

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

School Name: THE SALOME URENA SCHOOL/
DBN (i.e. 01M001): 06M218
Principal: JUNE BARNETT
Principal Email: JBARNETT@SCHOOLS.NYC.GOV
Superintendent: MANUEL RAMIREZ
Network Leader: KATHY PELLER

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
June Barnett	*Principal or Designee	
Peter Coutinho	*UFT Chapter Leader or Designee	
Xiomara Mercedes	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Maria Rodriguez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Migdalia Cortes-Torres	CBO Representative, if applicable	
Raphael Patrick	Member/ Teacher	
Sharon Rubin	Member/ Teacher	
Elizabeth Casada	Member/ Parent	
Melisadra Cespedes	Member/ Parent	
Juana Sanchez	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015 students attendance rates will increase to a consistent average of more than 91% for the school year.

Comprehensive Needs Assessment

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

Students learn to become good at academics and citizenship through instruction received at school as long as they are present daily. According to research from the U.S. Department of Education drop outs are almost twice as likely to be unemployed as a result of the same social behaviors that caused them to not attend school. Being part of a school community on a regular basis helps student solidify their understandings and their sense-of-belonging to the school community which, it is hoped, will lead them to the realization that they must become fully responsible for their learning.

Thus, at I.S. 218 the data shows that students are negatively impacted both academically and socially as a result of not attending school. First, non-attendance is affecting their passing rate on the math and ELA state assessment. Second, students' absences cause them to miss out on opportunities like applying to certain screened high schools, receiving strong academic grades on their report cards, and being able to participate in other enrichment programs that can further support their academic goals. Over a three year span from 2012 to 2014 the attendance and register totals for our school are as follows:

218's Register: School Year 2012 – 342 students
School Year 2013 – 309 students
School Year 2014 – 255 students

218's Attendance Rate: 91% attendance for school year 2012
89% attendance for school year 2013
88% attendance for school year 2014

As a gauge for where our attendance average should be we have reviewed the district's yearly attendance rate (see below) in 2013-2014 for each grade and special education students which reflects an average above us that is between 4 to 5%. In the last three years our attendance rate has progressively decreased by 1% to 3%.

District Attendance Rate:

Grade 6: 94.17%

Grade 7: 93.49%

Grade 8: 91.88%

Special Education: 88.94%

In the months of January and February we have noticed our average monthly attendance that is usually at 88% dips between 82% to 84%. Other factors affecting our attendance include students living in the Bronx and continuing to attend school in Manhattan. Another concern is to provide incentives to students who are not participating in field trips and choose to stay home instead of coming to school.

Instructional Strategies/Activities

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

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

- Develop a school wide Attendance Plan to address the factors needed to improve students' daily attendance

- Develop and monitor the goals of the Attendance Committee
- Monitor students' attendance via daily ATS reports
- Develop incentive programs to award students with good attendance
- Provide daily/weekly School Messenger notices to parents
- Provide weekly correspondences to parents in their home language notifying them of students absences
- Facilitate bi-monthly Attendance Meetings to monitor the attendance program
- Review and compare the PAR Reports to identify patterns in students' attendance and assess if the monthly averages are moving the school close to its target
- Identify students with chronic absences for monitoring and development of individual program to improve their attendance
- Collaborate with our CBO partner, The Children's Aid Society to hire an attendance coordinator to monitor students attendance progress

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

- Tax levy funds will be used to hire an attendance coordinator in partnership with our CBO, The Children's Aid Society who will focus on attendance outreach by text, phone, and email, as well as make home visits during school hours as is necessary.
- Tax Levy funds will be used to pay the annual fee for the School Messenger system we will use to inform parents of student absences and lateness via phone
- The development of Class Parents Leaders by our Parent Coordinator will be incorporated into our Attendance Plan and used to support school communication with the parents
- Student leaders like class presidents will also be used to monitor, encourage, and lead by example best practices students may use to improve their attendance.
- The Attendance Teacher will run ATS reports as follows:
 - a) PAID – period attendance reports
 - b) HLTH – health and immunization reports
 - c) STHM – students in temporary housing
 - d) OPT – Office of Pupil Transportation
 to determine if any of our students attendance may be impacted by lack of housing, immunization, or transportation – all of which can cause students' attendance to decrease.

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

1. Monitoring of special education and general education students' attendance goals via the PAR reports, daily 407 reports, and the 'late arrival log book' to assess whether the programs we have put in place is gaining results will be done as follows:
 - October 2014
 - December 2014
 - February 2015
 - April 2015
 - June 2015
 On these dates adjustments will be made by the Attendance Committee to determine whether or not we are on track to meet our goals, or if additional plans must be put in place to reach them.

2. Determination of the attendance coordinator’s success in reducing absences of students identified with chronic absences will be made by reviewing these students’ absence and time of arrival to school. This will be done on the following dates:

- October 28, 2014
- November 25, 2014
- December 23, 2014
- January 29, 2015
- February 26, 2015
- March 26, 2015
- April 30, 2015
- May 27, 2015
- June 11, 2015

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

1. October 2014, February 2015, June 2015

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

1. Title III funds will be used for translation services when needed.
2. Tax levy funds will be allocated in Galaxy for Attendance Coordinator
3. Tax levy funds will be allocated to purchase School Messenger program
4. Title 1 funds and Tax Levy dollars will be allocated and used to support parent participation
5. Tax levy funds will be used to purchase incentive field trips for the attendance program

Strategies to Increase Parental Involvement

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

- During Parent Engagement Tuesdays parents will be introduced to the Attendance Plan so that they are informed of the school’s expectations for their child’s daily attendance. These parent workshops will be a series and will include topics focusing on ‘best practices for improving your child’s attendance, ‘tips for making medical appointments that does not impact school attendance’ – which will be facilitated by the Parent Coordinator and the Attendance Teacher beginning in October 2014, January 2015, March 2015, and May 2015
- The president of the Parent Association and the Parent Coordinator will identify and develop parents to become class parent leaders who will be charged with the task of sharing with parents programs, activities, and incentives that will support the school wide attendance program. These parents will contribute to a section of the monthly newsletter that is prepared by the Parent Coordinator for distribution to the school community
- Teachers will also provide parents with individual information as to their child’s attendance at each class during Parent Engagement Tuesday via email, telephone, or in person.
- Teachers will also support parents’ understanding of the content students are learning so they may be able to assist their child with the daily homework. This is important as some children may choose not to come to school if they are unable to complete the assignment.

