



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

19K218

School Name:

JAMES P SINNOTT MAGNET SCHOOL

Principal:

LISA ANN HERMANN

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: James P Sinnott Magnet School School Number (DBN): 19K218
School Level: Middle Grades Served: 6 - 8
School Address: 370 Fountain Ave.
Phone Number: 718 647 9050 Fax: 718 827 5839
School Contact Person: Carla Meertens Email Address: Lhermann@schools.nyc.gov
Principal: Lisa Ann Hermann
UFT Chapter Leader: Valeria Bell
Parents' Association President: Devern Greene
School Leadership Team
Chairperson: Elemenia Glover
Student Representative(s): _____

District Information

District: 19 Superintendent: Joyce Stallings-Harte
Superintendent's Office Address: 557 Pennsylvania Avenue, Brooklyn, NY 11207
Superintendent's Email Address: jstalli@schools.nyc.gov
Phone Number: 718 240 2741 Fax: 718 240 2751

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: 210 Network Leader: Joanne Brucella

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lisa Ann Hermann	*Principal or Designee	
Valeria Bell	*UFT Chapter Leader or Designee	
Devern Greene	*PA/PTA President or Designated Co-President	
Tonya Jones	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Oluwatoyan Ayanfodun	CBO Representative, if applicable	
Carol Johnson	Member/ Parent	
Eunice Hernandez	Member/ Parent	
Patricia Grant	Member/ Parent	
George Williams	Member/ Parent	
Elemenia Glover	Member/ Teacher – Chairperson	
Racquel Effinger	Member/ Teacher – Secretary	
	Member/	

**Signature of constituent only indicates consultation in the development of the SCEP, not approval.

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework
<ul style="list-style-type: none"> • Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<ul style="list-style-type: none"> • Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<ul style="list-style-type: none"> • Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
<ul style="list-style-type: none"> • Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
<ul style="list-style-type: none"> • Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
<ul style="list-style-type: none"> • Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

Our school community has made the most growth in Tenets 5 and 6 and the key areas of focus this year are in Tenets 2, 3, and 4. The Priority and Focus School Recommendations for school year 2013 – 2014 suggested that in order to move the school Effectively, we

5.2 – Strengthen systems currently in effect so that information on social and emotional development health for all students is collected and analyzed to support student developmental health and promote academic success

6.5 – Provide professional development opportunities for families to understand how to read, use and analyze school and student data to enable them to understand and support their children's education

In order to move our school's strategies and practices to align with the concepts in the Developing column of Tenets 2, 3 and 4, the school should:

2.3 – Develop a protocol utilizing needs assessments for input from all constituents to make strategic decisions to organize programmatic, human, and fiscal capital resources. Ensure the school leader to assure resources are aligned to the needs of the school community closely monitors the impact.

3.3 – Develop and implement protocols and monitoring systems for reviewing unit and lesson plans to assure alignment with the Common Core Learning Standards and New York State content standards. Focus meeting times on the rigorous of the CCLS and the use of data to adjust curricular to ensure growth in student achievement.

4.5 – Develop and implement protocol, and provide professional development for analyzing individual and group data to inform planning and to provide targeted and actionable feedback so that students take ownership of their learning.

Our work is embodied in our vision and mission statements.

Vision Statement

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

Mission Statement

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

beyond.

Sinnott's strengths comprise of the following:

- We've established a culture for learning that communicates high expectation to staff, students and families while providing supports to achieve these expectations. We use multiple means of communication such as, the use of Danielson Framework for Teaching, computer room for teachers to access and improve lessons, monthly school calendar of events, school website (eChalk), Global Connect (phone messenger), memos via parent engagement folders, Exterior bulletin board, exterior sign, parent and student book clubs, using parent engagement time on Tuesday afternoons to discuss student progress and next steps. In addition, school administrators, deans, teachers, and counselors collaborate with organizations such as 21st Century, Tomorrows Leaders and Morningside to promote our high expectations as well as make students aware of life after junior high school.
- Our staff engages in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning. The current structures that inform professional collaborations are, horizontal and vertical teams that meet on Mondays and Tuesdays during our PLO and OPA to look at student work, analyze data and case conference. Our lead teachers attend Network facilitated PLSs in Math, ELA, ESL, and Special Education once per month and prepare to turnkey information to their peers.
- The principal along with the administrative team makes strategic organizational decisions aligned to school goals that advance student-learning needs. We have implemented a Health Magnet Program comprising a heterogeneous group of student who applied to the program and were selected on the basis of essay writing, interviews, interest and attendance. Through this program we partner with organizations such as the Queens County Farms, Grow to Learn, Classroom Inc., City Year, and CIC.

Sinnott's challenges comprise of the following:

According to the 2013 – 2104 Quality Guide, there are 24% SwDs and 13% ELLs. In ELA 52% of students scored level 1 and 35% scored level 2. In Math 59% scored level 1 and 30% level 2. Our school population ranking in the bottom third as compared to the City is 56.7% in ELA and 48.6% in Math.

Based upon theses statistics, we are challenged with the task of meeting the needs of all our students including ELLs and SwDs. Therefore, we need to strategically:

- Engage students in rigorous tasks and activities that allow for critical thinking as evident in their work and discussions.
- Use common assessments that align to the schools' instructional focus so that data analysis is utilized to measure student progress toward school wide goals.
- Utilize data to inform instruction
- Implement scaffolding techniques for SwDs and ELLs
- Increase parent involvement
- Create a positive and respectful environment

This year, our instructional focus is that by the end of June 2015, 100% of all students will experience instruction that incorporates multiple entry points in literacy and math that are aligned to the common core therefore increasing rigor and helping students provide evidence.

