



**2015-16**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**DBN: (i.e. 01M001):**                   **19K218**

**School Name:**                       **J.H.S. 218 JAMES P. SINNOTT**

**Principal:**                           **LISA ANN HERMANN**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: James P Sinnott School Number (DBN): 19K218  
Grades Served: 6, 7 and 8  
School Address: 370 Fountain Avenue, Brooklyn, NY 11208  
Phone Number: 718 647 9050 Fax: 718 827 5839  
School Contact Person: Marjorie Friday Email Address: Mfriday2@schools.nyc.gov  
Principal: Lisa Ann Hermann  
UFT Chapter Leader: Valeria Bell  
Parents' Association President: Devern Greene  
SLT Chairperson: Teresa Peters  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Patricia Grant  
Student Representative(s):  
\_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 19 Superintendent: Joyce Stallings-Harte  
Superintendent's Office Address: 557 Pennsylvania Avenue, Brooklyn, NY 11207  
Superintendent's Email Address: [jstalli@schools.nyc.gov](mailto:jstalli@schools.nyc.gov)  
Phone Number: 718 240 2741 Fax: 718 240 2700

**Borough Field Support Center (BFSC)**

BFSC: 94KR07 Director: Magda Dekki  
Director's Office Address: 131 Livingston Street  
Director's Email Address: [brooklynbd@schools.nyc.gov](mailto:brooklynbd@schools.nyc.gov)  
Phone Number: 718 935 4638 Fax: \_\_\_\_\_

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lisa Ann Hermann	*Principal or Designee	
Valeria Bell	*UFT Chapter Leader or Designee	
Devern Greene	*PA/PTA President or Designated Co-President	
Tonya Jones	DC 37 Representative (staff), if applicable	
Patricia Grant	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Errol Mcphearson	Member/	
Matumba Semple	Member/	
Rachael Effenger	Member/	
Carol Johnson	Member/	
Eunice Hernandez	Member/	
Teresa Peters	Member/ SLT President	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	Member/	

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

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

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

#### **The Framework for Great Schools and SCEP Development**



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

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

#### **The Six Elements of the Framework for Great Schools**

**Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

**Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## **Accountability Tools and the Framework for Great Schools**

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

### **NYSED's Six DTSDE Tenets**

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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

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

### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

## **Title I Requirements and Strengthening Title I Parent Involvement**

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### **Next Steps for SCEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

In order to move our school's strategies and practices to align with the concepts in the Developing column of Tenets 1, 3 and 4, the school should:

1.1 Ensuring engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards.

1.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations.

4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.

In the Underdeveloped column of Tenets 1 and 2, the school should:

1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products

2.2 Align assessments to curricula, use on – going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels.

Our work is embodied in our vision and mission statements.

### **Vision Statement**

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

### **Mission Statement**

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

### **Sinnott's strengths comprise of the following:**

- The Principal has lead staff and students to commit to improvement, which promotes high expectations and supports to achieve goals. The school's foci are based on the Citywide Instructional Expectations and development of rigorous

curriculum to improve student outcomes. We've established a culture for learning that communicates high expectation to staff, students and families while providing supports to achieve these expectations. We use multiple means of communication such as, the use of Danielson Framework for Teaching, computer room for teachers to access and improve lessons, monthly school calendar of events, Blackboard Connect (phone messenger), memos via parent engagement folders, exterior bulletin board, exterior sign, parent and student book clubs, using parent engagement time on Tuesday afternoons to discuss student progress and next steps. In addition, school administrators, deans, teachers, and counselors collaborate with organizations such as 21<sup>st</sup> Century, Tomorrows Leaders and Morningside to promote our high expectations as well as make students aware of life after junior high school.

- Our staff engages in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning. The current structures that inform professional collaborations are, horizontal and vertical teams that meet on Mondays and Tuesdays during our PLO and OPA to look at student work, analyze data and case conference. Our lead teachers attend Network facilitated PLSs in Math, ELA, ESL, and Special Education once per month and prepare to turnkey information to their peers.
- The principal along with the administrative team makes strategic organizational decisions aligned to school goals that advance student-learning needs. We have implemented a Health Magnet Program comprising a heterogeneous group of student who applied to the program and were selected on the basis of essay writing, interviews, interest and attendance. Through this program we partner with organizations such as the Queens County Farms, Grow to Learn, Classroom Inc., City Year, CIC, 218 Sinnott Explorers and Post #370 Explorers. We are the only middle school to have a partnership with Methodist Hospital.

