ELL students that score proficient on the NYSESLAT.

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.

1. As a result of being identified as a school in good standing we believe that we must continue to raise the level of achievement for all of our students.
2. 18.5 % (56) of our total ELL population is considered SIFE.
3. Out of the 98 children that we have admitted since September 2014, approximately 43 students (44%) are ELL's. 24.0 % (307) of our total enrollment is ELL's. and 127 (41.3 %) of the total ELL enrollment have been here less than three years, and because of this we have a Welcome class on each grade.

Instructional Strategies/Activities

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

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

1. PD on the following topics: Common Core Learning Standards, Interim assessments to monitor and revise curriculum, curriculum mapping, use of rubrics with the language of the standards to provide specific feedback to students regarding their work, use of student data to plan and set goals, further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning.
2. Use of RIGOR Program for struggling students.
3. We are using the National Geographic (Cengage Learning) Language, Literacy and Content program, **Inside**. This program targets the ELL population from beginners to Level E. It is specifically designed to increase vocabulary on three levels (listening, reading and speaking). The program also provides direct phonics instruction that is the foundation for reading and writing skills. It also contains a multitude of fiction and non-fiction reading selections that focus on real-life scenarios. Comprehension and writing skills are also a major focus. All of our ESL teachers and self-contained special education teachers were trained by Kathy Henderson of National Geographic in using the **Inside** program in the classroom. The program also provides guidance and reproducible masters to measure student progress.

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

1. Gina Smalley – Assistant Principal in charge of ESL; Toni Ann Hammel – ESL Coordinator
2. All ESL teachers
3. Kathy Henderson - National Geographic (Cengage Learning), all ESL and Special Education teachers

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

1-3 Fall Benchmarks were given in December, 2014; Spring Benchmarks will be given February 5 - March 20; DRP tests are given in September and June. Mary Piccolino conducts an analysis of the data.

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

1-3 September, 2014 – June, 2015

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

1-3 All teacher teams meet for Professional Development for 80 minutes every Monday.

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).

1. We are planning a Family Literacy Night and a Family Math Night.
2. The Parent Coordinator and other staff regularly attend the Executive Board meetings of the PTA and regularly scheduled PTA meetings to share and respond to parent questions and inquiries,
3. The Parent Coordinator sponsors workshops based on specific requests of the parents,
4. Parents are trained in the use of the ARIS parent link and will be trained in the new program that will replace ARIS,
5. The school has created and distributed a Parent Handbook that is translated in all the dominant languages,
6. We have purchased the **Talk and Listen System** that allows limited English-speaking parents to hear meetings/workshops in their Native language, without disrupting audience members and without segregation. This system brings all parents together to help foster a sense of community.
7. Additionally, we use paraprofessionals, family workers, Good Will Industries and other parents as translators for Parent Teacher Conferences.
8. The school has entered into an agreement with New York Cares for there "School Success Initiative Program" that provides our parents with an Adult Education program. This program includes GED and Academic Skills Tutoring, Citizenship through English, Career Exploration and Job Readiness, English Conversation

Partners, Computer Literacy, Tax Preparation Assistance, Benefits Assistance, and Financial Literacy.

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	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

1.

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

1.

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

1.

5 Timeline for implementation and completion including start and end dates

1.

6 Describe programmatic details and resources that will be used to support each instructional strategy/activity
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6.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.
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Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Wilson Reading Program SpellRead/Just Words Word Generation English 3-D National Geographic Inside Series Flatbush Development Corporation CHAMPS Specialized High School Test Prep Title I – SWP – AIS ELA Saturday Academy Title III – ELA - Saturday Title III – Welcome program SIFE – ELA ACHIEVE 3000 MSQI - ELA for former ELL's Additional periods of ELA Ditmas Writing Institute	Small group Small group Whole class Whole class Whole class Small group Small group Small group Small group Small group Small group Small group Small group Small group Whole class Whole class	After School Before school, during school, after school During school During school During school After school Before school, after school After school Saturday Saturday After school Before school, after school, Saturday Before school, after school Before School During school During school, after school
Mathematics	IXL Specialized High School Test Prep Title III – Math Title I – SWP – Math - gr 6, 7, 8 Title I – SWP – Saturday Math Academy Additional periods of Math	Whole class Small group Small group Small group Small group Whole class	During school After school Before school After school Saturday During school
Science	Preparations for the 8 th grade Science Performance Test Preparation for the 8 th grade Objective Test Preparation for the Life Science Regents – Lab Practical Reading Apprenticeship	Small group, whole class Small group, whole class Whole class Whole class	During school, Saturday During school, Saturday During school, after school, Saturday During school
Social Studies	Reading Apprenticeship Ditmas Writing Insititue	Whole class Whole class	During school During school, after school
At-risk services (e.g. provided by the Guidance Counselor, School	Guidance Counselors, School Psychologist, Social Worker, and	Small group	During school

Psychologist, Social Worker, etc.)

Speech teachers provide individual/group counseling services to "at-risk" students

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
93 % of our teachers are highly qualified. Mentors are assigned to support struggling and unqualified teachers. A certification expert comes to the school to assist unqualified teachers.

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).
Professional development is provided on the Chancellor's Conference Days in September, November and June. Additional Professional development is provided each Monday for 80 minutes. Consultants are brought in to work with all teachers. Our Literacy Coach mentors all of our newly assigned teachers. Staff members that have been sent to outside Professional Development such as: CodeX, CMP3, Reciprocal Reading, MSQI, Word Generation, SpellRead, and Just Words turnkey to the rest of the staff.

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
As a Title I Schoolwide Program school, Conceptual Consolidation allows us to combine Federal and local funds, such as Fair Student Funding, Title I SWP, Title III, and C4E, to implement our goals from September, 2014 to June, 2015. All Federal and local guidelines are strictly adhered to.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
The school established a Measures of Student Learning (MOSL) team that consists of Barry Kevorkian, principal, Gina Lynch, assistant principal, Mary Piccolino, literacy coach, Beatrice DeSapio, UFT chapter leader, and four additional teachers – Olivene McIntosh, Mary Cataldo, Luisa Cavagna, and Sandy Liotta. They met several times and after investigation and discussion decided to use the NY State tests as the local measure. All teachers were given professional development in creation of rubrics for these tests.

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).

Parent Involvement Policy (PIP)

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 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 conducts 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 this evaluation (through school surveys and feedback forms) are used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program.

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 20K062

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$1,098,191.16	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$42,752.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$7,141,715.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 20	Borough Brooklyn	School Number 062
School Name Ditmas Intermediate School, IS 62		

B. Language Allocation Policy Team Composition [i](#) 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 Barry Kevorkian	Assistant Principal Gina Smalley
Coach Mary Piccolino	Coach Roselande Etienne
ESL Teacher Mary Cataldo/ESL	Guidance Counselor Danielle Schillaci
Teacher/Subject Area Toniann Hammel/ESL	Parent Nikki Brotherson
Teacher/Subject Area Sophia Rashid/ESL	Parent Coordinator Marilyn Aybar
Related Service Provider Mary Dobrowsky	Other Beatrice DeSapio/UFT Chapter
Network Leader(Only if working with the LAP team) Nancy Ramos	Other Jane Bahnsen/Att Coord

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.	8	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	2
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	3	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1296	Total number of ELLs	341	ELLs as share of total student population (%)	26.31%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained							3	3	3					9
Push-In							6	2	2					10
Total	0	0	0	0	0	0	9	5	5	0	0	0	0	19

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	341	Newcomers (ELLs receiving service 0-3 years)	218	ELL Students with Disabilities	64
SIFE	72	ELLs receiving service 4-6 years	78	Long-Term (completed 6+ years)	45

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	218	65	5	78	7	34	45	0	25	341

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	218	65	5	78	7	34	45	0	25	341
Number of ELLs who have an alternate placement paraprofessional: <u>8</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0										

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							39	30	15					84
Chinese							0	0	0					0
Russian							12	20	34					66
Bengali							14	15	16					45
Urdu							20	21	17					58
Arabic							3	7	3					13
Haitian							5	11	7					23
French							1	1	3					5
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							0	0	1					1
Other							16	16	14					46
TOTAL	0	0	0	0	0	0	110	121	110	0	0	0	0	341

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)							30	33	36					99
Intermediate(I)							33	24	41					98
Advanced (A)							59	56	29					144
Total	0	0	0	0	0	0	122	113	106	0	0	0	0	341

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B							5	14	19				

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I							8	23	27				
	A							33	34	28				
	P							35	18	5				
READING/ WRITING	B							13	23	33				
	I							33	26	27				
	A							37	38	13				
	P							1	4	3				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	70	15	0	0	85
7	64	10	4	0	78
8	88	24	1	0	113
NYSAA Bilingual (SWD)	5	0	0	1	6

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	46	21	15	14	7	0	1	0	104
7	68	24	3	7	1	0	1	0	104
8	73	20	33	5	3	0	1	0	135
NYSAA Bilingual (SWD)	5	0	0	0	0	0	1	0	6

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	18	8	65	9	35	3		1	139

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 The Assessment Tools utilized by our school to assess the early literary skills of our ELL students are:
 A. The LAB-R- Many students who are new to our country either cannot test at all or score beginner. Many students have difficulty understanding the instructions. A small percentage of students who take the LAB-R test out.

B. The Degrees of Reading Power Test (DRP)- This test is given to our students three times a year. Last year it was given to only 6th and 7th grade students. This year it will be given across all three grades. The results at the end of last year showed that Class 618 increased an average 7.44 DRP units, Class 628 increased an average 1.9 DRP units, Class 606 increased an average of 4.19 DRP units Class 718 increased an average of .58 DRP units, Class 738 increased an average of 1.47 DRP units and Class 710 increased an average of 3.57 DRP units. Additionally, six students from Class 710 approached College Readiness and 20 students made progress. (Additional DRP data Attached)

C. Word Generation- Pre Assessment Data

This data helps us to inform our instructional plan by selecting appropriate levels of our Inside Series for our ELL's, 3D English for our Advanced ELL's and differentiation techniques through Achieve 3000. Common Core changes are also being included in our ESL instruction through our updated Inside Series Common Core Edition as well as our NYSESLAT Common Core Practice books.

The following attachments have been included with the LAP Plan: A list of 7th and 8th grade students who didn't demonstrate growth on the DRP. Last year they were tested in June on the DRP as sixth and seventh graders. They were retested in September of this year. They will be tested next year again. We will then be able to measure the progress they made over the three years that they attended IS62.