19K218 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	464	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	23	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	15	# Music	N/A	# Drama
# Foreign Language	16	# Dance	18	# CTE
School Composition (2013-14)				
% Title I Population	85.9%	% Attendance Rate		88.2%
% Free Lunch	90.2%	% Reduced Lunch		3.1%
% Limited English Proficient	12.5%	% Students with Disabilities		24.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.6%	% Black or African American		45.9%
% Hispanic or Latino	34.6%	% Asian or Native Hawaiian/Pacific Islander		15.6%
% White	2.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.18	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		29.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		6.74
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	13.5%	Mathematics Performance at levels 3 & 4		14.8%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		28.3%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		100.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		NO
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		NO
White	N/A	Multi-Racial		NO
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

19K218 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	464	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	23	# SETSS	N/A	# Integrated Collaborative Teaching	12
Types and Number of Special Classes (2014-15)					
# Visual Arts	15	# Music	N/A	# Drama	N/A
# Foreign Language	16	# Dance	18	# CTE	N/A
School Composition (2013-14)					
% Title I Population	85.9%	% Attendance Rate		88.2%	
% Free Lunch	90.2%	% Reduced Lunch		3.1%	
% Limited English Proficient	12.5%	% Students with Disabilities		24.4%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.6%	% Black or African American		45.9%	
% Hispanic or Latino	34.6%	% Asian or Native Hawaiian/Pacific Islander		15.6%	
% White	2.3%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.18	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		2	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		29.6%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		6.74	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	13.5%	Mathematics Performance at levels 3 & 4		14.8%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		28.3%	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		100.0%	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		YES	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	NO	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		NO	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	NO	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		NO	
White	N/A	Multi-Racial		NO	
Students with Disabilities	NO	Limited English Proficient		YES	
Economically Disadvantaged	NO				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

19K218 School Information Sheet

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% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing			Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	YES
White		N/A	Multi-Racial	N/A
Students with Disabilities		NO	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	NO
White		N/A	Multi-Racial	N/A
Students with Disabilities		NO	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	NO
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	NO
White		N/A	Multi-Racial	NO
Students with Disabilities		NO	Limited English Proficient	YES
Economically Disadvantaged		NO		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	D
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	I
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	D
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	I

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to the 2013-2014 Quality Review, our school is in the process (2nd year) of curricular planning and modifications towards the Common Core Learning Standards alignment and integration of the instructional shifts to ensure access and cognitive engagement for our learners. We are continuing the use of the CodeX curriculum and are in the first year of using the GO MATH curriculum as it is more aligned to the Standards and the needs of our students. Our teacher content area teams meet every other week to plan and modify units and lessons using data gathered from assessments embedded in the curriculum.

In order to align our practices to the concepts in the Developing column within Tenet 3, we need to develop and implement protocols and monitoring systems for reviewing unit and lesson plans to assure alignment with the Common Core Learning Standards and New York State content standards. Focus meeting time on the rigor of the CCLS and the use of data to adjust curricula to ensure growth in student achievement.

Although data is being used to inform instruction, we still need to improve the use of common assessments by explicitly linking them to the school's instructional priorities so that formative and summative data analysis is utilized to measure student progress towards school-wide goals and adjust instructional practices. We still need to have a clear process to analyze the findings of the assessments in order to address individual student needs. Additionally we also need to create a process to revise and refine curricula and instructional practices as well as assignments.

The priority will be to:

- Incorporate UDL strategies in the development of unit and lesson plans to address the needs of the learners abilities
- Use 'Looking at Student Work Protocol' to analyze student data from common assessments
- Create and follow a protocol for revising and refining unit and lesson plans based upon the analysis of student data

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, ELA teacher teams will have aligned at least 6 ELA units of study to the Common Core Learning Standards (CCLS) incorporating Universal Design for Learning (UDL) strategies.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teachers will participate in professional learning opportunities utilizing UDL strategies in their units of study. Teachers will participate in professional learning opportunities on data analysis to drive/revise instructional practices. Teacher Study Group to plan and revise unit and lesson plans	Teachers	Oct – June 2015	Principal, Assistant Principals, Teachers, Consultant
Saturday Academy to target lowest third including SWD, ELLs, overage/under-credited, STH	Lowest third including SwD, ELLs, overage /under-credited, STH	Jan – Mar 2015	Principal, Assistant Principals, Teachers, Consultant
Afterschool Academy	All students including ELLs/FELLs & SwDs	Jan – May 2015	Principal, Assistant Principals, Teachers
Parent Workshops on Understanding the Common Core Learning Standards. Parent Engagement Activities centered on student goals and improving student outcomes.	Parent / Guardian	Sept – June 2015	Principal, Assistant Principals, Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

3 sessions x 1 consultant x 750 = see galaxy
 3 sessions x 1 consultant x 4 hours x 150 = see galaxy
 6 sessions x 1 per diem teacher x per diem rate = see galaxy
 20 sessions x 8 teachers x 2 hours x per session rate = see galaxy
 10 sessions x 8 teachers x 3 hours x per session rate = see galaxy; 10 sessions x 1 ed para x 3 hours x per session rate = see galaxy; 10 sessions x 1 administrator x 3 hours x per session rate = see galaxy; instructional resources 150 x 20 = see galaxy; consumables 150 x 10 = see galaxy
 15 sessions x 2 teachers x 3 hours x per session rate = see galaxy; 15 sessions x 1 supervisor x 3 hours x per session rate = see galaxy

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By June 2015, ELA teacher teams will have aligned at least 3 ELA units of study to the Common Core Learning Standards (CCLS) incorporating Universal Design for Learning (UDL) strategies

Part 6b. Complete in **February 2015**.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	D
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	D
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

As stated in the 2013 – 2014 Quality Review report, our school is developing a positive school culture and a safe learning environment that support varied personal and academic needs of students. We have also instituted systems and structures for safety and discipline to reduce suspension data and build staff buy-in and student voice across the school community.