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

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

## 19K218 School Information Sheet

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

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>Our school is in the process (3<sup>rd</sup> year) of curricular planning and modifications towards the Common Core Learning Standards alignment and integration of the instructional shifts to ensure access and cognitive engagement for our learners. We are continuing the use of the CodeX curriculum and are in the first year of using the GO MATH curriculum as it is more aligned to the Standards and the needs of our students. Our teacher content area teams meet every other week to plan and modify units and lessons using data gathered from assessments embedded in the curriculum.</p> <p>In order to align our practices to the concepts in the Developing column within Tenet 3, we need to develop and implement protocols and monitoring systems for reviewing unit and lesson plans to assure alignment with the Common Core Learning Standards and New York State content standards. Focus meeting time on the rigor of the CCLS and the use of data to adjust curricula to ensure growth in student achievement.</p> <p>Although data is being used to inform instruction, we still need to improve the use of common assessments by explicitly linking them to the school’s instructional priorities so that formative and summative data analysis is utilized to measure student progress towards school-wide goals and adjust instructional practices. We still need to have a clear process to analyze the findings of the assessments in order to address individual student needs. Additionally we also need to create a process to revise and refine curricula and instructional practices as well as assignments.</p>		

The priority will be to:

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

### **Part 2 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of all students will experience instruction in literacy and math that is aligned to CCLS and includes multiple entry points. Curriculum maps will be developed in all subject areas that include unit assessments and lesson plans that incorporate multiple entry points.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Myon, online reading system for students to use to increase lexile scores, all students can sign-on from home as well as in school.</p>	<p>All students</p>	<p>September 2015- June 2016</p>	<p>Administration and teachers</p>
<p>Teachers will use Wilson system with students with special needs.</p>	<p>SwD</p>	<p>September 2015- June 2016</p>	<p>Administration and teachers</p>
<p>Read 180 reading system will be used with students who are approaching a level 2</p>	<p>All Students</p>	<p>September 2015- June 2016</p>	<p>Administration and teachers</p>
<p>Afterschool Academy/Saturday Program</p>	<p>All students</p>	<p>September 2015- June 2016</p>	<p>Administration and teachers</p>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>
X	<b>Title I 1003(a)</b>	X	<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Teacher formal and summative assesments, benchmarck testing and growth scores in computerized systems.											
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul> <p>Our school is developing a positive school culture and a safe learning environment that support varied personal and academic needs of students. We have also instituted systems and structures for safety and discipline to reduce suspension data and build staff buy-in and student voice across the school community.</p> <p>In order for our school to align our practices with the concepts in the Effective column of Tenet 5, we need to strengthen systems currently in effect so that information on social and emotional development health of all students is collected and analyzed to support student developmental health and promote academic success.</p> <p>The priority will be to:</p> <ul style="list-style-type: none"> <li>- Develop Staff with de-escalation techniques</li> <li>- Develop both staff and students with mediation skills</li> <li>- Support overage/ under-credited students, SwDs and high risk students</li> <li>-Restorative circles in Advisory</li> <li>-LSCI training for teachers, Administration and guidance support staff</li> </ul>		

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 the number of Principal suspensions will decrease by 5% from 2014 – 2015 school year. This will be evident in OORs and by developing a culture reflective of LSCI Practices and Restorative Practices led by the directors of school culture.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Restorative Circles in advisory for students and training for staff in PLO</p>	<p>Students and teachers</p>	<p>September 2015 - June 2016</p>	<p>Teachers and Administration</p>
<p>LSCI training to staff in PLO</p>	<p>Teachers</p>	<p>September 2015 - June 2016</p>	<p>Teachers and Administration</p>

MRT Student and Family support group	Students and parents/guardians	September 2015 - June 2016	Administration
Development of Programs like the Health, Explorer or Dance program that students can identify with and have skills based advisory	Students	September 2015 - June 2016	Teachers and Administration

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
X	Title I 1003(a)		Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>We need to improve the alignment of teaching practices to the curricula and instructional priorities so that all students are engaged in rigorous work and supported towards exhibiting cognitive engagement and critical thinking in their work and discussion. The curricular units and the teaching practices in the school are beginning to acquire some commonality through the use of the newly adopted curricula and the use of the Danielson Framework for Teaching. However, there is still a significant misalignment between written curricula and teaching practices in most classrooms.</p> <p>In order for our practices to align with the concepts in the Developing column of Tenet 4, our school needs to develop and implement protocols and provide professional development for analyzing individual and group data to inform planning and to provide targeted and actionable feedback so that students take ownerships of their learning.</p>		