Budget and Resource Alignment

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

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

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Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, 50% of all ELL will increase one proficiency level on one of the two combined sections of the NYSESLAT assessment.

Comprehensive Needs Assessment

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

The Citywide Instructional Expectations for 2014-2015 notes that the work of schools is to “support students to demonstrate academic and personal growth, achieve at their highest levels, and be afforded opportunities for college and career participation. The success of that mission depends on a school’s ability to know its students well. It is important to note here that teachers don’t teach content in the abstract; they teach it to students. Thus, in order to ensure student learning, teachers must know not only their content and its related pedagogy but also the students to whom they wish to teach that content. Students whose first language is not English, as well as students with other special needs, must be considered when a teacher is planning lessons and identifying resources to ensure that all students will be able to learn.”

After a comprehensive review of the NYSESLAT and the New York State English Language Arts assessment the following area of focus emerged as an instructional need to be strengthened if we are to improve literacy for our English Language Learners. The data below from the 2013-2014 state results that includes the ELA reflects the need for this goal:

2014 NYSESLAT					2014 ELA
	Proficient	Advance	Intermediate	Beginner	Performance Level 2
ELL	14	38	27	34	12
ELLs No Movement		28	11	19	

While data from the last Quality Review in 2011-2012 reflected that 45% of our students were ELLs in the three years since then the ELL population has increased to 51%. Thus, the increase of students registered and identified as ELLs has led us to this CEP goal to refocus on those students in a specific way. Other data important to note about our ELLs that influenced the development of this goal include the following:

- 129 students of the 251 students on register are identified as ELLs
- 119 of the 251 ELLs speak Spanish as their home language
- 55 students are former ELLs
- 52 ELLs are special education students
- 20 students are identified as SIFE
- 23 students are identified as long term ELLs

Of the 129 students identified as English Language Learners only 12 of them scored a level 2 on the New York State English Language Arts assessment. The remaining 122 did not take the test or received a level 1. As stated above the 55 special education students are in need of even greater assistance as they are faced with a second language deficiency that requires support to address their learning needs. Overall, students need instruction in the following areas: closer reading and interpretation of text, strong vocabulary development, writing across genres, and instruction that is scaffold and differentiated to support their ability to respond based on their understandings.

Also important and to be addressed is the lack of growth of ELLs on the NYSESLAT, especially at the ‘beginner’ level. Upon review of students’ writing journals in June of 2014 teachers reflected that students were not writing in-depth pieces, were not using vocabulary in precise terms, and unable to fully describe their thoughts due to lack of experience and access to a culture that was new to them. As a result teachers reflected that students need to be exposed to different cultural experiences (dance, music, art, and literature) that will expand their understanding of the society they live in, as well as how it affects their lives.

Instructional Strategies/Activities

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

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

Instructional strategies/activities include:

1. Track diagnostic and predictive assessments
2. Provide AIS support for students performing below standards
3. Weekly academic assessments of the lowest third students in the groups
4. Literacy book clubs for ELLs twice each week
5. Curriculum Maps in literacy (English and Social Studies) aligned to the Common Core
6. Waggle literacy web-based program as part of the home instruction to support growth
7. Conferencing with students weekly to monitor students’ area for growth
8. NYSESLAT test prep and tutorials in an afterschool setting three times per week
9. Saturday test prep
10. Field trips to cultural centers, historical destinations, and social organizations

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

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

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

1. Students will be tested on the Waggle program to assess their growth. Targets to include vocabulary , writing, classroom discussions, and comprehension skills

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

5. October 2013, January 2014, and May 2014

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

Tax levy funds will be used to fund two full-time ESL positions. Title III will be used to fund an after school program on Fridays that will run from November 2014 to March 2015. NYSTL funds will be used to purchase ESL standard materials and the Waggle literacy intervention program to support

students in preparation for the NYSESLAT

Strategies to Increase Parental Involvement

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

To 'open the doors' of our school to our parents the year began with two parent orientations in August for incoming grade 6 parents. This was followed up with two parent meetings on supporting your child's literacy in middle school and a special education parent workshop facilitated by the school psychologist and IEP Coordinator. Other parent activities planned this year around literacy include:

- Monthly parent workshops focusing on ELLs (as well as those who are identified as special education students) will include: parent rights and special education mandates, bilingual students and literacy, the Common Core Standards, the Waggle Literacy Program, and helping students with homework.
- So that parents are comfortable in their child's classroom the Parent Coordinator organizes a series called, 'Parents as Students for a Day' which allows parents to travel with their child's class and participates in lessons. This allows parents to see the actual schedule of their child, interact with their teachers outside of parent/teacher meetings, and allows them the ability to assess the level of work being given their child.
- Tuesdays Parent Engagement will support literacy workshops for parents that will be facilitated by the ESL and ELA teachers along with other workshops to be guided by the Parent Coordinator
- This year we will host field trips to local colleges and to the Washington, DC area for our college tour to promote college awareness and build expectation in our students and parents that college is the goal that is attainable.
- There are 122 students identified as ELLs on our register. As such oral interpretation is important in our school and is supported by the bilingual parent coordinator, our community based organization – The Children's Aid Society who provides support to our parents with oral interpretations and translations of IEPs, parent-teacher conferences, minutes from the School Leadership Team and Parent Association meetings.

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015 25% of all level one students will increase their performance standard to a level two on the New York State English Language Arts (ELA) assessment.