In order for our school to align our practices with the concepts in the Effective column of Tenet 5, we need to strengthen systems currently in effect so that information on social and emotional development health of all students is collected and analyzed to support student developmental health and promote academic success.

The priority will be to:

- Develop Staff with de-escalation techniques
- Develop both staff and students with mediation skills
- Support overage/ under-credited students, SwDs and high risk students

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the number of principal suspensions will decrease by 10% from the 2013 – 2014 school year. This will be evident in OORs.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
Teachers will participate in professional learning opportunities on de-escalation techniques. Teachers will participate in professional learning opportunities on Mediation skills.	Staff	Jan – Mar 2015	Principal & Consultant
Social Worker – small group sessions with SWDs, ELLs and high risk students	GenEd, ELLs & SWDs	Nov – June 2015	Principal & Consultant
CBO – Tomorrow’s Leaders – Overage under-credited student support	Overage / under-credited	Dec – June 2015	Principal & Assistant Principals
Parent Workshops to include strategies on assisting students with social emotional well being and earning higher education	Parents / Guardians	Sept – June 2015	Principal, Assistant Principals, Parent Coordinator & CBO
Staff, parents/guardians, students and CBO will work together to plan high expectations for students	GenEd, ELLs, SwDs, Overage / under-credited, Parents / Guardians	Sept – June 2015	Principal, Assistant Principals, Staff, Parent Coordinator & CBO

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
6 sessions x 1 consultant x 4 hours x 150 = see galaxy 2 sessions x 1 consultant x 4 hours x 150 = see galaxy 15 sessions x 1 social worker x 2 hours x 54.29 = see galaxy 25 students x 500 = see galaxy

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	x	P/F Set-aside	x	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, the number of principal suspensions will decrease by 5% from the 2013 – 2014 school year. This will be evident in OORs.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	I
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	I
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	D
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	I

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to the 2013 – 2014 Quality Review, we need to improve the alignment of teaching practices to the curricula and instructional priorities so that all students are engaged in rigorous work and supported towards exhibiting cognitive engagement and critical thinking in their work and discussion. The curricular units and the teaching practices in the school are beginning to acquire some commonality through the use of the newly adopted curricula and the use of the Danielson Framework for Teaching. However, there is still a significant misalignment between written curricula and teaching practices in most classrooms.

In order for our practices to align with the concepts in the Developing column of Tenet 4, our school needs to develop and implement protocols and provide professional development for analyzing individual and group data to inform planning and to provide targeted and actionable feedback so that students take ownerships of their learning.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be a 5% increase in students’ proficiency in ELA post unit year assessments due to collaborative teacher teams analyzing students’ work and assessments.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teachers will participate in professional learning opportunities to develop and plan rigorous tasks utilizing DOK. Teacher Team Meetings – focus on analyzing data and setting student goals	Teachers	Nov – Mar 2015	Principal, Assistant Principals, Lead Teachers & Consultant
Teachers will increase scaffolding strategies used to meet the needs of SWDs and ELLs in the classroom	SWDs & ELLs	Sept – June 2015	Principal, Assistant Principals, & Lead Teachers
Parent workshops on supporting SWDs and ELLs toward achieving academic success	Parents	Sept – June 2014	Principal, Assistant Principals, Teachers & Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- 6 sessions x 2 consultants x rate = see galaxy
- 3 sessions x 12 teachers x 2 hours x per session rate = see galaxy
- 3 sessions x 1 supervisor x 2 hours x per session rate = see galaxy
- 6 sessions x 1 teacher per diem x per diem rate = see galaxy

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 5. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 6. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, there will be a 2% increase in students’ proficiency in ELA post unit and mid-year assessments due to collaborative teacher teams analyzing students’ work and assessments.

Part 6b. Complete in February 2015.

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 2 Statement of Practice (SOP) Addressed	HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	D
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	D
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Quality Review 2013 – 2014, revealed that we need to make strategic organizational decisions aligned to the school’s instructional goals and provide ample professional development, coaching and academic intervention so that all students have access to effective teaching and academic success. School leaders communicate supports for building instructional capacity through coaching and school based professional development, and continually provide supports to address students and teachers instructional needs.

In order to align our strategies and practices to the Developing column of Tenet 2, we have to develop a protocol utilizing needs assessments for input from all constituents to make strategic decisions to organize programmatic, human and fiscal capital resources. Additionally, ensure the impact is closely monitored by the school leader to assure resources are aligned to the needs of the school community.

The priority needs that will be addressed:

- Provide opportunities for teacher to have more input in PLOs offered
- Teacher facilitate PLOs for colleagues
- Create schedule of intervisitation opportunities

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, administrators will observe all teachers using the Danielson Framework for Teaching and provide high quality feedback that will result in a 2% increase in the number of teachers rated effective or highly effective in component 3b Questioning and Discussion from 2013-2014 to 2014-2015

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Talent coach will support administration and teachers.	Administration	Sept – June 2015	Talent Coach
Teacher Effectiveness Coach will support individual and teams of teachers on best practices in questioning and discussion	New Teachers & Lead Teachers	Oct – June 2015	Principal & Assistant Principal
Lead Teachers facilitate PLOs on questioning and discussion using PLO Handbook and Professional Text: Using Data to Improve Learning for All A Collaborative Inquiry Approach by Nancy Love	Lead Teachers, Administrators	Jan – June 2015	Principal, Assistant Principals
Consultant – CIC to support needs assessment of teachers including teachers of ELLs, SWDs & overage/under-credited students	Teachers & Administrators	Nov - June	Principal
Administration will ensure that parents are provided access to Skedula to track their child's academic progress			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