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.</p>
<p>By June 2016, 75% of professional learning opportunities as well as teacher teams will focus on developing, implementing and evaluating a system utilizing data to monitor individual and groups of students’ progress toward achieving school-wide goals led by instructional coach. We will use assessments to track, monitor and evaluate the effectiveness of the PLOs.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Teachers will participate in professional learning opportunities on data analysis to drive/revise common evaluation tools.</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>Principal, Assistant Principals, Teachers, Consultant</p>
<p>Teachers will participate in weekly/monthly professional opportunities developing curriculum maps/common grade/subject /assessments.</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>Principal, Assistant Principals, Teachers, Consultant</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>We need to make strategic organizational decisions aligned to the school's instructional goals and provide ample professional development, coaching and academic intervention so that all students have access to effective teaching and academic success. School leaders communicate supports for building instructional capacity through coaching and school based professional development, and continually provide supports to address students and teachers instructional needs.</p> <p>In order to align our strategies and practices to the Developing column of Tenet 2, we have to develop a protocol utilizing needs assessments for input from all constituents to make strategic decisions to organize programmatic, human and fiscal capital resources. Additionally, ensure the impact is closely monitored by the school leader to assure resources are aligned to the needs of the school community.</p> <p>The priority needs that will be addressed:</p> <ul style="list-style-type: none"> <li>- Provide opportunities for teacher to have more input in PLOs offered</li> <li>- Teacher facilitate PLOs for colleagues</li> <li>- Create schedule of inter-visitation opportunities</li> </ul>		

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 75% of teachers will participate in data inquiry PLOs that they have planned and developed in teams that are designed to increase student engagement, develop rigorous questioning and assessments, as well as tools to address student social emotional needs as evidence by sign in sheets and agendas.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teachers will participate in professional learning opportunities to increase student engagement, rigorous questioning, and assessment tools to measure mastery.</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>Administration, Teachers and Consultants</p>

Teachers will participate in PLOs which support the collection of data and the use of data to drive instruction	Teachers	September 2015 – June 2016	Administration, Teachers and Consultants
Teachers will create a system of common assessments to collect data which will be used toward creating of student goals and measure progress.	Teachers	September 2015 – June 2016	Administration, Teachers and Consultants

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>	X	<b>21<sup>st</sup> Century</b>		<b>C4E</b>
X	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>In order for the school to align its practices to the Effective column of Tenet 6, we need to provide professional development opportunities for families to support their children as they develop in reading, and other content areas, and analyze school and student data to enable them to understand and support their children’s educational needs.</p>		

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, the school will engage the community including students in temporary housing and overage under accredited through weekly outreach and parent workshop, communicating with parents through the Datacation system, monthly meetings and student led parent teacher conferences as evidenced by agendas and sign in sheets.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Tomorrows Leaders will work with students in afterschool program and monitor students in class who are overage and under-credited.</p>	<p>Students, families and Teachers</p>	<p>September 2015 – June 2016</p>	<p>Administration</p>
<p>Equity Assistant Center will work with the students, teachers and families to support our ELL population</p>	<p>Teachers and Students</p>	<p>September 2015 – June 2016</p>	<p>Administration</p>
<p>MRT Student and Family support group to work with families who are in temporary housing</p>	<p>Teachers and Students</p>	<p>September 2015 – June 2016</p>	<p>Administration</p>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
X	Title I 1003(a)	X	Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>				
<b>Mathematics</b>				
<b>Science</b>				
<b>Social Studies</b>				
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>				

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

#### 2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 3b. TA Coordination with the Regular Program

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

### Part 4: SWP Schools Only

#### 4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/information, early intervention services, etc.).
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**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

**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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Section Reference(s)
Title I Part A (Basic)	Federal	501,412.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,152,117.00		

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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):** To 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:** To 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 an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

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

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

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

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**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 the school. **James P Sinnott**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **James P Sinnott** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

### **School-Parent Compact (SPC) Template**

**James P Sinnott** , 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 on assessments.

#### **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

**II. Parent/Guardian Responsibilities:**

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

**III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

**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: <u>James P. Sinnott</u>	DBN: <u>19K218</u>
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: <u>30</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>3</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: An analysis of the data for English Language Learners at I.S. 218 on the 2013-2014 New York State Assessment for ELA indicates that 2% of our ELL students performed at level 4, 2% performed at a level 3, 18% performed at a level 2, and 78% performed at level 1. A comparison of the 2012-2013 and the 2013-2014 New York State ELA Assessment results shows that the number of students performing at level 4 increased by 2%. Students performing at a level 3 remained the same. Students performing at a level 2 increased by 1%. The students performing at level 1 decreased by 3% . An analysis of the 2013-2014 New York State Mathematics Assessment reveals that 1% of students performed at a level 3, 15% of students perform at a level, and 83% of students performed at a level 1. A comparison of the 2012-2013 and the 2013-2014 New York State Mathematics Assessment results shows that students performing at a level 4 decreased by 1%. Students performing at a level 3 decreased by 7%. Students performing at a level 2 decreased by 3%. Students performing at a level 1 decreased by 1%.