See Attachment 1A. Out of 890 students only 35 students did not show growth. Most of our general education, special education and ELL students exhibited growth. The only students exempt from testing were the same students exempt from taking the state exam. Our Spell Read program services our lowest functioning readers. Many are ELL students who have immigrated to America in recent years. We use the WIST and TOSWRF to assess their skills. These would be students in the lowest 1/3 of our schools readers.

See Attachment 1B. Students who participate in just words are also tested. See Sample Attachment 1C. All of our classes on the 6th and 7th graders are participating in Word Generation. See Attachment 1D. 5Each year our students are pre-tested in Achieve 3000 There is a mid year assessment and final assessment at the end of the year. These exams measure the student growth by reporting current lexile levels of the students.

See attached rosters 1E. The data was previously submitted on an attachment.

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

Through data patterns across proficiency levels on the LAB-R and the NYSESLAT we have observed that students who enter our school in the beginning of the year score beginner on the LAB-R because the LAB-R is assessing their English Language skills. We have also noticed that students who enter our school at the end of the previous school year seem to test Beginner on the NYSESLAT. Students who enter our school at the beginning or mid year seem to perform better because they are acquiring various skills within the classroom. Our NYSELAT data shows us that as a general rule our students make progress in reading, listening and speaking. The written performance piece is the most difficult part for our students.

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

3. Patterns across NYSESLAT modalities affect our instructional decisions by giving us information on the strengths and weaknesses of individual students. Teachers are then able to differentiate instruction with these modalities in mind. Additionally, we purchase materials that best suit the needs of our students. The data reveals that we have to continue to have meaningful and consistent Professional Development for our teachers on scaffolding and different strategies to utilize with our ELL's in order for us to move closer to closing the Achievement Gap. All of our staff has two common preps on Monday and Tuesday afternoon. Our ESL teachers meet with their fellow teachers both on a grade and departmental level. At these meetings they examine the students' performance on these specific modalities. These teams drive the instructional process. They are supported by Mrs. Smalley, the A.P., Ms. Piccolino, the literacy coach, Ms. Etienne, the ESL coordination, Marilyn Aybar the parent coordinator.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

4. A. There are a small number of students at Ditmas that choose to take the test in their Native Language. This is due to the fact that they are usually more proficient in English than in their Native Language. Additionally, we have a large number of students who speak Bengali, Urdu and Uzbek and would like to test in their Native Language, but it is not an option for them because those languages are not offered. Although Russian is offered to the students, our Uzbek children cannot read or write in Russian. How native language is used in our ESL program depends on the proficiency level of the ELL learners in a particular class. In the three newcomers' class or in our beginner groups, teachers will label objects in native language as well as in English. The students are also taught the academic language needed to complete classroom tasks. These will be the same tasks expected of them as they master more and more language skills.

As previously stated, our more advanced students have access to: native languages glossaries, dictionaries, and books. They also have the option of taking their standardized tests in English or their native language. Currently we are waiting for a response to our “Laura Bush Grant Application”. If awarded this money would be used to purchase native language books for the school library.

When necessary, students with disabilities who require more support are assigned paraprofessionals. These paraprofessionals speak the child’s native language and assist the students as they develop the needed language skills necessary to participate in the academic program. We have six such paraprofessionals this year at IS62. They provide assistance in Russian, Spanish, Urdu, and Bengali.

B/C School Leaders and Teachers utilize the results of ELL Periodic Assessments to enhance instruction. Performance indicators show the strengths and weaknesses of individual students. Teachers are able to differentiate instruction and utilize supplemental materials in areas of weakness as well as strengths.

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

Paste response to question here:

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

At Ditmas, we include each child’s second language development in our instructional decisions. We purchase many Instructional materials to help support the Native Languages of our students. We allow students to utilize a variety of materials written in their own languages such as classroom library books, dictionaries, and glossaries. We have directions to work and tests translated in the home language of our students and our students always have peer support. Some of our students also have an Alternate Placement Para working with them. Additionally, we make every attempt to communicate with our students and parents at meetings and at home with translation devices, the utilization of volunteers from Goodwill and our Automated phone system. All of our General Education, Special Education and ESL teachers have been trained in the SIOP Model. This has been an on-going process for the last six years. At Ditmas it is mandated that all lessons contain a language objective as well as a content objective. Teachers in every content area and in every class are expected to meet the needs of our ELL students. This year we will also have the data from MOSL to assist us in our efforts. All of our ELL students were pre-tested in Social Studies, Science, and Math. Their growth will be measured with a post test at the end of the year.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

Paste response to questions here:

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

We evaluate the success of our ELL programs through Pre and Post Data from 3D English and the Inside Series. We also look at patterns in our DRP results for our ELL’s which is given three times per year. Additionally, we monitor the success of our programs by reviewing data on the numbers of students who test Proficient as well as improvement made by students on their report cards. Finally, each year, we look at our school Report Card (extra credit given) and Progress Report and evaluate the number of our ELL students who have made growth. This year 53.1% of our ELL’s showed growth in ELA and 43.6% showed growth in Math. There are various ways we measure the success of our ELLs.

- A. School Progress Report (attached)
- B. Post test on Achieve 3000 which shows lexile growth (sample attached)
- C. Post test of the DRP which will show an increase of DRP units (sample attached)
- D. NYSESLAT results summary attached

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](#).)

The steps followed at Ditmas I. S. 62 for the initial identification of those students who may possibly be ELLs are guided by CR Part 154 that provides basic requirements and procedures for ELL education.

- The student and family meet with the ESL Coordinator.
- If the home language is other than English or a student's native language is other than English, an informal student interview in the native language and/or English is conducted.
- If a student does not speak any language other than English, then the student is not an ELL and the student enters a general education, monolingual program.
- When a student speaks a language other than English and speaks little or no English, then an initial assessment, the Language Assessment Battery – Revised, is administered to establish English proficiency.
- LAB-R documents are hand scored at the school, and a list of these scores is kept at the school.
- Students who score at or above proficiency are not ELLs and enter a monolingual program.
- Students that score below the proficiency on the LAB-R become eligible for state-mandated services for ELLs.
- ELLs that are served by an Individualized Education Plan (IEP) who receive any type of special education services (including related services) are placed into their correct special education setting. The IEP's determination may include bilingual services, monolingual services with ESL, or monolingual services without ESL.
- If a student is an ELL, the parents are invited to a Parent Orientation Meeting where the three programmatic models offered in the city of New York are fully explained to them.
- Parents/guardians view a DVD explaining the program choices in a language they understand, and their options are exercised.
- Parents may opt for one of three educational programs: Transitional Bilingual Education Program (includes language arts and subject matter instruction in the students' native language and English, as well as intensive instruction in English as a Second Language), Dual Language Program (provides half of the instruction in English and half in the native language of the ELLs in the program), and Freestanding ESL (provides all language arts and subject matter instruction in English using ESL methodologies, and native language support).
- Students are placed within ten (10) days of enrollment.

If a parent selects a bilingual program in the native language of the student and the school does not have a bilingual program at that time, parents are informed of a school where such a program exists. A running count is kept of all parent requests for Bilingual classes in the same language group. If fifteen (15) or more families in two contiguous grades were to request a bilingual Program, the team would plan on the formation of a Bilingual class.

The pedagogues responsible for conducting the initial screening and administration of the Home Language Identification Survey (HLIS) and the LAB-R/NYSITELL if necessary) include Roselande Etienne (M.S. ED, TESOL – Haitian-Creole speaking), Tatiana Helms (M.S. Ed, ESL – Russian speaking), and Zeb Khokhar (M.S. Ed, TESOL – Urdu speaking). During an initial registration process parents/guardians of newcomers are required to complete a Home Language Identification Survey (HLIS) given by Miss. Leone our Pupil Accounting Secretary. This survey helps to determine the primary language spoken in the student's home and if the language spoken is a language other than English. The survey also helps to determine if a child is a potential ELL?

Immediately after registration is completed Miss Leone contacts the ELL Coordinator (Ms. Etienne) to conduct an interview with the family and she decides if the child is qualified to receive mandated ELL services. If so, a one-to-one meeting/orientation takes place in the ELL office in room 206.

When the orientation first begins, parents/guardians are informed of the reason for the meeting by the coordinator. They are given an agenda and have the opportunity to view the ELL Parent Video in their preferred language. After viewing the video, Ms. Etienne takes the time to discuss the three ELL programs with parents to make sure they have a clear understanding of each. She then gives them the opportunity to ask questions and take home related materials. Parents also receive assistance when completing ELL documents. (See agenda). All materials are translated in various languages and made available to parents. Translators such as bilingual teachers, paraprofessionals, our parent coordinator (Ms. Aybar) are required to assist the ELL coordinator whenever necessary to help facilitate this process. Upon entering the school system, the Spanish Lab is one of the assessments used to determine if a Spanish speaking child is dominant in his first language. This assessment is administered within ten days by one of our bilingual certified pedagogues to any Spanish speaking student identified as a potential ELL. Each student is first tested by using the Revised Lab and must be found unable to test before the Spanish Lab is administered. The short version of the Spanish Lab is the tool used to determine the student's level of speaking, listening and comprehension ability.

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.
The structures in place to ensure that each parent or guardian of an ELL student understands all three (3) program choices offered (Transitional Bilingual education, Dual Language, or Freestanding ESL) are as follows:

- An interview is conducted with the child and the parent/guardian, in their native language, with an interpreter, if necessary at the time of admission.
- The “Orientation Video for Parents of English Language Learners” is shown in the native language or in English on the day of admission.
- The Parent Survey and Program Selection forms are completed by the parent/guardian on the day of admission.
- Teachers and staff who speak the native language of the family are made available for any questions or concerns.
- Entitlement, Continued Entitlement, and Transition letters are mailed home to parents, or hand delivered to parents after the Parent Orientation Video is viewed.
- There are two (2) additional Parent Welcome meetings held in September and March open to all interested parents/guardians. This meeting is held for general information purposes. During an initial registration process parents/guardians of newcomers are required to complete a Home Language Identification Survey (HLIS) given by Miss. Leone our Pupil Accounting Secretary. This survey helps to determine the primary language spoken in the student’s home and if the language spoken is a language other than English. The survey also helps to determine if a child is a potential ELL?