10 sessions x 10 teachers x 2 hours x per session rate = see galaxy
 10 sessions x 2 administrators x 2 hours x per session rate = see galaxy
 6 sessions x 1 consultant x 4 hours x 150 = see galaxy
 Professional text 20 copies x 31 = see galaxy
 Skedula 4500

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, administrators will observe all teachers using the Danielson Framework for Teaching and provide high quality feedback that will result in a 1% increase in the number of teachers rated effective or highly effective in component 3b Questioning and Discussion from 2013-2014 to 2014-2015

Part 6b. Complete in February 2015.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 6 Statement of Practice (SOP) Addressed	HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	D
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

In order for the school to align its practices to the Effective column of Tenet 6, we need to provide professional development opportunities for families to understand how to read, use, and analyze school and student data to enable them to understand and support their children’s education.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be a 5% increase in parents attending Parent Teacher Association(PTA) meetings as compared to September 2014 evidence by attendance sheets.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <p>3. Research-based instructional programs, professional development, and/or systems and structures needed to</p>	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
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<p>impact change</p> <p>4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>5. Strategies to increase parent involvement and engagement</p> <p>6. Activities that address the Capacity Framework element of Trust</p>			
All school constituents will work closely with Parent Coordinator and PTA to provide parents with learning opportunities that will support their children.	Parent/ Guardian	Sept – June 2015	Principal, Assistant Principal
Teachers will utilize Tuesday’s Parent Engagement time to work with parents of SWDs & ELLs to ensure students’ academic success.	Parent/ Guardian	Sept – June 2015	Principal, Assistant Principal
Global Connect Phone Messenger is used as a vehicle to communicate with parents.	Parent/ Guardian	Sept – June 2015	Principal, Assistant Principals
Family Worker to ilog parent outreach		Jan – June 2015	
Parents are provided access to Skedula to track their child’s academic progress.			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Phone Messenger \$2500
 25 sessions x 1 family worker x 2 hours x per session rate = see galaxy
 Skedula \$4500

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set- aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, there will be a 2% increase in parents attending Parent Teacher Association(PTA) meetings as compared to September 2014 evidence by attendance sheets.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				



Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	NYS 2014 ELA exam Scantron Teacher observations Teacher created materials/assessments Classwork/portfolios	Lunch and Learn 21 st Century academic support Saturday Academy Title III	Small group	During the school day After school Saturday school
Mathematics	NYS 2014 Math exam Beginning of the Year Assessment Teacher observations Teacher created materials/assessments Classwork/portfolios	Lunch and Learn 21 st Century academic support Saturday Academy Title III	Small group	During the school day After school Saturday school
Science	NYS 2014 ELA exam Baseline Assessment Pre/Post unit test Teacher observations Teacher created materials/assessments Classwork/portfolios	Lunch and Learn 21 st Century academic support Saturday Academy Title III	Small group	During the school day After school Saturday school
Social Studies	NYS 2014 ELA exam Pre/Post unit test Teacher observations Teacher created materials/assessments Classwork/portfolios	Lunch and Learn 21 st Century academic support Saturday Academy Title III	Small group	During the school day After school Saturday school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher observations Teacher referrals OORs data reports PPT recommendations	Lunch and Learn 21 st Century mentors Tomorrow's Leaders Group & Individual Counseling MRT Morningside Saturday Academy Title III Monitor attendance of at-risk students Referrals to supportive agencies	Small Group One on one	During the school day After school Saturday school

		Behavior management & Goal setting PPT meeting Conference with parents and teachers		
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Section 7: Title I Program Information

Directions:

3. All schools must indicate their Title I status in Part 1
4. All elements of the *All Title I Schools* section must be completed in Part 2
5. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
6. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
7. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
8. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.
<ul style="list-style-type: none"> Mentors are assigned to support new teachers. Teacher team leaders provide in classroom support for teachers as well as debriefing sessions. Teacher Teams and Common Planning provide forums for teachers to work together to create lessons. Professional Development on classroom management. Professional Development on Common Core Learning Standards, Depth of Knowledge, Curriculum Mapping/Unit plans, UDL, Multiple Entry Points/Differentiation, Analyzing and Implementing IEPs, Strategies for ELLs and SwD. Teacher goal setting and reflection on practice.

2b. 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).
<ul style="list-style-type: none"> To help ensure that the actions/practices identified as likely to produce higher standards-based achievement are effectively implemented, James P. Sinnott Magnet School, JHS 218 will conduct quality, sustained professional development, thereby making productive use of the minimum, mandated 10% set aside. All the scientifically based research into effective schooling indicates that the key variable that differentiates low-performing schools from high-performing schools is the quality of the implementation (the effectiveness of instructional presentation and delivery). This year the staff at James P. Sinnott Magnet School, JHS 218 will be offered a wide variety of Professional Development opportunities. Common Planning on Mondays and Tuesdays have been built into the school day so that teacher teams can meet to set goals for students and discuss strategies to support skill deficits. In addition, teachers will meet in subject teams every other week. These meetings will utilize the inquiry approach and revolve around the New York City Instructional Expectations. The school data team will drive team meetings and the information will be turn-keyed to teacher teams. Teachers will plan and teach units based on Common Core Learning Standards. Teachers will continue to examine student work and select strategies that will support the identified needs of the students. Teachers will employ the principles of Universal Design for Learning for Students with Disabilities and English Language Learners. More specifically the following has been put into place:

- Workshop for all teachers on Depth of Knowledge and Curriculum Mapping
- Instructional Coaches/Lead Teachers
- Common Planning Time Organized by Grade and Subject
- Teacher Teams
- Review NYC Instructional Expectations
- Unwrap Common Core Learning Standards
- Analyze student work through the lens of the CCLS
- Analyze teacher performance based assessments
- Note gaps in student work and curriculum plans
- Review Depth of Knowledge, Karen Hess Validation Tool for Cognitive Rigor
- Create and implement action plan, strategies, performance based assessments, rubrics
- Examine resulting student work
- Ongoing and continuous after school professional development to support implementation of Common Core Standards
- Using technology to enhance instruction (Smart board Training)
- Universal Design for Learning
- Create performance based assessments
- Create Units of Study
- Modify instruction for Students with Disabilities and English Language Learners

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

To include teachers in the decision making process, they will meet by subject/grade level teams to review student work generated from data such as Benchmark Assessments, Baseline Assessments, Scantron Performance Series, Post tests, etc. to create and revise goals as necessary. Teachers will also meet with

Principal, Assistant Principals, and lead teachers to review and discuss their goals and create an individual professional development plan where necessary. There is also the PLC team that meets to determine PLO for teachers.

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. (Refer to Galaxy for FY '15 school allocation amounts.)	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 has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	422,536		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	108,043	X	11, 14, 17, 20, 23
Title II, Part A	Federal			
Title III, Part A	Federal	13,890		
Title III, Immigrant	Federal	11,200		
Tax Levy (FSF)	Local	2,788,260		

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.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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 the school. JHS 218, 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. JHS 218 will support parents and families of Title I students by:

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

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

school's Title I program. The school will maintain this information.

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

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC)

JHS 218, 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 with 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.



Department of English Language Learners and Student Support

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 30
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: 5
of certified ESL/Bilingual teachers: 2
of content area teachers: 3

Describe the direct instruction supplemental program here and include the

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

Begin description here: An analysis of the data for English Language Learners at I.S. 218 on the 2013-2014 New York State Assessment for ELA indicates that 2% of our ELL students performed at level 4, 2% performed at a level 3, 18% performed at a level 2, and 78% performed at level 1. A comparison of the 2012-2013 and the 2013-2014 New York State ELA Assessment results shows that the number of students performing at level 4 increased by 2%. Students performing at a level 3 remained the same. Students performing at a level 2 increased by 1%. The students performing at level 1 decreased by 3% .

An analysis of the 2013-2014 New York State Mathematics Assessment reveals that 1% of students performed at a level 3, 15% of students perform at a level, and 83% of students performed at a level 1. A comparison of the 2012-2013 and the 2013-2014 New York State Mathematics Assessment results shows that students performing at a level 4 decreased by 1%. Students performing at a level 3 decreased by 7%. Students performing at a level 2 decreased by 3%. Students performing at a level 1 decreased by 1%.

According to the AMAO Estimator tool 45% of students made progress in English Language Acquisition, 25% students moved one proficiency level, and 6% of students attained proficiency. We have a significant number of students, 21 of 59, who remained at the advanced level for two consecutive years or more. This will be our target population for our program.

The proposed program will utilize an After School and Saturday Academy. The program will begin in January and end in May. Students will receive instruction in English during 90-minute academic sessions on Thursdays from 2:30 pm – 4:00 pm and on Saturday from 9am – 12pm. The proposed program will utilize Destination Math, Read 180, Achieve 3000 program. Instruction will focus on academic vocabulary, grammar, comprehension skills. Destination Math will be the math component. Instruction will be provided by teachers who have been trained in the use of the program. The emphasis will be on areas of weakness identified by the analysis of data from Common Formative assessments, the NY State ELA and Mathematics Common Core Assessments, and Acuity Periodic assessments.

Approximately 30 ELL students will receive instruction in both ELA and Math. Students will be in 3 classes with a minimum of ten students. Students will be placed according to grade level and

Part B: Direct Instruction Supplemental Program Information

proficiency. There will be an advanced grades 7 and 8 class, an advanced 6th grade class, and a beginner class for all grade levels. Teachers will be co-teaching so that ESL teachers will provide the language support to all the students by providing individual or small group assistance, ELL strategies, and sharing best practices. ESL teachers will co-teach with ELA and Math teachers for 1.5 hour sessions on Saturday for 2 classes. On Thursday afternoon one ESL teacher will co-teach with an ELA teacher for 1.5 hours. Classes with beginners are small so that these students can benefit from the individualized attention that is targeted to their specific needs. Students will also be exposed to ELA, Math, and NYSESLAT test prep materials provided by the school.

ELA Teachers: Ms. Bethel, Ms. Mitchell

ESL Teachers: Ms. Zachary

Bilingual Teachers: Ms. Bell

Math Teachers: Ms. Glover

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: An initiative supported by Professional Development at Sinnott during school year includes meeting the needs of ELLs in the content areas and alligning all instruction for ELLs to the Common Core Learning Standards. Professional development topics have included making classroom teachers cognizant of ELL students' academic needs and provide them with strategies. There has also been professional development sessions designed to use ELL data to raise student outcomes and differentiate instruction. In addition, the ESL teacher meets regularly with the classroom teachers to help the classroom teacher better understand the needs of the ELLs. A partnership between the ESL teacher and the classroom teacher is formed in order to help close the gap between the ELL student and his mainstream counterpart. Professional development activities are at no cost to Title III program. The plan includes opportunities for teacher training that are in school.