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

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

- Approximately 30 ELL students will receive instruction in both ELA and Math. Students will be in 3 classes with a minimum of ten students. Students will be placed according to grade level and proficiency. There will be an advanced grades 7 and 8 class, an advanced 6th grade class, and a beginner class for all grade levels. Teachers will be co-teaching so that ESL teachers will provide the language support to all the students by providing individual or small group assistance, ELL strategies, and sharing best practices. ESL teachers will co-teach with ELA and Math teachers for 1.5 hour sessions on Saturday for 2 classes. On Thursday afternoon one ESL teacher will co-teach with an ELA teacher for 1.5 hours. Classes with beginners are small so that these students can benefit from the individualized attention that is targeted to their specific needs. Students will also be exposed to ELA, Math, and NYSESLAT test prep materials provided by the school.

- ELA Teachers: Ms. Bethel, Ms. Mitchell

ESL Teachers: Ms. Zachary

Bilingual Teachers: Ms. Bell

Math Teachers: Ms. Glover

### Part C: Professional Development

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

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

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

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

- Topics:

\_\_\_\_\_  
ELL data analysis

Goal setting

Using the achieve 3000 program

Using Destination Math

Using Read 180

Understanding the NYSESLAT

- Planning for ELLs while meeting the Common Core Learning Standards

Differentiation amongst ELLs

Academic vocabulary

Reviewing student work

Case conferencing

Sharing and gathering effective resources

### Part D: Parental Engagement Activities

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

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

Begin description here: \_

Title III Supplementary Program Parents will be invited to attend several workshops and activities throughout the duration of the program. Providers include assistant principals, community

### Part D: Parental Engagement Activities

organizations, guidance counselors and teachers. With assistance from our parent coordinator, the parents will be notified via letters and flyers in their own language and by phone.

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

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

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

- Some of the workshops offered to parents of our ELLs:

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

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### Part E: Budget

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

Allocation Amount: \$ \_\_\_\_\_

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

**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.
<ul style="list-style-type: none"> <li>Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**  
**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

**Part I: School ELL Profile**

**A. School Information**

District <b>19</b>	Borough <b>Brooklyn</b>	School Number <b>218</b>
School Name <b>James Peter Sinnott Magnet School</b>		

**B. Language Allocation Policy Team Composition** NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal <b>Lisa Ann Hermann</b>	Assistant Principal <b>Marjorie Friday</b>
Coach <b>Joan Fiorillo</b>	Coach <b>Kathleen France</b>
ENL (English as a New Language)/Bilingual Teacher <b>Courtney Burke</b>	School Counselor <b>type here</b>
Teacher/Subject Area <b>Antoinette Milovich</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Valeria Bell</b>	Parent Coordinator <b>Hariette Haynes</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>type here</b>	Other (Name and Title) <b>type here</b>

**C. Teacher Qualifications**

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 ENL teachers currently teaching in the ENL program	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]		Number of special education teachers with bilingual extensions	<b>0</b>

**D. Student Demographics**

Total number of students in school (excluding pre-K)	<b>452</b>	Total number of ELLs	<b>90</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>							1							0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	90	<b>Newcomers</b> (ELLs receiving service 0-3 years)	65	<b>ELL Students with Disabilities</b>	10
<b>SIFE</b>	10	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	18	<b>Long-Term</b> (ELLs receiving service 7 or more years)	7

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>	9	6	3	1	0	0	0	0	0	0
<b>ENL</b>	56	6	3	17	0	6	7		4	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

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

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	ELL	EP																
SELECT ONE													9	13	0	0	0	0	0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

Freestanding English as a New 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							13	17	17					0
Chinese														0
Russian														0
Bengali							11	13	9					0
Urdu														0
Arabic							1		2					0
Haitian								1						0
French								1						0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								4	1					0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)							13	18	16					0
<b>Emerging</b> (Low Intermediate)							3	2	4					0
<b>Transitioning</b> (High Intermediate)							2	2	3					0
<b>Expanding</b> (Advanced)							11	12	4					0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total							0	0	0					0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

At IS 218 all students are assessed in early literacy skills using a variety of assessment tools. At the beginning of the year students take the Performance Series reading test to preassess literacy skills. Teachers use the results to differentiate, using multiple entry points and providing independent reading books for each student at his or her appropriate reading level. School-wide performance tasks and portfolio tasks, as part of the Code-x curriculum, are used to assess student progress throughout the school year. Teacher-made assessments are also utilized in our English Language Arts classrooms to provide more individualized literacy instruction for all students.