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

The school ensures that the Entitlement letters are distributed and Parent Survey forms are returned. The ESL Coordinator, Roselande Etienne, is responsible for ensuring that:

- These letters are sent home annually to parents of ELLs who took the NYSESLAT in the spring.
- HLIS forms, Parent Survey and Selection forms, attendance sheets, copies of letters of correspondence to parents/guardians, as well as copies of Entitlement and Continued Entitlement forms are placed in the students’ cumulative record folder.
- Copies of these documents are maintained for each individual student are kept on file and placed in clear plastic inserts and placed in a binder.
- This binder is kept in a central location for monitoring purposes. At orientation, parents/guardians are informed of the three program choices and given the appropriate documents to complete in their home language. They also have the opportunity to ask question and complete required documents.

All documents are photocopied and a copy of the letters such as the Placement letter or Continued Entitlement Letter is given to them. Furthermore, original documents are placed in each student’s cumulative folder and copies of them are stored in an ELL binder. The binder is available to view in the ELL office.

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.

In order to place an identified ELL student in bilingual or ESL instructional programs the school:

- The building is divided into three separate academies. Within each academy there is a Welcome (0 years of service), Newcomer/Beginner (0-3 years of service, or until score Intermediate on the NYSESLAT)), Intermediate, and Advanced classes.
- For those children who have taken the LAB-R: results are studied and the child is placed based on the results of that screening.
- For children that have taken the NYSESLAT: when the results of this test become available in August, the children are placed in the appropriate class based on their score (Beginner, Intermediate, Advanced) on the test.
- If the child scores proficient, they are placed in a monolingual English program and are considered ELLs for the next three (3) years.

Student results and placement are discussed with parents through individual meetings, phone calls and or letters. Information is provided in the Native Language of the family. The Parent Selection Surveys are used to set up the ELL programs we offer in our school. Students are placed into programs based on parent choice. The same service is continued each year and parents are informed of this through a letter (Continued Entitlement Letter). Students remain in one program until they score proficient on the NYSESLAT and test out.

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.

The steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT). These results are used to determine continuing eligibility for ELL services for the following school year. The steps are as follows:

- A one-on-one speaking assessment is administered by a licensed ESL pedagogue who does not teach the child.
- The reading, writing, and listening portions are administered in a group setting by grade. The test is given on separate days for each component.
- A quiet, organized testing environment is ensured by creating a testing schedule for each grade level, including all testing accommodations/modifications.
- A separate make-up schedule is created to ensure a similar environment for any students that were absent for any day/s of the exam.

*** Both the written and speaking portions of the test are scored by a licensed ESL teacher. This teacher does not teach the students that he or she is responsible to score.

- For children that have taken the NYSESLAT: when the results of this test become available in August, the children who score below proficiency are placed in the appropriate class based on their score (Beginner, Intermediate, Advanced) on the test and are considered current ELLs.

- If the child scores proficient, they are placed in a monolingual English program and are considered former ELLs for the next three (3) years. NYSESLAT Test is administered each year to all English Language Learners. They are required to take all four parts of the test. The test is proctored by certified teachers and a schedule is created to facilitate this process.

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. 

After reviewing the Parent Survey and Program Selection forms for the last few years they following trends have been identified:

- The majority of parents have preferred to enroll their child/ren in a freestanding ESL class.
- We have not had fifteen (15) or more requests for transitional bilingual or dual language services in a single language to create a class.

Since there are not enough requests for transitional bilingual or dual language services in a single language to create a class, the few parents who do not request free standing ESL for their child/ren as their first choice are offered the option of either enrolling their child/ren at our school in a freestanding ESL program or enrolling their child/ren at another school that offers their first choice. Currently there is only one bilingual program on the middle school level in the district and that is a Chinese Bilingual program. Based on the Parent Survey Program Selection Form our records indicate that an overwhelming majority (96%) of newcomers' parents throughout the years have chosen the English as a Second Language program as opposed to Bilingual and Dual Language Programs as their first choice. As a result to the response of the Parent Survey Selection Form our students are enrolled in ESL leveled classes. Additionally, students who were already in the system came from ESL class setting therefore; we are mandated by law to continue their ESL service. Furthermore, a research show that it is beneficial for students to remain within established programs in order to gain the full benefit that the program has to offer.

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])?

Ditmas IS 62 is one of eight middle schools in Community School District 20 servicing grades 6, 7, and 8 located in the Kensington section of Brooklyn. The building contains three separate "small" schools: the Institute for Academics, Performing and Visual Arts (APVA) which is comprised of seventh and eighth grade students, the Institute for Law and Community Service (LCS) which is comprised of seventh and eighth grade students, and the Sixth Grade Exploratory Academy which is comprised of sixth grade students only. Every school has developed its own philosophy and theme in a process that involves Assistant Principals, staff, and parents.

Smaller schools are at the forefront of today's educational reform. Each of our three (3) schools offers a nurturing environment and a strong sense of family. Such an environment encourages a positive and supportive interaction among the administration, teachers, students, and parents. Each week there is an Instructional/Informational meeting with the Principal's core committee. These committees share concerns and plan all professional development activities. They serve as a weekly review of all programs and plans. Services to our ELL's are provided by highly qualified staff in all institutes within the building. Our advanced ESL children have been placed in each of the three (3) institutes. We have one (1) 6th grade welcome class, one (1) 6th grade beginner class, two (2) 6th grade intermediate classes, one (1) 6th grade advanced class, one (2) 6th grade ICT ELL class, one (1) 12:1 ELL Class and one (1) one SETSS ELL class. In the 7th grade we have one (1) 7th grade welcome class, one (1) 7th grade beginner classe one (1) 7th grade intermediate class, one (1) 7th grade advanced classe, one (1) ICT ELL class, and one (1) SETSS ELL class. In the 8th grade there is one (1) welcome class, one (1) 8th grade beginner class, one (1) 8th grade intermediate classes, one (1) 8th grade advanced class, one (1) SETSS ELL class and one (1) ICT ELL class.

The teachers share common planning time in order to collaborate on lesson plans which ensure that the instructional initiatives are aligned to best meet our ELL's needs. Programming (also see posting 125,126,127)

- 1.1 The Ditmas Philosophy is that one size does not fit all. Our advanced children are departmentalized and receive push in services. ESL teachers push into the ELA classes four periods a week for 45 minutes each period.
 - 1.2 Our beginners and intermediate ELL students are departmentalized and receive 8 periods of 45 minute instruction weekly.
 - 1.3 Our ELLs with special needs are pulled out in order to meet the mandates of their IEPS. The number of periods is determined by their proficiency level.
 - 1.4 Children in out ICT classes receive the correct number of periods depending on their proficiency level in a push in model. If additional periods are required they are pulled out.
 - 1.5 Our new comers receive intensive ESL instruction in a self contained setting.
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)?

Students are programmed for ESL services based on their LAB-R or NYSESLAT scores. Students that score at the beginner or intermediate level on the NYSESLAT exam receive 360 minutes per week or eight (8) class periods per week of ESL instruction. Our advanced students receive 180 minutes per week (four (4) class periods a week) of ESL small group instruction. These advanced students also receive eight (8) periods of ELA a week (beyond what is mandated at their proficiency level) in an effort to promote academic language and literacy. The instruction may be a combination of stand-alone, push-in, or pull-out services. The number of pull-out groups has decreased from previous years in an attempt to foster collaboration between ESL and ELA teachers in order to create appropriate Curriculum Maps geared toward the Common Core Standards.

Collaboration and articulation during common P.D.'s with content area teachers is ongoing in an effort to prepare language learning activities to support the content area subjects. Each of our grade staff members meets once a week during a common prep period and twice a month during our 37.5 minute teacher professional development rotation during which planning and implementation concerns are addressed. Additionally, teams of teachers with common classes view and discuss student work together. Furthermore, interdisciplinary projects and collaborations are presented and agreed upon at this time. Finally, 37.5 minutes of individualized tutoring is offered to all of our Level 1 and low to mid Level 2 students between 8:15 and 8:52 in the morning.

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 ESL Program is a strong, coherent, instructional plan that combines small group pull-out ESL teaching (when in need) and a Push-In model into our English Language Arts classes. Our goals in providing students with both instructional program models include, but are not limited to affording academic content-area instruction in English using ESL instructional strategies and methodologies, to use native language support to make content comprehensible, to incorporate ESL strategic instruction, to assist students to achieve the state designated level of English proficiency for their grade, and to help ELL's meet or exceed New York State and City standards. Though we do not currently offer dual language, we do make every effort to support the many first languages of our diverse student population. Bilingual dictionaries, picture dictionaries, and glossaries in over ten (10) languages as well as fiction and nonfiction texts can be found in all of the self-contained ESL classrooms at our school, as well as in the school library. All teachers use best practices based on the SIOP model (identification of cognates, student grouping, native-language "buddies" for newcomers, and student-generated bilingual glossaries, for newcomers, and student generated bilingual glossaries, for example) to support language learning whenever possible. In order to meet the demands of the Common Core Curriculum, our staff utilizes high quality rigorous instruction to our students. In order to accomplish this, we utilize the National Geographic's Inside Series' libraries which support Common Core as well as the Native Languages of our students. We also utilize Word Generation, 3D English and Achieve 3000 in order to help our students enhance their vocabulary, receive differentiated and individualized instruction and get them on the path of College and Career Readiness. Although instruction is delivered primarily in English, we utilize many languages spoken by our staff members for clarification, as well as when communicating with parents for resolving discipline and or guidance issues. As stated before all of our teachers meet as teams to discuss the progress of our students. It is expected that the ELL teachers plan and work with the general education teachers to meet the needs of our students. Both general education teachers and ESL teachers have been trained in the common core curriculum. By designing lessons together using the SIOP model they are aligning their lessons to CCIS.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Although we do not have a bilingual class, we evaluate the progress of our students through oral translation from teachers, paras and peers. Students also utilize glossaries and dictionaries throughout the year. Our students also have the opportunity to write in their Native Languages until they start feeling comfortable with the English language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
We ensure that our ELL's are appropriately evaluated in all modalities by continuously monitoring our students by performance on teacher made exams, various Performance tests given through out the year (ex. DRP), the ELL Periodic Assessment, Achieve 3000 which differentiates according to Lexile Levels, and Pre and Post tests for Word Generation, Code X and the Inside Series. All of our ELL teachers have access to the National Geographic Inside Series. The teacher edition provides assessments in all modalities. The teachers use these assessments to monitor the students progress on an ongoing basis. We also test each modality with the Periodic Assessment and Periodic Assessment and NYSESLAT Test Samplers. After reviewing the results of the exams teachers can make necessary adjustments to their classroom instruction.
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).