Comprehensive Needs Assessment

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

The data below reflects students' performance results on the 2014 ELA that indicates there must be improvements, as more than half received performance level scores of level one and two. Likewise, the performance of our students identified as ELLs (48%) reflect a similar concern as only 12 scored a level 2 on the ELA. Our goal for these students will be the focus of the ESL teacher assigned to them for reading remediation through a series of programs: the Wilson Reading Program, small group instruction during their Native Language Arts classes, and afterschool programs. These students will be tracked via the weekly teacher team meetings. Closer reading of text and higher order questioning are also areas we will work on.

Also important and to be addressed is the lack of growth of ELLs on the NYSESLAT, especially at the 'beginner' level. Upon review of students' writing journals in June of 2014 teachers reflected that students were not writing in-depth pieces, were not using vocabulary in precise terms, and unable to fully describe their thoughts due to lack of experience and access to a culture that was new to them. As a result teachers reflected that students need to be exposed to different cultural experiences (dance, music, art, and literature) that will expand their understanding of the society they live in, as well as how it affects their lives.

Grade 6 ELA					Grade 7 ELA					Grade 8 ELA				
	Level 1	Level 2	Level 3	Level 4		Level 1	Level 2	Level 3	Level 4		Level 1	Level 2	Level 3	Level 4
ELL	57%	41%	1%	0%	ELL	46%	52%	0%	0%	ELL	51%	46%	0%	0%
Non-ELL	13%	48%	40%	0%	Non-ELL	3%	65%	32%	0%	Non-ELL	3%	73%	24%	0%

Instructional Strategies/Activities

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

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

1. Increase opportunities for writing through journals and narrative exit slips
2. Provide after-school literacy tutorials for our sub group (ELLs and Special Ed.).

3. Integrate literacy through book clubs at each grade level
4. Develop literacy clubs like a newspaper and yearbook to improve students writing
5. Motivate male students with basketball team and create social activities around the sport of basketball
6. Provide formative assessment at three weeks intervals to asses students' growth
7. Create a library of books catering to the interest of male students
8. Monitor attendance and lateness to ensure daily participation
9. Provide time for reading during Advisory in the mornings
10. Provide literacy home connection for parents through monthly workshops on Saturdays and Parent Engagement Thursdays facilitated by an ESL teacher

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

1. AIS teachers, ESL teachers, ELA teachers and network consultants to support content teachers in developing strategies and activities.

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

1. Students will be tested on the Waggle literacy intervention program, Diagnostic Reading Assessment (DRA), and QRIs to assess their growth. Targets to include vocabulary , writing, classroom discussions, comprehension

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

1. October 2013, January 2014, and May 2014

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

1. Tax levy funds will be used to hire a F-status reading teacher who will focus on the bottom third students and provide academic intervention to students two days weekly from October 2014 to April 2015. Coordination between the day school and the evening program facilitated by the Children's Aid Society (CAS) is essential for our grade 6 literacy program for students at level 2. Additionally, afterschool classes paid for with funds from our budget are in place (math and ELA) for students performing at level 1 that is separate from the CAS literacy program in grade 6. Programs for students in grades 7 and 8 are in place and focuses on ELLs, general ed. and special education students at all performance levels.
2. To better improve students' vocabulary the program, Word Generation is being used across the core content to introduce new vocabulary and to practice their use in context.
3. During the school day the AIS program, Advisory program, and additional literacy programs provided to targeted groups are in place to provide the literacy enrichment and remediation needed for students.
4. Tax levy funds will be allocated in Galaxy for literacy consultant from Waggle.
5. Tax Levy Funds and New York State Tax Levy funds will be used to purchase supplies and materials to support the afterschool program.
6. Tax Levy funds will support Professional Development for ELA/ESL and NLA teachers with Waggle consultants.
7. Weekly grade meetings on Parent Engagement Tuesday, common preps at period 4 for teams to meet by content, and Advisory time daily is used for Inquiry Team and data teacher leaders to meet. Also, block schedules to provide opportunities for teachers to meet and plan weekly is also in place.
8. Title 1 funds and Tax Levy dollars will be allocated and used to support parent participation
9. Title III funds will be used for translation services when needed

Strategies to Increase Parental Involvement

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

- Monthly parent workshops on a variety of topics including: Working with Waggle at Home, Helping Parents Understand the NYSESLAT, Developing Your Child's Vocabulary are a few of the workshops parents will participate in. Having teachers facilitate workshops to parents during the Parent Engagement Tuesday is also a large part of our parent involvement this year along with understanding the Common Core Standards for Literacy.
- So that parents are comfortable in their child's classroom the Parent Coordinator organizes a series called, 'Parents as Students for a Day' and a series of Breakfast with the Principal by grade during which parents meet with the Principal and to be orientated about what lessons they will participate in, then travel with their child's class and participates in the learning. This allows parents to see the actual schedule of their child, interact with their teachers outside of parent/teacher meetings, and is able to assess the level of work being given their child.
- We will further enhance our program that serves to support parents and provide them with literacy support from a professional who is able to model for parents successful literacy skills.

There are 122 students identified as ELLs on our register. As such oral interpretation is important in our school and is supported by the bilingual parent coordinator, our community based organization – The Children's Aid Society who provides support to our parents with oral interpretations, our translation services provided to parents of students with IEPs, translation support at Parent-Teacher Conferences, and School Leadership Team meetings

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

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

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

6.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Interactive reading and writing using historical fiction and expository texts	Small group and one-to-one service	During the school day and after-school.
Mathematics	Modeling, questioning, and inquiry	Small group and one-to-one service	During the school day and after-school.
Science	Questioning and inquiry using PBIS a project based curriculum	Small group and one-to-one service	During the school day and after-school.
Social Studies	Interactive reading and writing using the social studies text and historical fiction text	Small group and one-to-one service	During the school day and after-school.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	School guidance counselor, social worker from CBO, and Life Skills Coach provide one-to-one and group counseling	Small group and one-to-one service	During the school day and after-school.