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

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

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

Paste response to questions here:

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

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

According to the NYSESLAT data on the RLAT report, our school has 47 Beginners, 7 Emerging, 6 Transitioning, and 27 advanced level (Expanding) students. The majority of beginners are in 7th grade, while the majority of advanced level students are also in the 7th grade.

The majority of our 8th grade ELL population is composed mostly of Beginning(EN) learners with just 4 students at the Expanding level.

Among the 7th grade ELLs the number of beginner and advanced level students are almost equal in number.

The 6th grade ELL population is similar to the 7th grade in that number of beginning students is almost the same as the number of Advanced students.

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

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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

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

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

Through the entire school year our all 6th grade ELLs will participate in the Urban Arts Partnership program, proven to increase student achievement in reading, writing, listening and speaking.

The RLAT report also reveals that the majority of our ELL students are deficient in reading and writing. Instruction is literacy based across the curriculum and content areas. ELLs have access to additional literacy programs in the ELL extended day, and AIS programs.

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

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

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

The 2015 NYSESLAT data reveals that students in grades 6 to 8 perform better in the Listening/Speaking than in the Reading/Writing.

The reading/writing data on the RLAT report reveal that fewer students across the grade levels score proficient. A lower percentage of 8th grade ELLs are scoring advanced in comparison to 6<sup>th</sup> and 7<sup>th</sup> grades.

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

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

As stated previously, the data shows that 6 of 13 longterm ELLs are in 6<sup>th</sup> grade and take ELA together. To move these students towards proficiency, AIS in the morning and an afterschool program is provided. Through the entire school year our all 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> ELLs will participate in the Urban Arts Partnership program, proven to increase student achievement in reading, writing, listening and speaking.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide*, Support Services for ELLs (RTI and AIS) section and *RtI Guide for Teachers of ELLs*.]  
Not Applicable

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

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

7. For dual language programs, answer the following:  
a. How are the English-proficient students (EPs) assessed in the target language?  
b. What is the level of language proficiency in the target language for EPs?  
c. How are EPs performing on State and other assessments?

Paste response to questions here:

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

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of

communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

In NYC, all students, upon admission, complete a Home Language Identification Survey (HLIS). At IS 218, one of the ESL teacher Ms. Milovich) provides the parent with the HLIS form to complete. The HLIS form is available to our parents in the language of their choice. Ms. Milovicreviews the HLIS form and conducts an informal oral interview with the student to determine whether or not the student is eligible for services. Parents attend an information session, which includes a video and panphlets informing them on the choices offered by NYC: TBE, DL, or ENL. Parents make program choice: TBE, DL, or ENL. This selection is recorded when the parent fills out the selection form upon completion of the orientation. If Ms. Milovich determines that the student is eligible for services, the LAB-R test is administered (in English and Spanish) The ESL teacher hand scores the assessment and submits the answer sheet within ten (10) school days from enrollment date.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Determination of SIFE status is done at the time the parent completes the Home Language Identification Survey. The parent is asked to indicate the prior schooling of the child. If it is determined that the child has an interruption or inconsistency in their schooling the teacher proceeds with the SIFE Identification Process by administering the oral interview questionnaire. For our Spanish, Arabic, Bengali, and Haitian Creole students the Literacy Evaluation for Newcomer SIFE (LENS) is administered within 30 days.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Identification of newly enrolled students with IEPs is done by the Language Proficiency Team(LPT) which consists of the principal, special education AP, school psychologist, IEP teacher, ENL teacher, and the parent or guardian. The team reviews the child's English language development and his or her use of language in school and at home. The evidence obtained coupled with information provided by the Special Education Committee is used to determine whether the student should or should not take the NYSITELL. If the LPT determines that the child may have English Language acquisition needs then the ESL teacher proceeds to administer the NYSITELL. If the LPT determines that the child should not take the NYSITELL, the principal reviews the recommendation and forwards it to the superintendent for approval. The ENL teacher notifies the parent within 3 school days of the decision in the parent's/guardian's preferred language.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