We are unwavering about differentiating instruction for our ELL subgroups . We have run a comprehensive SIFE/LongTerm ELL extended day and Saturday program at our school since 2005. Our Title III programs have been created before school as well as after school and on Saturdays. We are optimistic about receiving an endorsement for our rigorous plan this academic year which will enable us to continue We are unwavering about differentiating instruction for our ELL subgroups. We have run a comprehensive SIFE/Long utilizing Margarita Calderon's RIGOR Program as we have done in the past during after school tutoring programs. We are expecting to continue servicing our students with these resources. Our newcomers are placed in age appropriate beginner classes which are equipped with the National Geographic Inside Series. This series includes textbooks, workbooks, native language libraries, and supplemental materials geared at helping our students understand challenging content and think critically.

Our building houses three full technology labs and a state-of-the-art science lab for use by all of our students, but with explicit ELL intervention in mind. During their lab time, our ELL's use, Achieve 3000, and are taught basic Microsoft tools such as Excel, Power Point and Google Docs. We continue to support our ELL's who have reached proficiency on the NYSESLAT by providing test accommodations and or extended time and working closely with their teachers and within their classroom. We continue to improve our existing programs by building capacity and supporting the development of oral and written fluency, content knowledge, and the ability to communicate in the target language.

Differentiation for our ELL Group:

SIFE: This program is an extended day multifaceted, performance based project that is aligned to the NYS standards. The students meet two days a week from 3:00-4:30 and 2:20-4:20 on Fridays. The programs' purpose is to help SIFE designated students with their educational deficits at an accelerated pace. This project brings real life experiences into the cognitive realm of the participating students and emphasizes reading, writing speaking, listening and viewing. The program incorporates trips to cultural locations such as museums, High Schools and Colleges and walking tours of the neighborhood for the students and their families.

The SIFE students also use the Achieve3000 program. This is a web-based individualized learning solution scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance on high stakes tests.

Title III- These programs are offered to our ELL students targeting our Welcome classes, students taking the New York State Mathematics test, and students taking the New York State English Language Arts Test for the first time in April 2012.

Our before school Math program and our Saturday morning ELA intensive programs are designed for students in grades 6, 7 and 8 supplementing the Math and ELA instruction given on a daily basis within the classroom. Our Saturday program will also target our 8th grade ELL students in order to help them to prepare for the 8th Grade New York State Science performance and practical exams. Our Wednesday and Friday after-school ESL program was created for 6th, 7th and 8th grade students who have been in the United States for less than one year. This program is designed to meet the needs of newly arrived, pre-literate, non-english speaking immigrant students. These students will be taught the following in small groups of (10 to 15) students of mixed ability: sight vocabulary, phonics, reading, writing, listening, and speaking through out the core curriculum.

ELL's in our school for less than three years receive a wide range of additional services beyond their ELA and ESL instructional time. Every year, staff members identify beginner and intermediate students in all three (3) grades in need of additional support in phonics and decoding. (We have invested in the Phonics Kits- Vocal Cards in Math and Science). These students receive extra pull-out services in small groups of five (5) students using the Kaplan SpellRead program. Some students with 2 – 3 years of service have also been identified for additional reading tutoring using the Wilson curriculum. All of our ELL teachers have received extensive training and coaching in SIOP, and they implement the SIOP model in their science, math, ELA, and social studies classes. Our school was also awarded a SIFE grant, which has enabled us to run an after school program for SIFE students to support literacy using RIGOR, and Destination Math for this high-need population. Returning this academic year is a collaborative project called Story Studio. Story Studio is arts integration programming at its most rigorous; with very specific goals focused on improving literacy and literacy test scores for English language learners. Story Studio teaching arts are collaborating with a 6th grade beginner and intermediate, and a 7th and 8th grade welcome classroom teacher using their combined expertise to strategically employ the arts as a method of improving vocabulary, acquiring language, improving comprehension and fluency and helping students feel more comfortable at speaking in public. The artists are in our classrooms working with our students and teachers every Monday. We are excited to bring back this unique program that brings storytelling into the ELL classroom and are committed to using innovative methods to help our students achieve new skills.

ELL's who have been receiving services for 4 – 6 years also receive a wide range of supports at our school. In addition to their self-contained, push-in, or pull-out ESL services, those who are in need of additional literacy support are pulled-out in a small group setting for reading and writing remediation using the 3D English Program. All of our teachers have received extensive training and coaching in SIOP, and they implement the SIOP model in their science, math, ELA, and social studies classes. A SIOP consultant supports our teachers throughout the year. Class visits, mini-training sessions, professional learning circles, coaching, follow-up recommendations are among the many services she provides our teachers. We also facilitate the formation of special classes with our MSQI programs at our school for ELL's, and match these groups with certified ESL teachers whenever possible. The majority of our teaching staff have also been trained in the use of differentiated internet-based curricula such as Achieve3000, Writing Matters.

There are many interventions for our long term ELL students. One of them is our before school Title III program. These students receive extra hours of test preparation and project building/completion in Math and English in a small group setting. This allows for language deficits to be addressed in a non- threatening atmosphere as well as focused individual remediation.

Additional ELL programs for our long term ELL's include inclusion in the SIFE Program, MSQI- Middle School Quality Initiative and Achieve 3000. .

See attached testing schedule.

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 teachers differentiate instruction, utilize the SLOP Model, the Inside Series, 3D English, Code X, Achieve 3000, and Word Generation. All content objectives are aligned with the New York State Standards and the New York Common Core Standards. All of our ELL's are given a placement test and then various materials are distributed according to level. At Ditmas, we also have designated ESL teachers to push into content classes and or pull out our ELL students as necessary in order to meet the mandates. The main academic programs used by our ELL students in Achieve 3000 in literacy and ISI in Math. The technology used in these programs allows interaction between student and teacher both in school and at home.

Teachers use translations to communicate with parents. Devices and translations are used at PTA meetings to make them inclusive and comprehensible to all parents. See Posting 130

A team of professionals, Gina Lynch, Assistant Principal, Tara Hynes, IEP teacher, Gina Smalley, Assistant Principal, and Ms. Etienne, ESL co-ordinator, lead a team of teachers that review IEP's and ensure all mandates are met.

See Posting 129

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

Our ELL's are afforded special education services after being evaluated. The initial request for evaluation is made by teacher recommendation through our guidance counselor. Once our students are placed in a special education setting, they retain their ESL services by attending ESL classes. The team listed above will move children to the least restrictive environment when applicable. As stated previously they will receive a combination of push-in and pull out services as required.

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 all ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

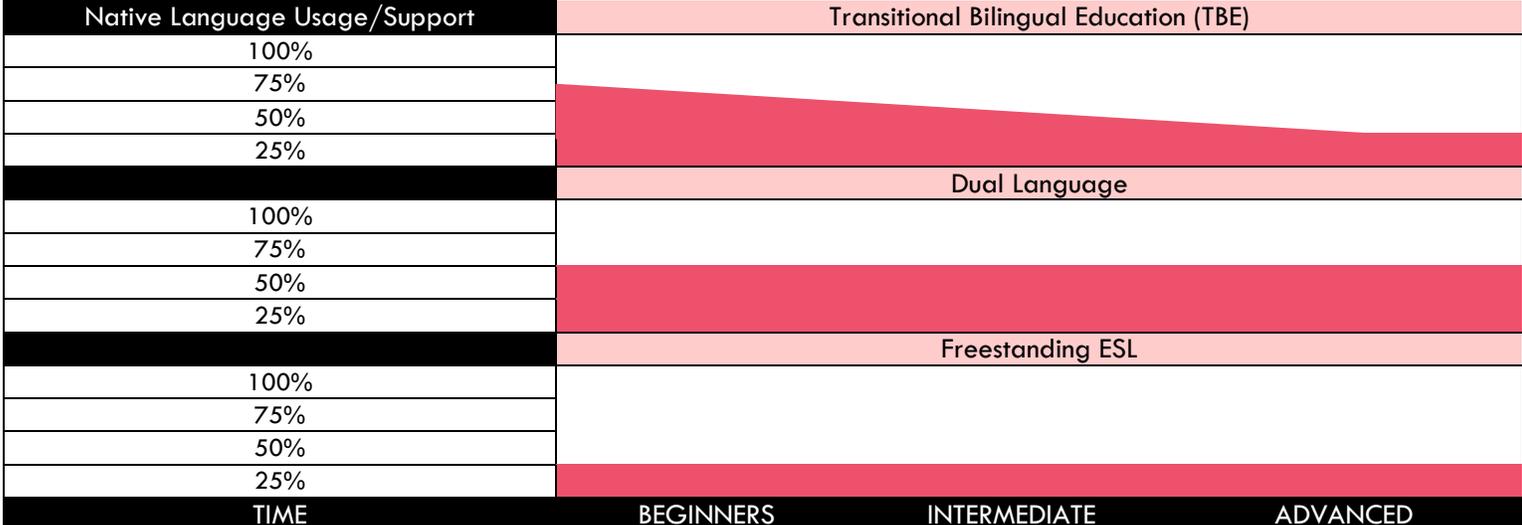
	Beginning	Intermediate	Advanced
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