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Of the 31 teachers assigned to I.S. 218 their years of service is as follows:</p> <ul style="list-style-type: none"> • 5 is a first year teachers • 1 are second year teacher • 1 is a fourth year teacher <p>The remaining faculty's years of service averages between 8 to 15 years. While not many are considered new to teaching the goal is to provide on-going professional development to the staff to ensure growth and confidence as they progress in developing their craft, and as new instructional mandates, redefined state standards, and revised best practices are put into place. For those teaching less than five years, they are supported in their first year by a mentor, and in the second and third years they are provided additional support to reinforce best practices by the literacy coach and literacy consultants, as well as content specific support from specialist and lead teachers in those areas.</p>

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).
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tt - Principal

Professional Development Calendar for 2014/15

Series PD					
Name of Workshop	Purpose	Anticipated Outcome	Participating Tchrs.	Alignment to CEP Goal	
Instruction and Questioning in Danielson Framework (1E + 3B)	Design lessons representing important learning aligned to the subject and content.	Growth in knowledge of pedagogical approaches best suited to the discipline	A Diaz S. Jaime	By June 2015 on the NYS English Language Arts assessment 30% of all students who are below proficiency level will achieve a level 2	C. P Tea
Instruction/Engagement and Culture in Danielson Framework (1E + 3C+ 2B)	Design lessons that provide students opportunities of a safe place to take	Growth in maximizing student engagement and fostering respectful interactions with high level discussions and learning	B. Ross	By June 2015 on the NYS English Language Arts assessment 30% of all students who are	M. T Tea

	risks and engage in rigorous learning opportunities	contributions		below proficiency level will achieve a level 2	
Instruction and Assessment in Danielson Framework (1E + 3D)	Design lessons representing important learning aligned to the subject and content. Assess need to adjust lessons based on students' learning.	Growth in knowledge of pedagogical approaches best suited to the discipline	A Perez	By June 2015 on the NYS English Language Arts assessment 30% of all students who are below proficiency level will achieve a level 2	K. Robi Teacher •
Instructional Rounds to Strengthen our Learning Community	To investigate and analyze a problem of practice within the Instructional Core	The instructional core (Danielson Framework: 1.1 Curriculum, 1.2 Pedagogy, 2.2 Assessment) will be strengthened for the participating faculty who will facilitate in-service PD for their team/ content colleagues.	A Perez B. Ross S. Jaime	By June 2015 on the NYS English Language Arts assessment 30% of all students who are below proficiency level will achieve a level 2	Y. Peral Teacher •
Assessing Math Instruction	To determine needs and areas for growth in math classrooms	Instructional focus and lesson plans will have rigor and assessment	M. Hinestroza B. Ross N. Moreno C. Deleon	By June 2015 at least 50% of all ELL students taking the NYSESLAT will move up one proficiency level on at least one of the combined modalities	O. Huta Teacher

Monthly PDs

Name of Workshop	Purpose	Anticipated Outcome	Participating Tchr.	Alignment to CEP Goal	F
Getting Started: Understanding Chancellor's Regulations	Inform faculty through the accountability guidelines of the DOE	Faculty and staff will be able to perform their duties and responsibilities as written by the DOE	All faculty	_____	J. Barnett
2014-15 Citywide Instructional Expectations	Inform the faculty of the DOE's instructional priorities and open conversations with faculty on implementation	Understand the work our school must do in relation to the instructional expectations	All faculty	All CEP Goals	J. Barnett
Presentation of District Goals	Inform the faculty of the district's priorities and goals	Incorporate the district's goals into the day-to-day work of our school	All faculty	All CEP Goals	Supt. M
Special Education Overview: SESIS, IEPs, BIP and FBA, and 408 Mandates	Inform faculty and staff of rules and regulations	General education and special education teachers will understand the legal and programmatic mandates of special ed.	All faculty	By June 2015 10% of SWD who scored a level 2 on the NYS English Language Arts assessment will move to meet the level 3 standard	R. Patri J. Viera W. Mila
NYSAA Training	Overview of revised NYSAA materials	Teacher will be informed and proficient in facilitating alternative assessment protocols	M. Diaz R. Patrick	By June 2015 10% of SWD who scored a level 2 on the NYS English Language Arts assessment will move to meet the level 3 standard	NYS St

Identifying and Developing School Website	To inform teachers of the components of the new website	Use of the school website for interaction between faculty and parents	Faculty and staff	-----	Sharon I
PBIS Curriculum Overview	Introduce tchrs. to the new science curriculum	Teachers will become proficient in the knowledge of the curriculum familiar with the new materials	E. Palmer S. Jaime B. Kaur	By June 2015 on the NYS English Language Arts assessment 30% of all students who are below proficiency level will achieve a level 2	J. Penny
Data Inquiry Monday	Guide and provide teachers on current student data	Use of ARIS community and identifying students for Inquiry Teams	All faculty	All CEP Goals	C. Butle
Close Reading for English Language Learners	Introduction to close reading activities	Become skilled at developing close reading activities for ELLs	N. Magen P. Coutinho	By June 2015 on the NYS English Language Arts assessment 30% of all students who are below proficiency level will achieve a level 2	Office o
Life Skills Coaching for Student Management	Skills and strategies to Support New Teachers	Gain understanding of behavior management strategies for working with students	S. Marendia	All CEP Goals	Office o Develop
PD on 1st Monday: Part 1 Instructional Protocols for ELLs	To instruct faculty on instructional mandates for ELLs	Increased ELL classroom support	Faculty and staff	By June 2015 at least 50% of all ELL students taking the NYSESLAT will move up one proficiency level on at least one of the combined modalities	Dr. R. B ELLs
Chancellor's Conf. Day Math: <ul style="list-style-type: none"> Bringing the Common Core Alice in your Math Classroom Planning Coherent Instruction that is Engaging, Rigorous, and Provides Access for All in Math ELA: <ul style="list-style-type: none"> Expeditionary Learning: Deconstructing the Modules Science: <ul style="list-style-type: none"> PBIS: Breaking Down the Units into their Small Parts SPED/ESL <ul style="list-style-type: none"> Self-Regulated 	To provide differentiated professional development for faculty and staff	Increase best practices and student achievement	Faculty by Content	All CEP Goals	Facilitat and the