In our school entitlement letters are distributed by the certified ENL teachers, Ms. Milovich.. After an ELL completes NYSITELL and eligibility for services is determined the entitlement letter is sent to the parent and a copy is retained in the ENL teacher record files. The Parent Survey and Program Selection Form is handed to the parent at Parent Orientation meeting with the ESL teacher. It is completed and signed by the parent. A signed copy is given to the parent, one copy is retained in the ENL teacher record files and the signed original is kept in student's cumulative record folder. Also, the continued entitlement letters are distributed to parents and ENL teachers maintain photocopies and put originals in student cumulative record files. The ENL teacher are responsible for getting the entitlement letters back from the parent, placing the originals in student cumulative records folders and retaining photocopies in ESL teacher's record files.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Beginning this 2015-16 school year I.S. 218 will implement the Re-Identification of Ell status process. Parents will be informed at the time of enrollment and at subsequent parent meetings that they have the right to appeal their child's ELL status within 45 dayas of the child's enrollment. They are informed by the administration that if they believe that their child has been misidentified , within that time, they should submit a written request to the principal. The principal and the ENL teacher reviews all documents relating to the child's enrollment, and student's work in English and the Home Language and a decision is made whether to change the child's ELL status or not.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

A parent orientation meeting is conducted upon admission. Parents of ELLs learn about the three program choices (Transitional Bilingual, Dual Language, Freestanding ESL) that are available to their children both at IS 218 and other schools in the district. Parents view a NYC Department of Education issued video and reading infomative literature, also distributed by the DOE in the parent's native language. At the conclusion of the meeting, parents are offered an opportunity to meet with the ESL teacher to further discuss their choice or to schedule a visit to another program site if available. Parents together with their child's teacher(s) discuss the benefits of all programs to ensure that the best choice is made for each student. This process is completed within the first 10 days of

enrollment. If the parent fails to attend Ms. Friday (Assistant Principal) or Ms. Milovich (ESL teacher) call the home and other orientations are scheduled at the parents convenience to ensure the parent attends.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
Parent Survey and Program selection forms are completed and distributed at the time of parent orientations. Questions are reviewed with the parent one by one to ensure that parents understand the question and make the selection of their choice. Entitlement letters are distributed to students by the ENL teacher, Ms. Milovich . The entitlement letter is sent to the parent and a copy is retained in the ESL teacher record files. The Parent Survey and Program Selection Form is handed to the parent at Parent Orientation meeting with the ESL teacher. It is completed and signed by the parent. A signed copy is given to the parent, one copy is retained in the ENL teacher record files and the signed original is kept in student's cumulative record folder. The RLAT report is used to determine student eligibility for services. Eligible students receive continued entitlement letters. Continued entitlement letters are distributed to parents and ENL teacher maintain photocopies and put originals in student cumulative record files. The ENL teacher is responsible for getting the entitlement letters back from the parent, placing the originals in student cumulative records folders and retaining photocopies in ENL teacher's record files.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
The Assistant Principal meets with the ESL teacher on a monthly basis to review her records. For those parents who have not returned the Parent Survey and Program selection forms the ENL teacher makes phone calls and if not response we enlist the help of our family worker to conduct home visits.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Parent Survey and Program selection forms are completed and distributed at the time of parent orientations. Questions are reviewed with the parent one by one to ensure that parents understand the question and make the selection of their choice. Entitlement letters are distributed to students by the certified ENL teachers, Ms. Milovich. The entitlement letter is sent to the parent and a copy is retained in the ENL teacher record files. The Parent Survey and Program Selection Form is handed to the parent at Parent Orientation meeting with the ENL teacher. It is completed and signed by the parent. A signed copy is given to the parent, one copy is retained in the ENL teacher record files and the signed original is kept in student's cumulative record folder. The RLAT report is used to determine student eligibility for services. Eligible students receive continued entitlement letters. Continued entitlement letters are distributed to parents and ENL teacher maintain photocopies and put originals in student cumulative record files. The ENL teachers are responsible for getting the entitlement letters back from the parent, placing the originals in student cumulative records folders and retaining photocopies in her record files.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
Copies of all ELL documentation for each child is kept by the ENL teacher in a binder. Ell documentation for each child is available in the student's permanent record folder.
11. 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.  
ENL teacher Ms. Milovich and the testing coordinator attend professional development annually to prepare for administering and scoring the NYSESLAT. The ENL teacher turnkey the information to teachers selected to administer and score the test. The ENL and testing coordinator create a schedule using the state issued timeline to set dates and times for testing. The testing coordinator and ENL teacher review the RLER report to determine NYSESLAT eligibility. Prior to the testing period letters are mailed out to parents (in English and their native languages) informing them about the NYSESLAT and the importance of having their child tested in all four modalities.

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

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Results of the NYSESLAT for each child is reviewed and Continued Entitlement letters are sent to parents/guardians of those students who continue to be entitled to ELL services. Letters are sent in the parents' preferred home language. Records of articulating ELLs into our 6<sup>th</sup> grade are reviewed in order to provide program continuity. For the 2015-16 school year articulating 6<sup>th</sup> graders coming from a dual language program are placed in our newly started dual language program.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

The BESIS shows that for the past few years parent surveys have shown a trend towards Freestanding English as a New Language (formerly known as ESL). This current year we are offering a Dual Language Program for our 6<sup>th</sup> graders and this information was provided to parents at our 6<sup>th</sup> grade orientation meeting with parents in early September, at parent orientation meetings, and at the time of registration.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

- a. Freestanding ENL program.