We have numerous targeted intervention programs for ELL's in ELA, math, and the other content areas. (See Programs listed Below) Moreover, as mentioned in our narrative above, we are a SIOF School. All of our programs for ELL's are Common Core aligned. Our staff utilizes high-quality instructional practices, incorporating the SIOF model into their lesson planning. All of our teachers have been trained in the SIOF model and our school continues to facilitate ongoing collaboration between a SIOF consultant and our teachers. We follow all state standards, including the New York state learning standards in all curriculum areas and are now incorporating the Common Core Standards into our planning and Curriculum Maps. Collaboration and articulation during common P.D.'s with content area teachers is ongoing in an effort to prepare language learning activities to support the content area subjects. Each of our grade staff members meets twice a week to explore student data and to collaborate. 37.5 minutes of individualized tutoring is offered to all of our Level 1 and low Level 2 students between 8:15 and 8:52 in the morning twice a week. The continual transitional supports available for ELLs reaching proficiency on the NYSESLAT include access to the MSQI Student Success Academy and Title III programs. These students' content area teachers also utilize the SIOF model to continue supporting English language development. They are also entitled to testing modifications on all state examinations for two years, and we ensure these modifications for each child when we create our testing schedule. Many members of our teaching staff have also been trained in the use of differentiated web-based curricula such as Achieve3000 and Writing Matters. As mentioned above we are continuing our partnership with story studio- an arts program, in our welcome, beginner, and intermediate 6th, 7th and 8th grade classes. Our Title III program will address the needs of our welcome class students, newcomers and students who will be taking the ELA and Science State tests for the first time. 21st Century, Brienza and UFT have been discontinued in our school. Though we do not offer dual language or transitional bilingual programs at this time, we make every effort to support the many first languages of our diverse student population. Bilingual dictionaries, picture dictionaries, and glossaries in over ten (10) languages as well as fiction and nonfiction texts can be found in all of the self-contained ESL classrooms at our school, as well as in the school library. All teachers use best practices based on the SIOF model (identification of cognates, student grouping, native-language "buddies" for newcomers, and student-generated bilingual glossaries, for newcomers, and student generated bilingual glossaries, for example) to support language learning whenever possible. Though instruction is delivered primarily in English, we utilized the many languages spoken by our staff members for clarification, as well as when communicating with parents for resolving disciplines or guidance issues. Additionally, our Title III allocation for the 2013-2014 academic year will facilitate the availability of early morning programming for our newcomers and first time ELA Test takers. Special Programs: Wilson Reading System: To service our ELL's and Special Education Students, we've incorporated various programs that helped our students to show progress in ESL, ELA and other content areas. One of these programs is the Wilson Reading System. The Wilson Reading System is a research-based reading and writing curriculum for teaching decoding and encoding beginning with phoneme segmentation. It provides an organized, sequential system with extensive controlled text to help teachers implement a multi-sensory structured language program. RIGOR (Reading Instructional Goals for Older Readers): this is a program specifically geared for ELL's who are reading at the 1st and 2nd grade level. The primary goal of this program is to stimulate oral language, reading comprehension, writing and cognitive development using interactive lessons that combine a variety of instructional activities. New York State English and New York State Math are current Common Core materials that introduces students to the content and structure of the NYS ELA and Math tests. Word Generation teaches vocabulary across the content and helps students to become more comfortable with vocabulary utilized across the curriculum. Our teachers also scaffolded activities, utilize texts according to Lexile levels and trade books to create strategic and independent readers in all content areas. Achieve3000 is a web-based individualized learning solution scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance on high stakes tests. IXL Math online helps students investigate how mathematical issues arise out of real-life situations in a highly engaging setting students work through tutorials in numbers, number sense, operations with numbers, fractions, decimals, geometry, data analysis and probability. In addition, our school has Extended Day programs that include, but are not limited to: • MSQI- Student Success Academy ELA/ASL and Math Flatbush Development • C.H.A.M.P.S • Preparation for the NY State exams • Story Studio Materials: Ditmas I. S. 62 uses a variety of ESL instructional materials: • National Geographic Inside Series available in welcome, beginner, intermediate and advanced levels. • ESL Dictionaries and Thesaurus' in a variety of languages • Science glossaries Achieve3000 program • IXL • Test prep Getting Ready for the NYSESLAT on all three grade levels • A plethora of ESL non fiction activity books published by Longman • Common Core and Inside Class libraries • Audio/visual equipment/ Listening Centers • Essential Skills for Reading Success published by Rally • Kits: published by Scholastics and Teacher Created Materials • Explode the Code by Hall and Price for all 3 grade levels • Expository, Narrative, Descriptive Writing : mini-lessons, strategies and activities by Scholastic • Passwords in Social Studies and Science by Curriculum Associates • Writers Thesaurus Middle School, Math tools, and Science Glossary by Options Publishing • Scholastic Pocket Reference books • Access ESL History and Science Additionally there is an eclectic

selection of teacher preferred material. Our targeted interventions in these subjects are three fold:

- 1) SIOP implemented lessons
- 2) Achieve 3000
- 3) Word generation/Wilson Just Words

See Question #8

See Posting 117,118,119,120

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

Approximately six years ago, we adopted the SIOP Model of Instruction as a school wide protocol for all of our classes. We found that this model has benefitted both our ELL students as well as our Native Language Learners through differentiation of instruction, content based language instruction, group work, and scaffolding our students. Attached is data that demonstrates the progress made by our ELL students.

The LAB-R proficiency report for 2012-2013 is labeled Document #1. This document shows that 45 of our students tested proficient and no longer receive ESL services. It is important to note that 24 of these students were long term ELL students. Many of these students participated in the 3D English Program. This year, we have expanded the program in hopes of duplicating this success. On the DRP (Degrees of Reading Power), both ELL's and Native Language Learners have made better than average gains. (See document #2 and document #3)

On our 2012-2013 Progress Report, we received extra credit for closing the achievement gap because 53.1% of our ELL students demonstrated growth at the 75th percentile or higher in English and 43.6% of our ELL students demonstrated growth at the 75th percentile or higher in Math. Lastly, our NYSESLAT scores demonstrate that our ELL students have made significant progress. As previously stated in question 1, page 3, our current 7th and 8th grade students had less than 3% not demonstrating progress on the post test administered in September. As we know many students fall backwards after a summer off. Therefore, we were satisfied with their performance.

The source of data, the DRP scores, already submitted with LAP plan, demonstrate the growth of our ELL learners.

Our progress report showed that our 53.1% English Language Learners made 75% growth or higher in English learning .41 in extra points. In Math 43.6% of our ELLs made 75% growth or higher earning .40 in extra credit.

Science

In the New York State report card our progress target was 100 and the 8th graders scored 112 so they surpassed the performance criteria set by the state.

Data from the DRP and Achieve 300 progress reports are reviewed 3 times during the year. State data is reviewed each year when it is released by New York State.

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

This year we are looking invest in additional Common Core supplemental materials from National Geographic- The Inside Series. We have implemented Word Generation in order to strengthen vocabulary skills. For the past two years we have instituted three Welcome Classes which serve as a stepping stone for our brand new ELL's with limited or no English language background. Additionally, we have invested in the 3D English program for our advanced ELL's. We are also currently implementing Achieve 3000 with all of our ELL classes instead of select classes. All of our teachers received professional development in all of the above programs. Finally, we have put many Middle School Quality Initiative after school and morning programs in place to promote College and Career readiness for our ELL's. All of the aforementioned programs meet the needs of our students through individualized instruction based on both the Common Core Learning Standards and Lexile levels. Finally, these programs scaffold instruction and enrich listening, speaking, reading and writing skills.

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

21st Century, Brienza and UFT programs have been discontinued at Ditmas. 21st Century ended because was only a five year grant. Our Supplemental Educational Services ended with New York's filing of a waiver for No Child Left Behind. The guidelines for receiving supplemental services changed. As a result we reached our targets on our State Report Card and are no longer entitled to the services. According to the state guidelines we are a school in good standing.

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

Our ELL students receive the same access to all programs during the school day that are offered to our students who are English proficient. In terms of After School programs and supplemental services, our students are sent home with invitations inviting them to attend in their Native Language. Title III programs are offered to our ELL students targeting our Welcome classes, students taking the New York State math test, and students taking the New York State English Language Arts test for the first time in the Spring 2014. Our before and after school math and MSQI intensive programs are designed for students in grades 6, 7 and 8

supplementing ELA and math instruction given on a daily basis in the classroom. A Saturday program has been put into effect for our eight grade ELL students in order to prepare them for the State Science exam. We also have a Wednesday- Friday after-school program created for our ELL students who have been in the country less than a year. Students are taught in a small group setting of mixed ability. Posting referred to in previous questions demonstrates how our ELL learners are included in our academic programs.

See Posting 120

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

At Ditmas we have three state of the art computer labs. Each of our ELL classes receive at least two periods of technology per week. Our ELL students are immersed in Achieve 3000. Smartboards have been installed in all of our classrooms giving the students the opportunity to interact in the lesson. Additionally, we have partnered with Computers for Youth (CFY) for a third year, in order for all of our 6th grade students to receive a free desk top computer for their homes. At Ditmas, we also support our ELL students through the use of ESL dictionaries and thesaurus' in a variety of languages, science glossaries, Kaplan Spell-Read, Wilson Just Words, Achieve 3000, Test Prep- Getting Ready for the NYSESLAT- on all three grade levels and a plethora of ESL non fiction books and audio/visual equipment.

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

Native language support is delivered in ESL through the use of our Native Language classroom libraries, bilingual glossaries and picture dictionaries.

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

When we design our Ell program, we not only take into consideration the age and grade level of the students, we look at their English proficiency. All of our newly arrived students are placed in a Welcome Class. There is a Welcome class on each grade level. They all begin with the National Geographic Series for Newcomers. Depending upon individual student progress, the students then move into Levels A and or B of the series. Students that are making exceptional progress are moved into a more advanced class.

On the opposite end of the spectrum, are our advanced ELL students. We have one advanced class per grade level. They receive instruction from the ESL teacher as a class group along with ELA instruction. Last year, the DRP was given to the 6th and 7th Grade. The average increase in DRP units in class 606 was 4.19, which is better than average. Class 710 also did very well with an average increase of 3.57 DRP units. (See Documents #5 and #6)

Beginner and Intermediate students receive small group instruction through the Push-in/Pull-out model of instruction depending upon the needs of the individual student. Many of our Special Education students are also long term ELL's. We are looking into utilizing the 3D Program with these students as well.

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.

Newly enrolled ELL students are invited to participate in our Title III Summer Enrichment program (contingent upon funding). This opportunity to prepare ELL's for the current school year includes thematic units that explore American language and culture, literacy and mathematics. Our Title III allocation for the 2013-2014 school year facilitates the availability of our early morning and after school programs for our ELL's.

18. What language electives are offered to ELLs?

At this time we do not offer any language electives for our ELL students.

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

1. Through out the year, our ELL teachers will receive a wide variety of Professional Development. In addition to Professional Learning Communities every Monday and Tuesday, Faculty and Department Conferences, and Specialized Content Meetings, our teachers will also receive Professional Development in a variety of areas during 37.5 minute PD and on Professional Development Days. Additionally, a variety of teachers open up their classrooms for intervisitation on Word Generation, reciprocal reading and scaffolding instruction. (Please see attached PD Information)

2. The Professional Development that our ELL teachers will receive include but are not limited to the following:

- A. SIOP
- B. Achieve 3000
- C. Word Generation
- D. Common Core- Code-x and CMP3
- E. National Geographic Inside Series
- F. Danielson
- G. Scaffolding through content and developing Academic vocabulary
- H. MSQI- Middle School Quality Initiative- College and Career Readiness, Reciprocal Reading, Reading Apprenticeship

through Science and Social Studies

- I. Smartboards (Beginner and Intermediate)
- J. 3D English
- K. Turn key workshops given by other colleagues

(Please see attached PD Information)

3. At Ditmas, we have hired a consultant who is a former Principal. He is in our building twice a week providing Professional Development to all of our teachers. This year his focus is working with our ESL teachers as well as content specific teachers of all of our ELL students. Additionally, the Assistant Principals, Guidance Counselors and deans meet regularly with the teachers and students to aid in the transition to Middle School and the preparation of High School. English Language Learners are present for all of the presentations made to our eighth graders. However, there are additional steps taken because of their designation as an ELL learner.