<p>Strategy Development</p> <ul style="list-style-type: none"> Strengthening the Instructional Core <p>Social Studies</p> <ul style="list-style-type: none"> The Politics of Rebuilding Europe After WWII <p>Phys. Ed.:</p> <ul style="list-style-type: none"> 					
STEM Pilot	Provide guidance and coaching on science instruction and NYS standards	Strengthen science pedagogy and create STEM interest in student	E. Palmer	All CEP Goals	Roy Bro
PD on 2nd Monday: Teachers by Content	Teachers developing skills/strategies by content	Content team collaboration	All faculty by Content	All CEP Goals	Content
Instructional Core in Math	Provide instruction in math to support teacher skill	Increased teachers expertise in providing content specific instruction	Math Dept. C. Deleon B. Ross M. Hinestroza N. Moreno	All CEP Goals	O. Hutc II2)
PD on 3rd Monday: Data Teachers by Grade	Teachers assessing students' work to best understand their needs	Grade team collaboration	All faculty by Grade	All CEP Goals	Data Te B. Kaur C. Butle
Instructional Rounds	Explore a Problem of Practice	Collaborate with team members to develop a response to the problem based on classroom observations	B. Ross A. Perez S. Jaime J. Barnett	All CEP Goals	K. Robi
PD on 4th Monday by Differentiation (across grade and content)	To provide PD in instructional focus: questioning/critical thinking	Increase teacher expertise in one of the instructional focus of the year	Teachers to choose workshop	All CEP Goals	TBA
PD I* Monday: Part II - Instructional Protocols for ELLs	To instruct faculty on instructional skills and strategies for ELLs	Increased ELL classroom support and student achievement	Faculty and staff	By June 2015 at least 50% of all ELL students taking the NYSESLAT will move up one proficiency level on at least one of the combined modalities	Dr. R. B ELLs
Integrating Informational Text in the ESL Bilingual Classroom	To instruct faculty on instructional skills and strategies for ELLs	Increased ELL classroom support and student achievement	Perez, Nappo Polanco M Diaz	By June 2015 at least 50% of all ELL students taking the NYSESLAT will move up one proficiency level on at least one of the combined modalities	NY His Instructi
PD on 2nd Monday: Teachers by Content – Focus on Depth of Knowledge (DOK)	Teachers developing skills/strategies by content	Content team collaboration	All faculty by Content	By June 2015 on the NYS English Language Arts assessment 30% of	Content

				all students who are below proficiency level will achieve a level 2	
No Gym, No Problem: Phys. Ed.	Developing alternate ways to facilitate phys. ed. classes	Creating alternate plans for phys ed. instruction	Pagounidis	-----	Perform Central
Engaging Young Male Dancers	Understanding ways to facilitate dance instruction to male students	Increased participation by male students	Pagounidis	-----	Gibney
PD on 3rd Monday: Data Teachers by Grade	Teachers assessing students' work to best understand their needs	Grade team collaboration	All faculty by Grade	All CEP Goals	Data Te B. Kaur C. Butle
PD on 4th Monday by Differentiation (across grade and content)	To provide PD in instructional focus: questioning/critical thinking	Increase teacher expertise in one of the instructional focus of the year	Teachers to choose workshop	All CEP Goals	TBA

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

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

All our programs include a special emphasis on SWD's and our ELL student. Increasingly, we have focused on STH students for educational assistance and to ensure they are present in school regardless of their present housing conditions, and when necessary, we have provided supplies, clothing etc. to STH students. Additionally, I.S. 218 continues to use effective methods and instructional strategies that are based on scientifically-based research that:

- a) Increased the amount and quality of learning time, such as extended school day, before- and after school programs like: Saturday programs in literacy and math, and lunch time reading programs (book club), our Science Regents Living Environment class held twice weekly after school, and our Saturday literacy program for ELLs.
- b) We also provide an enrichment curriculum for ELLs through our Title III program for our students performing at the lowest third.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

Data Team that is comprised of two faculty members and an administrator who meet each morning as part of their program to provide support to the entire school through a monthly newsletter, leading of the Inquiry Teams on each grade, and participants of a lab site to provide on-going feedback to the school

and network regarding data, assessments, and alignment of assessment procedures.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Parent Involvement Policy (PIP) Template

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

- Highlighting examples and requirements of CCSS in ELA and math at PTA meetings, Title 1 parent workshops, and at Orientation for incoming 9th graders.
- Conducting Title 1 Parent Workshops of IEP/ELL parents focusing on resources available at the school to assist students.
- Facilitating Financial Aid workshop, graduation requirements, and College Assessment Entry exams (SAT, PSAT, ACT) workshop for parents to meet the College-and career readiness goals of the school.
- Providing parents with information on programs, internships, activities offered or supported by the school.
- Meeting with families of students experiencing behavioral challenges facilitated by the dean and guidance counselors.
- Providing parent workshops on Drug Abuse, Gang Activity, and Managing Challenging Teens.

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Teacher Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a dedicated staff person to serve as a liaison between the school and families. The dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. This personnel 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;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Committee;
- supporting or hosting Family events;
- 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;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) 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;
- 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;
- 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.

DBN: 06M218

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page #
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		(Refer to Galaxy for FY '15 school allocation amounts.)	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	\$164,903.31	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$16,072.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,685,098.00	X	See action plan

¹Explanation/Background:

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

Important Note: The following funds may not be consolidated:

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



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: The Salome Urena School	DBN: 06M218
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: 60
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: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

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:

At The Salome Urena School (I.S. 218) located in the northernmost section of New York City in the Washington Heights community there are a total of 122 students identified as English Language Learners out of a total register of 245 students. Of the total number of ELLs 119 have Spanish as their home language and 3 have Arabic identified as their home language. The NYSESLAT results for the assessment administered in April/May 2014 reflect: 14 students as Proficient, 38 students as Advance (25 of which stayed at Advance and did not move to Proficient), 27 students as Intermediate (11 of which stayed at Intermediate and did not move to Advance), and 34 students as Beginners (19 of which stayed at Beginner and did not move to Intermediate). Additional data reflects that 20 of our ELLs are identified as SIFE and 13 of them are evaluated for Special Education.