Teachers in the program will go beyopnd the professional development opportunites already offered at IS 218. They will meet in a study group during the week on Wednesdays from 2:30-3:30. The following Professional Development activities, provided by ESL teachers and Assistant Principal Friday, will be part

Part C: Professional Development

of the program:

Topics:

ELL data analysis

Goal setting

Using the achieve 3000 program

Using Destination Math

Using Read 180

Understanding the NYSESLAT

Planning for ELLs while meeting the Common Core Learning Standards

Differentiation amongst ELLs

Academic vocabulary

Reviewing student work

Case conferencing

Sharing and gathering effective resources

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:

Title III Supplementary Program Parents will be invited to attend several workshops and activities throughout the duration of the program. Providers include assistant principals, community organizations, guidance counselors and teachers. With assistance from our parent coordinator, the parents will be notified via letters and flyers in their own language and by phone.

Part D: Parental Engagement Activities

For translation of documents and or on-site interpretation, the school will contact and utilize the Translation and Interpretation unit. In addition, available bilingual staff members will attend activities to assist in interpretation.

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

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

Some of the workshops offered to parents of our ELLs:

- ELA Common Core Learning Standards and Assessments
- Math Common Core Learning Standards and Assessments
- Understanding the NYSESLAT
- Promotional Policy
- Extended Day Programs
- Class visits and participation
- Technology in the classroom
- Sharing and celebrating student work,
- English and GED programs

Part D: Parental Engagement Activities

Empty area for reporting Parental Engagement Activities.

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
TOTAL	_____	_____

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

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

C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

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

D. Student Demographics

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

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	36	10	2	10	5	2	13	1	8	59

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	36	10	2	10	5	2	13	1	8	59
Number of ELLs who have an alternate placement paraprofessional: <u>1</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							10	5	13					28
Chinese														0
Russian														0
Bengali							6	8	9					23
Urdu														0
Arabic							2		2					4
Haitian														0
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2	1						3
TOTAL	0	0	0	0	0	0	20	14	25	0	0	0	0	59

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)						7	6	11						24
Intermediate(I)						1	3	10						14
Advanced (A)						11	6	4						21
Total	0	0	0	0	0	19	15	25	0	0	0	0	0	59

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B						1	0	0					

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	13	2	0	0	15
6	7	2	0	0	9
7	21	2	1	0	24
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5	15	2	0		1		0	0	18
6	3	2	3		2		0	1	11
7	22	0	2		1		0	0	25
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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.
At IS 218 all students are assessed in early literacy skills using a variety of assessment tools. At the beginning of the year students take the Performance Series reading test to preassess literacy skills. Teachers use the results to differentiate, using multiple entry points and providing independent reading books for each student at his or her appropriate reading level. School-wide performance tasks and

portfolio tasks, as part of the Code-x curriculum, are used to assess student progress throughout the school year. Teacher-made assessments are also utilized in our English Language Arts classrooms to provide more individualized literacy instruction for all students.

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

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

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

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

3.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

5. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - d.
 - a. The data across proficiency levels that most of our students are at Levels 1 and 2 on the ELA and Math exams. The LAB-R data reveals that more Spanish speaking students are deficient in their native language upon entering the New York City school system. This deficiency allows for limited native language skills that can be transferred to English, making it more difficult to make gains in English proficiency. Most students perform on the beginner level on the English LAB-R when entering the NYC system.

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

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

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

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

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

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

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

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

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

Not applicable

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

Common planning teams consist of ELL, special needs and content area teachers. The teams use data from the ELL Periodic Assessment, RLAT report, and ELA scores to examine the students second language development. Instructional decisions are based on areas of student weakness. The teams work to develop curriculum maps and make instructional decisions for all students, including ELLs and SWDs. The needs of all students are closely examined and taken into consideration. The team discusses the means in which to make all information accessible and skills attainable for all ELLs at IS 218. In addition, the ELL team meets to discuss any adjustments in programming or instruction that can benefit English language learning in all content areas.

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

8. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?

c. How are EPs performing on State and City Assessments?

Not applicable

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

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
In NYC, all students, upon admission, complete a Home Language Identification Survey (HLIS). At IS 218, one of the ESL teacher (Ms. Zachary or Ms. Milovich) provides the parent with the HLIS form to complete. The HLIS form is available to our parents in the language of their choice. One of the two licensed ESL teachers (Ms. Zachary and Ms. Milovich) reviews the HLIS form and conducts an informal oral interview with the student to determine whether or not the student is eligible for services. Parents attend an information session, which includes a video and panphlets informing them on the choices offered by NYC: TBE, DL, or ESL. Parents make program choice: TBE, DL, or ESL. This selection is recorded when the parent fills out the selection form upon completion of the orientation. If Ms. Zachary or Ms. Milovich determines that the student is eligible for services, the LAB-R test is administered (in English and Spanish) The ESL teacher hand scores the assessment and submits the answer sheet within ten (10) school days from enrollment date.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
A parent orientation meeting is conducted upon admission. Parents of ELLs learn about the three program choices (Transitional Bilingual, Dual Language, Freestanding ESL) that are available to their children both at IS 218 and other schools in the district. Parents view a NYC Department of Education issued video and reading infomative literature, also distributed by the DOE in the parent's native language. At the conclusion of the meeting, parents are offered an opportunity to meet with the ESL teacher to further discuss their choice or to schedule a visit to another program site if available. Parents together with their child's teacher(s) discuss the benefits of all programs to ensure that the best choice is made for each student. This process is completed within the first 10 days of enrollment. If the parent fails to attend Ms. Friday (Assistant Principal), Ms. Zachary or Ms. Milovich (ESL teachers) call the home and other orientations are scheduled at the parents convenience to ensure the parent attends.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Parent Survey and Program selection forms are completed and distributed at the time of parent orientations. Questions are reviewed with the parent one by one to ensure that parents unnderstand the question and make the selection of their choice. Entitlement letters are distributed to students by the two certified ESL teachers, Ms. Milovich and Ms. Zachary. The entitlement letter is sent to the parent and a copy is retained in the ESL teacher record files. The Parent Survey and Program Selection Form is handed to the parent at Parent Orientation meeting with the ESL teacher. It is completed and signed by the parent. A signed copy is given to the parent, one copy is retained in the ESL teacher record files and the signed original is kept in student's cumulative record folder. The RLAT report is used to determine student eligibility for services. Eligible students receive continued entitlement letters. Continued entitlement letters are distributed to parents and ESL teachers maintain photocopies and put originals in student cumulative record files. The two ESL teaters are responsible for getting the entitlement letters back from the parent, placing the