Our ENL program consists both pull-out and push-in (co-teaching) models. SL Program Model - Students scoring at the beginning, intermediate and advanced levels in English proficiency on the NYSESLAT exam attend general education classes and are supported by an ENL teacher who supports ELL students in Push In / Pull-out model. Beginners and Intermediate students follow a block program, traveling together as a group. There is one ELL heterogeneous block class for each grade with students of beginner and intermediate proficiency. These students are supported by an ESL teacher pushing into their ELA classes 360 minutes a week. Advanced students are in mainstream classes and are pulled out for four ENL classes weekly for 180 minutes.

- b. TBE program. *If applicable.*

Not Applicable

- c. DL program. *If applicable.*

Our district has not met the Annual Measurable Achievement Objectives (AMAOs) for Limited English Proficient/ English Language Learners (LEP/ELLs). To further address this deficiency, we believe a dual language program will support students in achieving proficiency in both languages. Dual language programs have been proven to foster student achievement.

Our Dual Language Program is beginning with our 6<sup>th</sup> grade class. Preliminary statistics show that our incoming ELLs who speaking a myriad of languages. Based on historical evidence, it was predicted that students will come from predominantly Spanish and Bengali speaking backgrounds. JHS 218 James P Sinnott 's program targets the Spanish speaking population.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The licensed ENL teacher provides the mandated number of instructional minutes according to proficiency levels by a combination of the push-in and pull-out models. ENL instructional minutes are delivered as per CR Part 154 in ELA classes according to the student's proficiency level (in grades 6 through 8, beginner and intermediate students receive 360 minutes per week of ESL instruction and Advanced students receive 180 minutes per week in ESL).

3. Describe how core content is delivered in each program model. 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.

The 6<sup>th</sup> grade dual language class will receive instruction 50% in Spanish, and 50% in English. One classroom teacher provides instruction in Math and Science primarily in Spanish with English language support. The class will be provided instruction in English for English Language Arts and Social Studies. All content area instruction, both in Spanish and English, will be aligned to the CCLS, providing students with rigorous, grade-level instruction. To assist students in Social Studies, glossaries, bilingual dictionaries and Social Studies Textbooks in both English & the Native Language. In the Dual Language program, students are placed in a class

in which the classroom teachers provide instruction in each of the languages. ELL students and English speaking students range among beginners-proficient in English. Parents of English speaking students are offered the opportunity to express interest in the Dual Language program in order to balance the languages and sustain the program. The science and math classroom teacher provides half of the day's instruction in Spanish and the other in English with native language support in whole group formats. To establish initial literacy and differentiate to provide students with the best conditions to build literacy skills, teacher will provide small group instruction in the children's stronger language. Students receive instruction in English Language Arts and Social Studies in English with Spanish language support. Computer based programs, such as Achieve 3000, will be used to support reading comprehension in both languages. Blended learning programs will also be explored.

#### Pull-out:

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

- **Text Complexity:** Students will read and be read to classic and contemporary complex texts to build knowledge across a broad range of subject matter.
- **High-quality, text dependent questions and tasks:** Students will discern the key points of text, request clarification of confusing ideas, ask relevant questions, and cite specific text based evidence when offering basic understanding or an interpretation of text.
- **Range and quality of texts** Students will engage with and evaluate complex texts across a range of types and disciplines and consider multiple perspectives that represent a variety of authors and cultures.
- **Academic and domain specific vocabulary:** Students will encounter and use academic vocabulary in reading, writing, speaking, and listening tasks in order to clarify the meaning of unknown and multiple meaning words, and understand word relationships and shades of meaning.
- **Writing and research that analyze sources and deploy evidence:** Students will refine and share knowledge through a variety of shared research and writing tasks and use relevant evidence from print and digital sources.
- **Native language support:** Native language support is provided in all classes. Teachers supply students with native language glossaries for the content areas provided by the NYS Department of Education website. In addition, students have access to glossaries in their native languages provided to them by their ESL teachers. Teachers group students with peers who share the same native language and are more proficient in English. Novels are available in Spanish and Bengali for independent reading. Our school is considering purchasing novels in Arabic, as the population of Arabic speakers is growing.
- **Language objectives:** In all content areas teachers of ELLs have a language objective, in addition to the learning objective, providing a literacy or grammar focus for every lesson.