ELL learners are offered information regarding international high schools. Tours of the school and meeting with the staff are provided if upon request. Parents are also provided with the same opportunity. Parent/ student meeting are held in our school. Translators are provided to those who require them.

Guidance also informs our staff of those schools which will benefit the ELL students. These teachers are trained by our counselors in the high school articulation process.

Lastly, counselors are assigned to work in the after school programs which service our ELL population. In Programs funded by our SIFE Grant, students will visit schools and meet with the high school counselors.

4. Our teachers are afforded opportunities for Professional Development and to participate in Professional Learning Communities. All of our teachers have been trained in SIOP and Achieve 3000 and continue to attend workshops offered by the Office of English Language Learners and the New York State Education Department. Our new teachers will be trained in SIOP when our consultant comes to Ditmas. The consultant will visit classrooms and provide feedback to individual teachers on the SIOP model as well as provide Professional Development to all ESL teachers. We are also planning the following staff workshops in ELA/ESL- Common Core Code X in order to provide training to develop our Common Core Curriculum Maps. Math/ESL- CMP3 and IXL workshops will provide training in the use of manipulatives, visual based instruction and literacy in math. Social Studies/ESL- will focus on literacy, vocabulary, map and study skills. Individual Records are maintained in each teachers folder).

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 has always been a priority at our school. In the beginning of the school year, we hold two Parent Orientations. The 6th grade Parent orientation gives the new sixth grade parents an opportunity to meet the staff and learn about the school. Parents receive information about the programs, classes and extended days services that are offered at our school. During this meeting, translators help us to communicate with the parents/guardians. The 7th and 8th grade Parent orientation provides parents with the opportunity to learn about the high school process as well as the activities and goals for the year. In addition, parents/guardians are encouraged to attend our Open School Afternoon and Evening conferences which provide opportunities for parents, students and teachers to assess students' progress and attend to individual needs.

The Principal takes an active role in parental engagement. Every new student to the school and their parent get to meet the principal on the day of admission. The Principal talks to the parents about the needs and responsibilities of the student and personally invites to the parent to attend the next meeting of the Parent Teachers Association. The Parent Coordinator also meets with the parent. If the Parent Coordinator is not available, the name and telephone number are given to the Parent Coordinator who will call the home and welcome the parent to the Ditmas Family. The Principal has been in this building for 34 years. Some of his students are now a part of his teaching staff. Many of his former students are now parents of students attending the school. At the beginning of each school year, a needs assessment/parent involvement survey is distributed to the parents. Based on the requests of the parents, we hold a series of workshops: Computer Training, ELA Strategies, Financial Knowledge Classes, Resume Writing, Tenant's Right & Family Services and Parenting. We hold a series of Workshops on ESL for Adults. We hold specific classes in written English as well as conversational English. These workshops take place in the evening for twenty weeks. We have entered into a partnership with Computers for Youth. Each of our 6th graders will receive a free computer as long as parents come in for computer training.

We are planning to host a Family Literacy Night and a Family Math Night. These nights will give parents and their children a time, a place and some helpful guidelines from an experienced teacher to read, write, do math and share their ideas.

We have an active Parent-Teacher Association. They meet monthly to celebrate student awards, present community resources and discuss issues of concern. Parents of ELLs sit on PTA committees as well as the School Leadership Team. We also make efforts to connect families of ELLs with community resources outside of school, such as the Brooklyn Public Library, Learning Leaders and the Flatbush Development Corporation.

Our Parent Coordinator is bilingual. She creates a welcoming school environment to parents. She meets all the new students and their parents at admission. She assists parents in completing all the necessary admission forms. She gives the parents and their child a brief tour of the school and offers her phone number to the new parent. She works to increase parent involvement by working closely with school, parent and community organizations. She serves as a facilitator for parent and school community concerns and issues including school policies or facilities issues. She conducts outreach to engage parents in their children's education. She convenes regular parent meetings and events around topics of key concerns to parents. She attends all parent meetings. She works with the school's PTA. She serves as a school liaison to OFIA. She maintains ongoing contact with community organizations that are involved with providing services to support the school's educational program.

In our Parent Coordinators' Office, we have a parent library. This library contains great resources for parents. It has word to word dictionaries in a variety of languages as well as books and materials in various languages. Last year, our ELL parents were invited and many attended the following workshops:

1. High School, College & Career Ready
2. Basic Email and Internet Intro
3. Navigating the Internet: Support Learning at Home
4. Family Talk: Successful Communication
5. Responding to Challenging Behaviors
6. Pajama Reading Night

2. Yes. As a part of our MSQI Grant, and our partnership with Computers for Youth a series of workshops are offered for parents to help create partnerships with schools and empower them with the necessary tools to contribute to the education and further enrichment in the lives of their children. In order to better prepare parents and guardians for helping their children's physical, emotional and academic, They are providing workshops on the following topics: Assessment and Standardized Tests, Improving Home Study Practices, Enabling Parents as Partners in Education, and Common Core. Our partnership with Goodwill has greatly strengthened parental involvement in our ELL population. When our ELL parents sign up with Goodwill, they receive a better

experience and understanding in regards to their child's academic career at Ditmas, and beyond. Thanks to Goodwill, parents receive literature in their native language, as well as weekly phone blasts, and finally personal phone calls inviting them to events occurring at the school throughout the year; since Goodwill provides translation at all major events, the overall experience is a satisfying one. In addition to helping us serve & meet our ELL population's needs, Goodwill also provides the following consultation services at their offices, to improve the quality of life for each of our ELL families:

1. Translation & Interpretation
2. Resume Preparation, Career Counseling
3. Education Counseling, including assistance with choosing a college & college application
4. Other Application assistance includes: citizenship, Green Card, housing, food stamps, unemployment benefits

3. Parents provide feedback to the school through the annual environment survey. We also respond to the needs assessment/parent involvement survey that was distributed at the beginning of the school year. At each meeting of the PTA, the Principal asks for feedback from the parents about our school program and parent activities. Based upon this feedback, we have added additional parent programs. Parents provide feedback to the school through the annual "Learning Environment Survey" the "Parent Involvement Survey" & our "Get Involved Survey" distributed & analyzed by our Parent Coordinator at the beginning of the school year, in February & then again in May. Other tools utilized include: ATS, a Parent eMail Appeal, the CEP, and our "Well Developed" Quality Review Report

Before every school meeting, our Parent Coordinator sends parents a written invitation; this written invitation includes a link to an online RSVP form which helps us determine translation/interpretive services necessary. A school-wide telephone blast invitation always follows the written invitation and includes an email invitation if parent email is on file. Lastly, our ELLs receive a personal telephone invitation to assure the parent understands their attendance is required and necessary & to determine what translation/interpretation services are needed for said meetings. Written notices are distributed via back-pack and are language specific, telephone blasts and emails are also language specific.

At each meeting, the Principal asks for feedback from the parents about our school program and parent activities. Our Parent Coordinator is always available after these meetings to speak personally with parents & based upon this feedback, we have been able to develop supplemental parent programs.

4. Our parental involvement activities address the needs of the parents because the activities were developed as a result of surveys and needs assessments. Our parental involvement activities address the needs of the parents because the activities were developed as a result of surveys and needs assessments.

Describe translation services. Also, see question 3 & review two attachments "Parent Involvement Survey" & "Get Involved Survey"

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.

Please see all attached forms

Part VI: LAP Assurances

School Name: Ditmas

School DBN: 20K62

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/22/14
	Assistant Principal		1/22/14
	Parent Coordinator		1/22/14
	ESL Teacher		1/22/14
	Parent		1/22/14
	Teacher/Subject Area		1/22/14
	Teacher/Subject Area		1/22/14
	Coach		1/22/14
	Coach		1/22/14
	Guidance Counselor		1/22/14
	Network Leader		1/22/14
	Other _____		1/22/14

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 20K62 School Name: Ditmas

Cluster: 5 Network: CFN533

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.

- The primary language spoken by the parent of each student is determined within 30 (thirty) days of a student's enrollment (or, for students already enrolled, on enrollment date).
- When such language is not English, it is further determined whether the parent requires language assistance in order to communicate effectively with the Department.
- The parent(s) spoken & written preferred language is easily accessible on the EMERGENCY BLUE CARDS *located in the main office as well as by Assistant Principals, Deans & Guidance Counselors Offices.

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.

- It was found that the majority of our learning community's parents require translation & interpretive services in order to support and encourage shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.
- With enrollment at 1299 (as of 11/6/2013), an overwhelming 67% (870) of our learning community's primary language is not English – with only 33% (429) of the learning population's primary language being English:
Top 5 Primary Languages spoken at home:
 1. 25% (320) Spanish
 2. 11% (148) Urdu
 3. 11% (147) Russian (including Dari/Farsi/Persian, Russian-Yiddish, Tadjik & Uzbek)
 4. 8% (103) Bengali
 5. 4% (52) Haitian Creole

- The thirty-three (33) languages & dialects spoken at Ditmas I.S. 62 include: Albanian AL, Amoy AO (a.k.a. Fukienese), Arabic AR, Bengali BG, Burmese BS, Chinese Dialect CE (Other/Unknown), Cantonese CN, Chinese (Any) CH, Dari/Farsi/Persian DA, English NO, French FR, Fulani FU, Georgian GE, Haitian Creole HA, Hebrew HE, Hungarian HG, Japanese JA, Mandarin MN, Nepali NE, Pashto PA, Punjabi PJ, Polish PL, Portuguese PO, Russian RU, Russian-Yiddish RY, Spanish SP, Telugu TE, Tibetan TI, Tadjik TZ, Urdu UD, Ukranian UR, Uzbek UZ, Vietnamese VN
- These findings were reported to the school community (with the classroom breakdown) via email & were provided to staff in folders, placed in staff mailboxes.