originals in student cumulative records folders and retaining photocopies in ESL teacher's record files.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

After a student is identified as an ELL, parents are invited to attend an orientation with an ESL certified teacher. Parents watch a video and are provided with information about the city's three programs in their native language. After reviewing the information parents discuss their choice with the ESL teacher. If the parent is not able to make a decision and needs further assistance in their native language an interpreter is provided or the translation service provided by the department of education is called. The parent's choice is recorded in the ELPC screen on ATS within the first 20 days of the student's enrollment date. Parents receive placement letters indicating which of the three programs the student has been placed in.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

ELL teachers (Ms. Zachary and Ms. Milovich) and the testing coordinator (Ms. Baxter) attend professional development annually to prepare for administering and scoring the NYSESLAT. The ESL teachers turnkey the information to teachers selected to administer and score the test. The ELL and testing coordinator create a schedule using the state issued timeline to set dates and times for testing. The testing coordinator and ESL teacher review the RLER report to determine NYSESLAT eligibility. Prior to the testing period letters are mailed out to parents (in English and their native languages) informing them about the NYSESLAT and the importance of having their child tested in all four modalities.

Students are administered the speaking section individually and responses are scored by a pedagogue other than the student's teacher. The listening, reading, and writing sections are administered by grade level. Students are given the appropriate amount of time. Up to three additional teachers are selected to score the writing portion of the NYSESLAT, following New York State NYSESLAT scoring guidelines. Make-up sessions for each the sections are provided within the state issued timeframe to ensure all students complete the entire exam.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. **①**
The BESIS report shows that for the past few years the Parent Surveys have shown a trend in the choice of Frestanding ESL. At the present time ESL is the only program offered at IS 218.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a. Our ELL program consists both pull-out and push-in (co-teaching) models.
 - b. LEP students travel together in a group (one class in grade 6 and grade 8). It is a heterogenous group, as language proficiency varies. In grade 7 ELLs are in two separate classes that travel together according to their proficiency levels (one class for beginner to intermediate and the other is advanced). ELLs who are also students with disabilities in 7th and 8th grade receive instruction using the pull-out model. ELLs with disabilities in grade 6 are provided with ELA and ESL with the 6th grade ELL class.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
 - a. Two licensed ESL teachers provide the mandated number of instructional minutes according to proficiency levels by a combination of the push-in and pull-out models. ESL instructional minutes are delivered as per CR Part 154 in ELA classes according to the student's proficiency level (in grades 6 through 8, beginner and intermediate students receive 360 minutes per week of ESL instruction and Advanced students receive 180 minutes per week in ESL).
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Pull-out:

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

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

to glossaries in their native languages provided to them by their ESL teachers. Teachers group students with peers who share the same native language and are more proficient in English. Novels are available in Spanish and Bengali for independent reading. Our school is considering purchasing novels in Arabic, as the population of Arabic speakers is growing.

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

Push-in:

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

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

ELL Periodic Assessments, teacher-created assessments, student performance on NYSESLAT preparation materials, the Performance Series and Achieve 3000 assessments.

6. How do you differentiate instruction for ELL subgroups?

- 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).

a. Plan for SIFE students

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

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

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

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

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

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

Additional plan for SIFE

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

b. Plan for Newcomers

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

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

Direct supplemental instructional strategies are provided through:

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

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

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

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

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

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

Direct supplemental instructional strategies are provided through:

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

d. Plan for Long Term ELLs

Long term ELLs receive the following to support their growth:

- Saturday Learning Center – Reading and math intervention for level two students in grades 6, 7 and 8.
- After school program – Students will receive intensive reading and math instruction in a small group setting level one students will be seen on a 10:1 student/teacher ratio and level two students will receive services on a 15:1 student/teacher ratio.
- Holiday Break Academies –We will hold a three day February break vacation academy for grades 6, 7, and 8 to provide

test preparation in math.

- Tutorials -Small groups of students selected from level 1 and level 2 cohorts. Strategies include: conferencing, guided reading, and independent reading, math skills, math problem solving. Assessed through benchmarks, lexile testing, and teacher evaluation. Scheduling determined by student and teacher programs. Teachers and other staff members will push into classrooms or pull students out for these intensive tutorial sessions.