Based on the above statistics, the rationale for the Title III Saturday program is to provide additional language instruction to bilingual students who have been identified at the beginner and intermediate levels on the NYSESLAT. The students identified for this Saturday program have been in the United States for approximately three years and are in need of focused instruction to address the consistent gaps we have identified from a two-year study of the students' NYSESLAT and ELA results. A key factor in our decision to facilitate this program in the 2014 - 2015 school year is the on-going concern for students whose scores for the listening and speaking modalities reflect lack of growth, and for more than half of the students there is now a reversal of scores. Please note the highlighted data below of one student:

2012/13 Listening score -10 2012/13 Speaking score - 9 ELA: 2012/13 Level 1 (scale score: 189)

2013/14 Listening score - 8 2013/14 Speaking score - 6 ELA: 2013/14 Level 1 (scale score: 201)

The data noted above for this student reflects our understanding that to improve the results of this student (whose scores reflect patterns of other students in our school) in these two modalities and on the ELA state exams we must increase the opportunities for students to listen and speak in English using academic language consistently. With phase two of the NYSESLAT assessment being put into place for the 2014/15 test this Title III funded Saturday program will assist us in teaching our students how to answer assessment questions that are fully aligned to the common core learning standards and the new

Part B: Direct Instruction Supplemental Program Information

Bilingual Common Core Standard. There will be new types of questions added to all four modalities and revised rubrics for speaking and writing. The program's goal is to increase the students' awareness of literacy structures when reading for information, and using vocabulary to increase the various context of ways words are used across content which will support all four modalities. Finally, increasing our support to students to better expose them to expository texts and align them with the common core shift when reading for information is an expectation of this program.

The sub-groups and grade levels of the students who will participate in the program are as follows: all students who on the NYSESLAT 2013/14 received scores of beginner and intermediate will participate in this program along with students who are at level one on the New York State ELA test and received scale scores between 193 and 250. Most important in the consideration given to identifying students for the program was the inclusion of students who have been in the country for three years but have not shown growth in the classroom or on the ELA and NYSESLAT exams. The basis for this program resides in the fact that 11 of the students who scored Intermediate have remained at the Intermediate level with no movement, likewise 19 of the students who scored at the Beginner level have not shown growth toward Intermediate, but remains at the Beginner level. Additionally, 23 of our students are long term ELLs and in need of support that will further increase their academic language abilities.

Duration and schedule of the program:

The program will be held on Fridays and Saturdays for 26 weeks and will start the week of November 10, 2014 and end the week of June 1, 2015. Each week students will meet from 2:30 p.m. to 5:30 p.m. on Fridays and from 9:00 a.m. to 12:00 p.m. on Saturdays. To provide maximum instructional focus the teachers will develop lessons collaboratively in the content of English Language Arts. The students will be divided into two separate groups so that one instructor is facilitating specific instruction in vocabulary to support both the reading and writing modalities. The second instructional period will concentrate on the skills and strategies in literacy to strengthen the listening and speaking modalities as they listen to and read standards based literature, participate in accountable talk, and Socratic Seminars -- all of which will strengthen their critical thinking abilities. The materials that will be used in this program include trade books at students independent and instructional levels, the web based intervention program, Waggle for literacy to track students reading and writing progress, and the vocabulary program Wordly Wise.

There will be two sessions weekly allowing for a total of 52 classroom sessions.

The actual dates of the program are:

Part B: Direct Instruction Supplemental Program Information

November 7, 2014 and November 8, 2014

November 14, 2014 and November 15, 2014

November 21, 2014 and November 22, 2014

December 5, 2014 and December 6, 2014

December 12, 2014 and December 13, 2014

December 19, 2014 and December 20, 2014

January 9, 2015 and January 10, 2015

January 16, 2015 and January 17, 2015

January 23, 2015 and January 24, 2015

January 30, 2015 and January 31, 2015

February 6, 2015 and February 7, 2015

February 13, 2015 and February 14, 2015

February 27, 2015 and February 28, 2015

March 6, 2015 and March 7, 2015

March 13, 2015 and March 14, 2015

March 20, 2015 and March 21, 2015

March 27, 2015 and March 28, 2015

April 3, 2015 and April 4, 2015

April 17, 2015 and April 18, 2015

April 24, 2015 and April 25, 2015

May 1, 2015 and May 2, 2015

May 8, 2015 and May 9, 2015

May 15, 2015 and May 16, 2015

May 22, 2015 and May 23, 2015

May 29, 2015 and May 30, 2015

Part B: Direct Instruction Supplemental Program Information

Language of Instruction for this Title III program will be English. The students that we have identified are presently receiving instruction in monolingual classrooms and our purpose in designing this program is two-fold. The first is to improve students ability to answer constructed responses to open-ended questions. The second reason is to increase students' fluency that they may increase their performance level on the ELA and increase their modality scores on the NYSESLAT. To achieve this we will work with students to:

- * express ideas clearly and effectively
- * use vocabulary that is context-related and precise (to accurately use general academic and domain-specific words as appropriate)
- * demonstrate command of the conventions of standard English grammar and usages

Certified teachers participating in this program will be two (2)-- one licensed in the content area of ESL and the second teacher in the content area of English Language Arts. The content we will use for instruction in this literacy program will be ELA to ensure students are fully exposed to expository texts. In addition, students will be reading autobiographies, memoirs, and historical fiction that focuses on the 7th and 8th grades social studies curriculum. Graphic organizers, critical thinking tools like Depth of Knowledge (DOK), and the web based literacy assessment tool Waggle will be used to monitor students understanding and academic language.