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.

- Ditmas I.S. 62 will translate Emergency & General Notices sent home by the administrative office of Principal Kevorkian. Additionally, whenever feasible and with advance notice, Ditmas will translate “General Notices” sent home via Academies through our partnership with GoodWill.

Translation Procedures:

1. A digital copy of document(s) shall be emailed to maybar@iditmas.org, to be sent to outside vendor & partner, GoodWill
2. GoodWill will translate into the major languages of Spanish, Russian, and Haitian Creole – whenever feasible.
3. If & when digital copy is received by GoodWill in time, and GoodWill translates document, Ms. Aybar will attach a “QR code” at the bottom of each English Notice which will give each parent access to the digitally translated version of said document.
4. All GoodWill translated documents will post to Ditmas.org as well as <https://sites.google.com/a/iditmas.org/information/> .
5. Lastly & furthermore, these notices will be made known to families as a separate reminder, in the form of a voice message via SchoolMessenger, whenever documents are emailed to Maybar@iditmas.org in a timely manner.

- Whenever feasible, and with advance notice, Ditmas will send documents such as Parent Handbooks and other educational or informative booklets to translations@schools.nyc.gov for translation:

NYC DOE Office for Family Engagement and Advocacy, Translation and Interpretation Unit

N.Y.C. Department of Education

45-18 Court Square - 2nd Floor

Long Island City, NY 11101

E-mail: translations@schools.nyc.gov Website: <http://www.nyc.gov/schools/offices/translation>; Telephone: 718-752-7373; Fax: 718-752-7390

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

- Oral interpretation services will be provided by Goodwill to their clients (Parents of ELL students registered with service) on Parent/Teacher Conference Day(s) & Night(s), as well as monthly or special school events such as PTA Meetings and Annual CFY Family Learning Workshops, with advanced & timely notice.

Paraprofessional staff also offer oral interpretation during Parent Teacher Conferences in Bengali, Russian, Spanish and Urdu.

- Parents of ELLs must register and become clients of Goodwill to receive oral interpretation services which will be administered by Goodwill whenever “registered” parent contacts Goodwill @ 718.339.0937. Parent must make an appointment at Goodwill Office to register.

- All other interpretative services shall be provided by school staff or by contacting NYC DOE Translation & Interpretation Unit via 718.752.7373 ext. 4•

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- If Ditmas sends digital copy in time, Ms. Aybar will attach a “QR code” at the bottom of each English Notice & an online RSVP link which will give each parent access to the translated version of said document. All GoodWill translated documents will post to Ditmas.org as well as <https://sites.google.com/a/iditmas.org/information/> . Furthermore, these notices shall be sent home in a voice message via SchoolMessenger, whenever they are emailed to Maybar@iditmas.org in a timely manner

- Whenever feasible & with advanced notice, Ditmas will send documents such as booklets to translations@schools.nyc.gov for translation.

- Oral translation is provided by Goodwill on Parent/Teacher Conference Day & Nights, and special school events where parents are invited such as PTA Meetings and Family Learning Workshops.

- Other oral translation will be provided by DOE via 718.752.7373 ext. 4

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>.

- The Parents' Bill of Rights, available in the following languages: English, Arabic, Bengali, Chinese, French, Haitian-Creole, Korean, Russian, Spanish & Urdu, is available on <https://sites.google.com/a/iditymas.org/information/documents> as well as in a folder in the main office.

- The availability of interpretation services in each of the covered languages, or most prominent covered languages, are posted in a conspicuous location at or near the Assistant Principal, Dean & Guidance offices; Security Desk & Main Office •

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Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Ditmas IS 62	DBN: 20K062
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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 300
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 18
of certified ESL/Bilingual teachers: 12
of content area teachers: 6

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:

Dimas has previously used Title III funds to supplement student instruction in math, science and ELA. According to the 2012-2013 New York State School Report Card, (the latest report card that is available) our Limited English Proficient Students made AYP in English Language Arts, Mathematics and Science. In comparing the 2013 English Language Arts scores with the 2014 ELA scores, we find that in 2013 we had 80% of our LEP students in Level 1 and we were able to decrease that number in 2014 to 74%. We were able to increase the number of students in Level 2 ELA to 25% in 2014 from 18% in 2013. On the mathematics side we were able to reduce the number of LEP students in Level 1 from 73% in 2013 to 66% in 2014. We were able to increase the number of LEP students in Level 2 Math from 22% in 2013 to 27% in 2014. Over the past two years, we have been moving our Limited English Proficient students in the right direction. We believe our use of Title III, Title I SWP and SIFE funds have supported these efforts and we would like to continue this work in FY 15 and 16.

1. Provide an intensive before school morning program in Math for our ELLs.

TIME: Tuesday through Friday from 7:30 AM to 8:00 PM

TEACHERS: 3 Math Teachers and 3 ESL teachers with 6 six groups of students

TARGET STUDENTS: 6th, 7th and 8th Grade ELLs

The Before School Math Program will run for 64 sessions, Tuesday through Friday, from 7:30 AM to 8:00 AM beginning in December 2014. These 6th, 7th and 8th grade students will be taking the New York State Common Core Math and exam in April 2015. The regular school day does not provide for enough time to prepare these students for the high stakes New York State Common Core exams. It is necessary that we provide these students with supplementary services in a morning program. The intensive program will be taught by six (6) highly qualified ESL and Math teachers. The language of instruction is English. Students will receive two 30 minute periods of Math instruction and two 30 minute periods of ESL/ELA instruction that will focus on interdisciplinary vocabulary and reading and writing related to Mathematics with consideration given to the topics taught in the mathematics portion of the program. We will purchase supplementary consumable Math materials. ESL teachers will utilize Word Generation articles, ESL graphic organizers, and other resources such as mathematics literature (ie. Sir Circumference books). At no cost to the Title III Program, the program will be supervised by the Math

Part B: Direct Instruction Supplemental Program Information

Assistant Principal who is funded by Fair Student Funding.

2. Provide an afterschool ESL program for our “Welcome Class” (Students who have been in the country for less than one year).

TIME: Wednesday and Friday from 2:20 to 3:50

TEACHERS: 3 ESL teachers with 3 groups of students

TARGET STUDENTS: Newcomer ELLs in 6th, 7th and 8th grade

The After School “Welcome Class” Intensive ESL Program will run for 29 ninety minute sessions Wednesday (2:20-3:50) and Friday (2:20-3:50) from December to April 2015. This program will target 6th, 7th and 8th grade students. This program is designed to meet the needs of newly arrived pre-literate, non-English speaking immigrant students. Many of these students have entered our school with little or no literacy skills in their Native language, have little acquaintance with the school culture, and have few academic literacy skills or knowledge. The language of instruction is English. The program will be taught by three (3) highly qualified ESL teachers in a small group setting of ten to fifteen students. The students will be instructed using ESL methodologies and strategies. The program is interdisciplinary, student-centered, and lends itself to mixed ability grouping. The following skills will be taught: sight vocabulary, phonics, reading, writing, listening, speaking, as well as an introduction to the core academic areas of English Language Arts, Mathematics, Social Studies and Science. We will purchase supplementary consumable materials. At no cost to the Title III program, the program will be supervised by the ELA/ESL Supervisor. This position is being funded with our Title I SWP funds.

3. Provide a Saturday ELA program for ELL students who will be taking the NYS ELA test for the first time.

TIME: Saturday 9:00 AM to 12:00 PM

TEACHERS: 3 ESL or ELA with 2-3 groups of students

TARGET STUDENTS: ELL students taking ELA for first time

The ELA “Do Your Best On The Test Saturday Academy” will run for twelve (12) Saturdays beginning in December 2014 from 9:00 AM to 12:00. The program will target approximately 50 ELLs that were admitted to New York City Public Schools between April 2013 and April 2014. These 6th, 7th and 8th grade students will be taking the New York State Common Core ELA exam for the first time in April 2015. The regular school day does not provide for enough time to prepare these students for the high stakes New York State Common Core exam in ELA. It is necessary that we provide these students with supplementary services in a Saturday program. The intensive program will be taught by three (3) highly qualified ESL and ELA teachers. The language of instruction is English. There will be a minimum of one (1) ESL teacher present at all times to assist in the instruction and planning. In the event that there is only 1 ESL teacher available for this program, the ESL teacher will co-teach with the ELA teachers, spending 1.5 hour in each class per three hour session. The ESL teacher will ensure the usage of ESL strategies and work with small groups of students. We will purchase supplementary consumable educational materials. At no cost to the Title III grant, the program will be supervised by the ESL/ELA supervisor. This position is being funded with our Title I SWP funds.

Part B: Direct Instruction Supplemental Program Information

4. Provide a Saturday "On Our Way to Science Success" for our 8th Grade ELLs who will be taking the 8th grade Science test.

TIME: 9:00 AM to 12:00 PM

TEACHERS: 3 Science and 3 ESL with 6 groups of students

TARGET STUDENTS: 8th grade ELLs

The Science Saturday Academy will run for ten (10) Saturdays beginning February 2015 from 9:00 AM to 12:00. The program will target approximately 100 8th grade ELL's that will be taking the New York State Science Performance and Written exam. The program will be taught by six (6) highly qualified ESL and Science teachers. The language of instruction is English. For each three hour session, students will receive 1.5 hours of Science practical instruction and 1.5 hours of ESL/ELA instruction focusing on Reading and Writing in the Content Area of Science. We will purchase Science and ESL supplementary consumable materials especially targeting science content vocabulary. At no cost to the Title III Program, the program will be supervised by the Science Supervisor funded by Title I SWP.

Part C: Professional Development

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

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

Begin description here:

Our teachers are afforded many opportunities to participate in professional development. Most teachers have been trained in SIOP, and continue to attend workshops offered by the office of English Language Learners and the New York State Education Department. Ditmas coaches, staff developers and assistant principals conduct weekly 80 minute professional development sessions to prepare our teachers with tools to help the LEP student. Additionally, teachers are invited to attend district as well as city conferences and workshops that pertain to their subject area and to the ELL student's particular learning needs.

At no cost to the Title III grant, we have purchased SIOP (Sheltered Instruction Observation Protocol) through our Title I SWP funds. These funds will provide for the following Professional Development:

- Our teachers who have been trained in the SIOP model and will receive an advanced PD on the Chancellor's Conference Day.