- Extracurricular activities available to Long-term ELLs include art, music, sports, clubs, etc. – Journalism and Art- Martial Arts – Sinnott Warriors Basketball Team – Ujoma Steppers – Health program– The Beacon Program – PAL

- Differentiated instruction – All teachers at I.S 218 use data and student educational history to both drive and differentiate instruction. Differentiated instruction for students receiving service for 4 to 6 years will have support through differentiated instruction through one or several of the following: tiered questioning, visual and/or audio aids, graphic organizers, interactive lessons, and hands on activities, among others supported by the latest in instructional methodology. Reading and math intervention for level two students in grades 6, 7 and 8.

e. Plan for former ELLs

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

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

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

7. Plan for Special Needs Students

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

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

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

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

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

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

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

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

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

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

Courses Taught in Languages Other than English

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

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

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

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

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

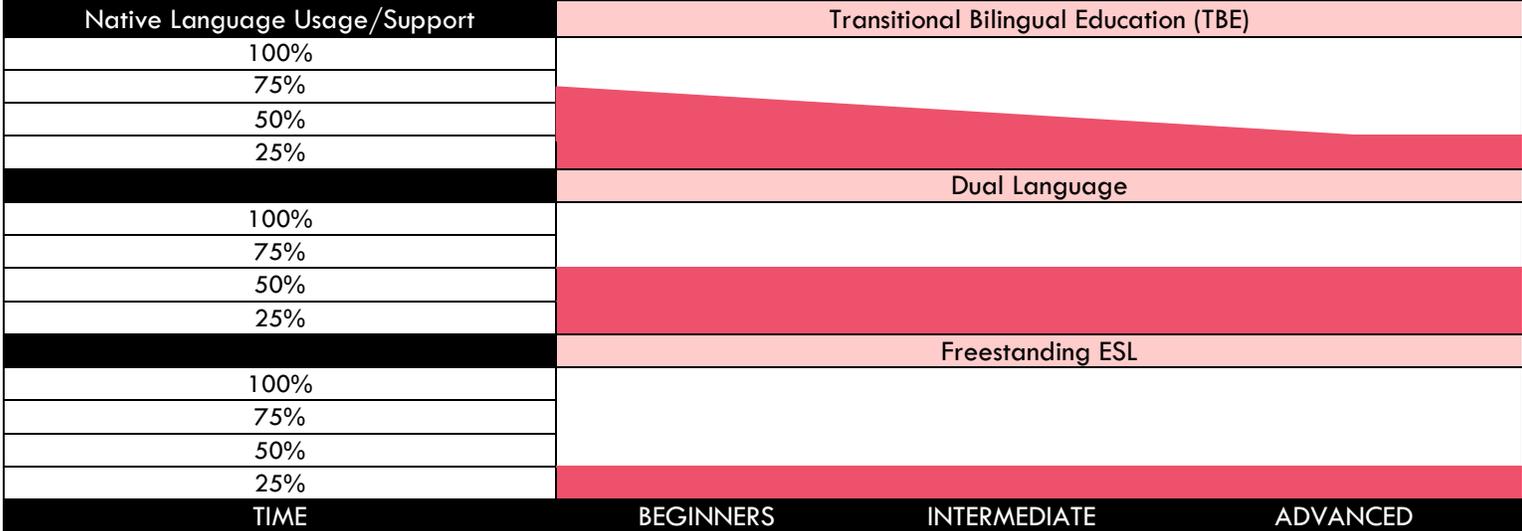
	Beginning	Intermediate	Advanced
ESL instruction for all ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

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

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

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

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

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

New programs and improvements that will be considered for the upcoming school year are: inter-visitations for content area teachers of ELLs and ESL teachers, provide teachers of ELLs with additional professional development and individual support,

principals further encourage and content area teachers of ELLs to include reading and writing in each lesson and visit to ensure implementation, look into a new beginner computer literacy program, and offer a native language arts class to students performing low on the LAB-R Spanish.

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

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

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

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

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

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

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

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

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

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

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

All students, including ELLs are offered an open house and parent orientation before the beginning of the school year. Interpretation services and information in the parents home language are offered. Throughout the year, several ELL parent orientations are held for informing students and their parents about special programs and the curriculum.

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

Not applicable

C. Professional Development and Support for School Staff

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

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

September: ELL Student Identification and Placement

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

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

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

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

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

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

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

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

March: ELL Periodic Assessment Data Analysis (part two)

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

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

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

Teachers, parent coordinators, and guidance counselors are supported in assisting ELLs transitioning to high school by providing them with

resources, such as interpreters, translation guides, and connecting them with DOE's translation unit for parent meetings.

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

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

September: ELL Student Identification and Placement

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

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

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

March: ELL Periodic Assessment Data Analysis (part two)

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

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Parents of ELLs are invited to all activities for parents of students at IS218. Parents of ELLs are informed about these activities by the parent coordinator who provides letters in the parent's native language to ensure all parents have access to activities held by our school. Some of these activities will include: ARIS parent training and workshops selected according to parent needs. In addition, only our ELL parents are invited to take part in activities in our SIFE program. The SIFE program opens three sessions to parents, sharing student presentations of student work and learning. Translation services are provided by a staff member, the DOE translation unit, or outside contractors.
 2. Our school partners with the Urban Arts Partnership and LeAp to provide workshops to parents. Some of the programs offered by are: Adult Literacy Skills for ELL and bilingual adults, GED preparation, Using Computers, and Cooking: Simple Healthy Meals. Other programs offered will be based on parent needs. Translation services are provided by a staff member, the DOE translation unit, or outside contractors.
 3. We evaluate the needs of our parents at IS 218. Ms. Haynes, our parent coordinator, sends parents surveys in the appropriate languages to assess all parent needs, including parents of ELLs. Translation services are provided by a staff member, the DOE translation unit, or outside contractors.
 4. Parental involvement activities are chosen based on responses to the survey completed by parents. Ms. Haynes takes all parent responses, including parents of ELLs, into consideration when planning activities. These activities change annually, based on these results. Translation services are provided by a staff member, the DOE translation unit, or outside contractors.

E. Additional Information

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

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 2 Network: CFN 210

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

Our school will provide the following translation services:

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

Workshops held in Spanish.

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

Spanish speaking staff members make or receive phone calls.

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

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

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

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

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

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

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

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

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

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

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