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: Rationale for providing professional development to the ESL teachers is to ensure that they understand the particular needs of the students who will be participating in the Title III program and are able to use the instructional materials and tools that will be part of the program. Workshops will be given to the two ESL teachers that work with all of 218's ELLs and to the two teachers who will be working in the Title III program. The workshops will be presented monthly on the 4th Monday of each month from 2:30 p.m. to 3:45 p.m. The ELL focus is to ensure that teachers gain knowledge that will address the instructional strategies that are needed to move the longterm ELLs.

Part C: Professional Development

- * Workshop: Depth of Knowledge (DOK) for Teachers of ELLs

Dates: September 2014, November 2014, January 2015, March 2015

Facilitated by: Ms. Camilla Holmes, CFN 112 ELL Specialist

Participants: All ESL and Bilingual Teachers

- * Workshop: ELL Department Book Study. Text: Scaffolding Language Scaffolding Learning-

Teaching Second Language Learners in the Mainstream Classroom

Dates: October 2014, December 2014, February 2015, April 2015

Facilitated by: Supervisor, Ms. Pamela Russell

Participants: All ESL and Bilingual Teachers

- * Workshop: Implementing the cognitive academic language learning approach using the Calla system

Dates: December 2014 - February 2015

Facilitated by: Calla Consultants

Participants: All ESL and Bilingual Teachers

Part D: Parental Engagement Activities

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

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

Begin description here:

Our rationale for the parent engagement is to ensure that parents are aware of our instructional objectives for their child and to train them to support learning at home so that the practices facilitated in school will carry over and become part of the literacy work done at home.

Part D: Parental Engagement Activities

- * Parents will be engaged through monthly communication by the ELL Department newsletter that will be sent out to parents by email and backpack home by the students.
- * Through our new school's web site parents will connect with their child's teachers, each of whom will have a teacher page on the site where they will be able to provide parents tutorials on how to assist students with homework, providing suggestions on teaching literacy at home, etc.
- * This year we are introducing Scheduler -- a data web site where teachers will be posting students test scores, report card grades, and grades for projects. Each session will be held on Saturday beginning at 10:00 a.m. and ending at 12:00 p.m.

Translation and Interpretation services will be provided in two ways:

- a) The workshop facilitator will be bilingual and provide instruction in both English and Spanish
- b) The workshop will have an identified translator in place to support parents who need language support.

* Three major workshops scheduled this year are:

1. ELL Parent Training

November 2014

Facilitator: ARIS Division of the DOE

2. Understanding the Common Core Learning Standards and the new standards for ELLs

January 2015

Facilitator: Camilla Holmes, CFN 112 ELL specialist

3. Preparing for the New York State assessments

Part D: Parental Engagement Activities

March 2015

Facilitator: Camilla Holmes, CFN Director of Achievement and Accountability

Parents will be notified about these workshops by email, the School Messenger system, and flyers sent home with students via backpack. In addition to the above paths for communication enlarged fliers are also posted outside the building, announced by the Parent Coordinator at the PA monthly meetings, and included in our school's monthly calendar.

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	_____	_____
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 06	Borough Manhattan	School Number 218
School Name The Salome Urena de Henriquez 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 June Barnett	Assistant Principal n/a
Coach Denise Whitaker	Coach n/a
ESL Teacher Ana Perez	Guidance Counselor Tracey Hamer
Teacher/Subject Area Sara Polanco/NLA	Parent Duane Geraldino
Teacher/Subject Area Augustina Diaz/Bilingual Sp. E	Parent Coordinator Ana Paulino
Related Service Provider Carmen Sanchez/Bilingual Speec	Other n/a
Network Leader(Only if working with the LAP team)	Other n/a

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	0
Number of certified bilingual teachers currently teaching in a bilingual program	4	Number of certified NLA/foreign language teachers	1	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	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (Excluding Pre-K)	257	Total number of ELLs	103	ELLs as share of total student population (%)	40.08%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	18	0	3	28	7	20	14	6	8	60
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL										0

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	18	0	3	28	7	20	14	6	8	60
Number of ELLs who have an alternate placement paraprofessional: <u>0</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 spanish							32	36	33					101
SELECT ONE arabic							2							2
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	34	36	33	0	0	0	0	103

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							13	11	14					38
Intermediate(I)							5	8	7					20
Advanced (A)							16	16	12					44
Total	0	0	0	0	0	0	34	35	33	0	0	0	0	102

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B							9	13	16				

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	38	17	4	40	99
7	44	20	2	1	67
8	54	27	5	0	86
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	39	7	12	2	2	0	1	0	63
7	25	12	31	5	2	0	1	0	76
8	47	16	29	3	1	0	1	0	97
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	13	8	68	0	4	0	2	0	95

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:

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

1.

Two assessments are used primarily at the start of the school year to develop a baseline of students' abilities and to determine areas

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

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

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

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

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

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

NYSESLAT Scores for 102 students tested:

Beginner	Intermediate	Advance
37	21	44

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

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

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

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

Paste response to question here:

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

Paste response to questions here:

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

Paste response to question here:

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

Paste response to question here:

7. For dual language programs, answer the following:

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

Paste response to questions here:

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

Paste response to question here:

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 During the parent's first visit to the school they are asked to confirm their language preference for communications between them and the school. Following this confirmation of the preferred language all communication (monthly school calendar, newsletter, Parent-Student Handbook, DOE Discipline Manual) will be sent in the language of their choice. At the initial meeting which is facilitated by the Parent Coordinator who is fluent in Spanish and the Pupil Personnel Secretary, the ESL teacher assigned to interview the parents will be called to support and explain the Home Language Identification Survey (HLIS) provide program selection forms and other literature necessary to the intake. Following the registration completion the ESL teacher will facilitate the Lab-R Assessment which provides information to the school about students past learning This initial assessment is reviewed by the bilingual teacher on the team so that the instructional plan is developed for the students.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
 At the start of the school year parents of bilingual students are invited to an orientation where they are provided an opportunity to have the school's bilingual program presented to them in order that an informed program choice is made by them. The information is presented orally, along with written material and a video presentation. After this initial meeting periodic meetings and conferences are held throughout the school year to inform parents of their child's academic growth. Additionally, during the school year Progress Reports are sent home between the four schedule report cards. During this first meeting, parents are guided through the process of completing the Parents Survey. These forms, including the parent program selection are collected and kept on file at the school. For grade eight students who are being promoted to high school a copy is placed in their CUM prior to being sent to the high school. Entitlement letters are also mailed to parents with a copy kept on file at the school.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
 At the parent orientation held at the start of the school year during an evening from 6:00 p.m. to 8:00 p.m. parents are guided through completing the necessary forms. Following the meeting any new admits are guided through an intake that includes the presentation to parents about the ELLs program available at the school. Because parents may be hesitant to make a decision without further understanding the differences between the program they are taken on a tour of the classrooms to discern the difference between the programs being offered. Parents are then invited to take the forms home and are provided with a stamped self-addressed envelope to return the signed forms to the Parent Coordinator. Once the forms are returned they are filed in the students CUM that is housed in the school's main office. If forms are not returned to the school after 5 school days the Parent Coordinator will place a call to the home to remind the parents. Following that the attendance teacher is sent to the house to pick-up the forms if they are still not returned to the home.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
 Students in need of placement in a bilingual or ESL programs are monitored by the monolingual content teachers to identify areas of language concern. The student is then presented to the Pupil Personnel Team to review students formative assessments and

teacher instructional anecdotes. If it is agreed that placement may need supportive of the student the parent is invited by the Parent Coordinator to come in so that the findings may be presented to the parents and a recommendation for placement to be made. The ESL teacher responsible for administering the Lab R would be invited to relay to the parent how the Bilingual Program may assist the student academically. The meetings would all, of course, be presented in the parents preferred language. Following the meeting a letter in the parents preferred language would be sent to the home to memorialize the meeting and the school's concern..

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  Consistently over the last three years 74% of parents prefer ESL as opposed to TBE which reflect a request of 26%. Only the parents of students identified as new arrivals request TBE because they consider the student will be without their first language support. Following a year in the country, however, parents request meetings with the Parent Coordinator to inquire if their child is ready for the ESL program. Unfortunately, many parents equate the TBE program with a stigma of being newly arrived to the country without sophistication.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

1-A

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

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

1-B

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

The model used for the self contained class is ungraded and heterogeneous

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

There are several ways that ELLs are assessed throught the school year. Below is the system followed to determine students' growth: Following the baselines administered in September with translated versions n Spanish prepared for out students in TBE programs SMART goals are developed for students in all core content areas. Based on these goals students are monitored weekly during Inquiry Team meetings to assess comprehension of skills taught that week. Based on these findings teachers then prepare additional instruction tailored to the gaps identified in the assessment given. These assessments also support teachers instruction as they inform teachers where to further develop instruction to build on what was learned from the previous week.. In addition to these weekly assessments, the Acuity assessments are also used to monitor students progress, along with the Achieve 3000 assessments that are given three to four times each year to monitor students growth.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

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

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

Paste response to questions here:

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

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

Teachers use the NYSESLAT workbooks to support students' literacy development in English. This year we have also purchased Curriculum Associates math and ELA workbooks that are to be used to assist in preparing students in the skills and strategies that will be necessary to perform well in literacy and math. In each classroom one key instructional strategy we have in place is vocabulary development that is fully integrated throughout the lesson. Additionally, teachers warm-up or 'Do Now' is used to motivate and prepare students for the lesson's focus. The lesson's format -- workshop model-- also provides support to students and teachers as the mini lesson affords students time to have the teacher model the skill. This is then followed by the students receiving time in the lesson to independently or in groups of two or threes work on the problems given to them as practice. during this time the teacher is free to have conferences or a guided group of two to three students to further work specifically on a skill those students have not yet mastered.
 8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

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

Courses Taught in Languages Other than English 

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

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

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

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

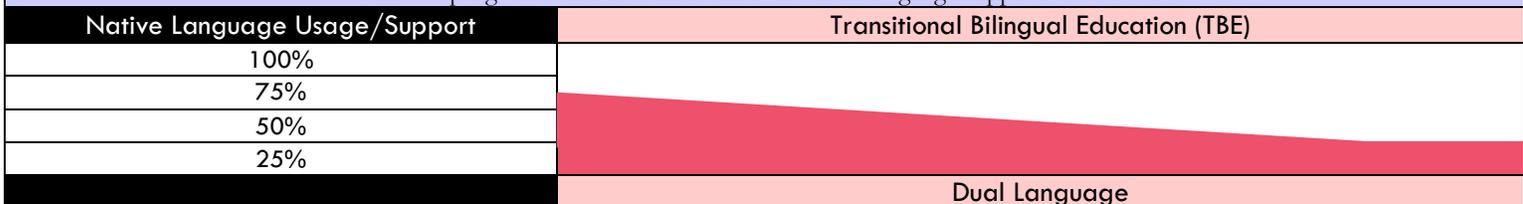
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



100%			
75%			
50%			
25%			
		Freestanding ESL	
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

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

18. What language electives are offered to ELLs?

Spanish

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

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

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

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

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

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

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

D. Parental Involvement

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: <u>Salome Urena de Henriquez Sch</u>			School DBN: <u>06M218</u>
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
June Barnett	Principal		1/1/01
	Assistant Principal		1/1/01
Ana Paulino	Parent Coordinator		1/1/01
Ana Perez	ESL Teacher		1/1/01
Duanes Geraldino	Parent		1/1/01
Augustina Diaz	Teacher/Subject Area		1/1/01
Sarah Polanco	Teacher/Subject Area		1/1/01
Denise Whitaker	Coach		1/1/01
	Coach		1/1/01
Tracey Hamer	Guidance Counselor		1/1/01

Kathy Pelles	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 06M218 School Name: The Salome Urena de Henriquez School

Cluster: 1 Network: 112

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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