Our new teachers will be trained in the SIOP model beginning in November 2014. The SIOP consultant is scheduled for 10 days. She will visit classrooms and provide feedback to individual teachers on the SIOP Model as well as providing PD to all ESL teachers.

Part C: Professional Development

- Through SIOF, teachers will receive a PD on differentiation of instruction to ELL students.
- The SIOF coach provides individual PDs to all ESL teachers as well as subject specific teachers who teach ELL students.

The Restructuring Principal provides additional PD twice a week working with all the ESL teachers as well as those subject specific teachers of ELL students.

Ditmas piloted the Scholastic English 3D program two years ago with a small group of students. Last year, usage was expanded to a whole class of advanced ELLs. The results were very positive. 15 out of 28 ELLs tested proficient on the NYSTSLAT. This year, the program is expanded to 3 classes. English 3D ensures all students are on a path towards college and career readiness through teaching high-leverage, portable academic language, engaging students with rigorous, increasingly complex informational texts, improving speaking and listening skills through daily opportunities for accountable class discussions, and developing academic writing skills in summarizing, justification, argument, and research. As part of the expansion of the use of this program, PD will be provided to the teachers using this program and others who find it of interest on the program's instructional strategies and implementation. At no cost to the Title III grant, the expansion of the program is being funded through our New York State Textbook Law funds.

Reading Apprenticeship by Wested will provide professional development in specific strategies to help students become better readers, writers, and problem solvers in all subject areas through an apprenticeship approach. The learning goals of this professional development include the following instructional strategies and competencies: 1) Recognize and model for students the reading strategies you use as an expert reader in your subject area. 2) Engage students in understanding their own thinking processes. 3) Integrate and accelerate students' subject area learning and subject area literacy. 4) Foster learning dispositions of persistence, problem solving, and collaboration. 5) Turn the sustained work of learning back to students. 6) Plan lessons that incorporate all dimensions of the Reading Apprenticeship framework. At no cost to the Title III grant, Reading Apprenticeship is being funded with Title I SWP funds.

Generation Ready are consultants who provide professional development that includes strengthening of instructional expertise around reading on a consistent basis to ensure effective teaching in English Language Arts (ELA), Social Studies and Science classrooms. They target the whole-school with a special focus on teaching practice. At no cost to the Title III grant, Generation Reading is being funded with MSQI funds.

Achieve 3000 (TeenBiz) is a differentiated online literacy solution for grades 6-8 that reaches every student at his or her individualized Lexile/reading level. Importantly, TeenBiz closely aligns with the objectives of the Common Core State Standards to give students the content area literacy skills they need to succeed on the standards and prepare for college and career. Their assignments are differentiated to 12 different reading levels and include formative assessments linked to state and Common Core standards. As part of the cost of this program, we will be provided with two intensive professional development days that ESL teachers will participate in. Achieve 3000 is being funded with

Part C: Professional Development

our SIFE grant and a portion of this Title III grant.

ELA/ESL Workshop (10 sessions after school). These workshops will develop 6th, 7th and 8th grade NYS Common Core curriculum aligned to the Code X Series and National Geographic Inside Series. Additionally, they will develop LO's and CO's around this new curriculum and develop smart goals that correspond with this curriculum. This will help us to learn strategies to best utilize this program.

Math/ESL Workshop (10 sessions after school). These workshops will provide training in the NYS Common Core Math Standards and the use of manipulatives, visual based instruction, creating visual resources, enrichment and journaling.

Social Studies/ESL Workshop (10 sessions after school). These workshops will focus the NYS Common Core Social Studies Framework with a focus on reading and writing in the content area as well as the social studies practices outlined in the framework: Chronological Reasoning and Causation, Comparison and Contextualization, Geographic Reasoning Gathering, Using, and Interpreting Evidence and The Role of the Individual in Social and Political Participation.

Science/ESL Workshop (10 sessions after school). These workshops will provide teachers with hands on Science materials as well as lab experiences.

I.S. 62 PROFESSIONAL DEVELOPMENT TENTATIVE SCHEDULE FOR FY15

WEDNESDAY	3-Sep	CITYWIDE INSTRUCTIONAL EXPECTATIONS
MONDAY	22-Sep	ELA/MATH/SOCIAL STUDIES/SCIENCE/ESL WORKSHOP
MONDAY	29-Sep	READING APPRENTICESHIP
MONDAY	6-Oct	SCHOLASTIC ENGLISH 3D
MONDAY	20-Oct	SCHOLASTIC ENGLISH 3D
MONDAY	27-Oct	ELA/MATH/SOCIAL STUDIES/SCIENCE/ESL WORKSHOP
MONDAY	3-Nov	SHELTERED INSTRUCTION OBSERVATION PROTOCOL
TUESDAY	4-Nov	SHELTERED INSTRUCTION OBSERVATION PROTOCOL
MONDAY	10-Nov	SHELTERED INSTRUCTION OBSERVATION PROTOCOL
MONDAY	17-Nov	ELA/MATH/SOCIAL STUDIES/SCIENCE/ESL WORKSHOP
MONDAY	24-Nov	ELA/MATH/SOCIAL STUDIES/SCIENCE/ESL WORKSHOP
MONDAY	1-Dec	GENERATION READY

Part C: Professional Development

MONDAY	8-Dec	ELA/MATH/SOCIAL STUDIES/SCIENCE/ESL WORKSHOP
MONDAY	15-Dec	SHELTERED INSTRUCTION OBSERVATION PROTOCOL
MONDAY	22-Dec	BEST PRACTICES
MONDAY	5-Jan	GENERATION READY
MONDAY	12-Jan	ACHIEVE 3000
MONDAY	26-Jan	ELA/MATH/SOCIAL STUDIES/SCIENCE/ESL WORKSHOP
MONDAY	2-Feb	SHELTERED INSTRUCTION OBSERVATION PROTOCOL
MONDAY	9-Feb	GENERATION READY
MONDAY	23-Feb	ACHIEVE 3000
MONDAY	2-Mar	SHELTERED INSTRUCTION OBSERVATION PROTOCOL
MONDAY	9-Mar	GENERATION READY
MONDAY	16-Mar	ELA/MATH/SOCIAL STUDIES/SCIENCE/ESL WORKSHOP
MONDAY	23-Mar	CITYWIDE INSTRUCTIONAL EXPECTATIONS
MONDAY	30-Mar	PORTFOLIOS
MONDAY	13-Apr	SHELTERED INSTRUCTION OBSERVATION PROTOCOL
MONDAY	20-Apr	GENERATION READY
MONDAY	27-Apr	ELA/MATH/SOCIAL STUDIES/SCIENCE/ESL WORKSHOP
MONDAY	4-May	BEST PRACTICES
MONDAY	11-May	ELA/MATH/SOCIAL STUDIES/SCIENCE/ESL WORKSHOP
MONDAY	18-May	SMART BOARD-BEGINNER/ADVANCED
MONDAY	1-Jun	ELA/MATH/SOCIAL STUDIES/SCIENCE/ESL WORKSHOP
THURSDAY	4-Jun	SHELTERED INSTRUCTION OBSERVATION PROTOCOL

Part D: Parental Engagement Activities

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:

At Ditmas we believe that parents are our partners. That is why we have an open door policy. Parents are informed at the beginning of the year and reminded throughout the year that they are welcome to come to the building and that no appointment is necessary to see administration or a teacher.

We held a school-wide parent orientation on September 18, 2014 as an introduction to our school. Translators were present. Parents were provided with headsets that delivered real time translations of whole group presentations in their native languages.

We are planning to have a Family Literacy Night and a Family Math Night. We plan to purchase bilingual books and materials. As a part of the Literacy Night/Math Night we plan to hold workshops that will provide parents with information on how to help your child with the Common Core Curriculum. As part of these nights, we plan to highlight the connection between academic preparedness and college and career readiness. We will ensure that parents understand the pathways to college and career and are able to begin planning for their child's future.

Every Tuesday the staff spends 40 minutes in parent engagement. During this time, the staff has mini workshops based on parent need.

Our teachers plan numerous trips throughout the school year. Parents are invited to be part of the educational process as class chaperones.

As part of our SIFE grant, we plan to have a cultural celebration. Parents will be asked to bring in a dish from their culture to share and will be encouraged to dress in the clothes of their home country. Students will create information posters about their culture/home country. These will be on display at the celebration. As cultural groups, students will share highlights of their culture. They will present their parents with a cookbook that they made in collaboration with other students that includes recipes of dishes from the countries of our students. During this celebration, there will be an informational presentation about the college and career readiness and what that means for their students.

Through NY CARES and at no cost to Title III, Ditmas will be providing an adult ESL program. This will help our parents have greater access to communicating within the community and at school.

Our PTA is planning College and Career night to help our students and their parents have a strong understanding of the pathway to college and career and what parents can do to help their child become

Part D: Parental Engagement Activities

college and career ready.

Ditmas IS 62 Parental Engagement Tentative Schedule

Thursday, September 18, 2014	Family Night
Wednesday, September 24, 2014	PTA Elections & Title I Meeting
Thursday, October 23, 2014	PTA Meeting
Saturday, October 25, 2014	Recap PTA Meeting
Saturday, November 01, 2014	Scholastic READING Challenge
Thursday, November 13, 2014	PTA CPR Instructional Meeting
Saturday, November 15, 2014	Recap PTA Meeting
Thursday, November 20, 2014	Scholastic Book Fair and Literacy Night
Monday, November 24, 2014	Tenant's Rights
Tuesday, November 25, 2014	APL, PML
Wednesday, November 26, 2014	Digital Citizenship
TBD Beginning December 2014	We Are New York (Adult ESL)
Thursday, December 11, 2014	PTA Meeting
Saturday, December 13, 2014	Recap PTA Meeting
TBD January 2014	Google Drive & Microsoft Suite
Thursday, January 08, 2015	PTA Meeting
Saturday, January 10, 2015	Recap PTA Meeting
Saturday, January 10, 2015	The Writing Institute's Book Club
TBD January 2015	Essentials of Family Learning Workshop
Thursday, February 12, 2015	PTA Meeting
Saturday, February 14, 2015	Recap PTA Meeting
TBD February 2015	Math Night
Friday, March 27, 2015	Intergenerational Fashion Show
TBD May 2015	Digital Footprint & Online Privacy

Part D: Parental Engagement Activities

TBD	April 2015	SIFE Culture Night
TBD	May 2015	College & Career Fair
TBD	June 2015	Stop Summer Slide 2015

Part E: Budget

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

Allocation Amount: \$42752

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