#### Push-in:

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

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

- **Academic Vocabulary:** Students are given explicit instruction in academic vocabulary. The vocabulary is reinforced during academic discussions, think-pair-share activities, and writing activities among others.
- **Balanced Literacy:** A balanced literacy approach for reading is followed across the curriculum, which consists of close reading, independent/paired reading, shared reading, guided reading, literature circles, paired and group discussions, writer's workshop, interactive read aloud, word study and teacher/student reading and writing conferences. Code X literacy program by Scholastic is used for all ELA classes. The program is aligned with the Common Core Learning Standards and is built upon the New York State Shifts in instruction and follows a balanced literacy approach.
- **Collaborative learning:** Students work cooperatively in all content areas. This often provides students with native language support and modeling. Students participate in academic discussions about a text or the content for the lesson. Academic discourse further supports the cultivation and reinforcement of vocabulary for ELLs.
- **Differentiated instruction:** All teachers are required to differentiate for multiple entry points and different learning styles. ELL strategies are used to differentiate instruction, including the following: graphic organizers, native language glossaries, images, charts, sentence starters, paragraph frames, answer frames, building on background knowledge and tiered assignments and questioning, among others.
- **Modeling and the workshop model:** Teachers follow a workshop model for all lessons at IS 218, which provides students with explicit instruction, modeling, active engagement, collaborative activities, independent work, and discussion. Modeling and scaffolding is provided to students to help them understand the information and activity presented.
- **Native language support:** Native language support is provided in all classes. Teachers supply students with native language glossaries for the content areas provided by the NYS Department of Education website. In addition, students have access to glossaries in their native languages provided to them by their ESL teachers. Teachers group students with peers who share the same native language and are more proficient in English. Novels are available in Spanish and Bengali for independent reading. Our school is considering purchasing novels in Arabic, as our Arabic speaking population is slowly growing.

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

Our school does not currently evaluate students in their native language throughout the year. We are looking into the possibility of assessing our students in their native languages.

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

Throughout the year we ensure that ELLs are appropriately evaluated in all four modalities of English acquisition by administering ELL Periodic Assessments, teacher-created assessments, student performance on NYSESLAT preparation materials, the Performance Series and Achieve 3000 assessments.

6. How do you differentiate instruction for each of the following ELL subgroups?

- SIFE
- Newcomer
- Developing
- Long Term
- Former ELLs up to two years after exiting ELL status

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

- Modifying speech rate and tone
- Providing direct vocabulary and grammar instruction
- Repeating key words, phrases, or concepts
- Modeling
- Using visuals, graphic organizers, and demonstrations
- Creating opportunities for cooperative learning
- Giving students 25% native language support ( dictionaries, translations, etc)

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

#### Plan for Newcomers

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

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

#### Plan for SIFE

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

#### Plan for Long Term ELLs

- Saturday Learning Center – Reading and math intervention for level two students in grades 6, 7 and 8.
- After school program – Students will receive intensive reading and math instruction in a small group setting level one students will be seen on a 10:1 student/teacher ratio and level two students will receive services on a 15:1 student/teacher ratio.
- Holiday Break Academies –We will hold a three day February break vacation academy for grades 6, 7, and 8 to provide test preparation in math.
- Tutorials -Small groups of students selected from level 1 and level 2 cohorts. Strategies include: conferencing, guided reading, and independent reading, math skills, math problem solving. Assessed through benchmarks, lexile testing, and teacher evaluation. Scheduling determined by student and teacher programs. Teachers and other staff members will push into classrooms or pull students out for these intensive tutorial sessions.
- Extracurricular activities available to Long-term ELLs include art, music, sports, clubs, etc. – Spanish Spelling Bee – Sinnott Warriors Basketball Team – Ujoma Steppers – Sinnott Dance Ensemble – Sinnott School Chorus – Steel Band – The Beacon Program – PAL
- Differentiated instruction – All teachers at I.S 218 use data and student educational history to both drive and differentiate instruction. Differentiated instruction for students receiving service for 4 to 6 years will have support through differentiated instruction through one or several of the following: tiered questioning, visual and/or audio aids, graphic organizers, interactive lessons, and hands on activities, among others supported by the latest in instructional methodology. Reading and math intervention for level two students in grades 6, 7 and 8.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

This is currently being being developed at our school.

8. 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?

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

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

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

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

Our school uses curricular, instructional, and scheduling flexibility to enable diverse ELL-SWD to achieve their IEP goals and attain English proficiency within the least restrictive environment. Flexibility in curricular, instructional and scheduling enables ELL SWDs to achieve IEP goals and attain English proficiency during extended day classes, small group tutoring, a variety of academic and extra-curricular after school programs, Saturday programs and physical education classes.

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



\*Note “other approved services” does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

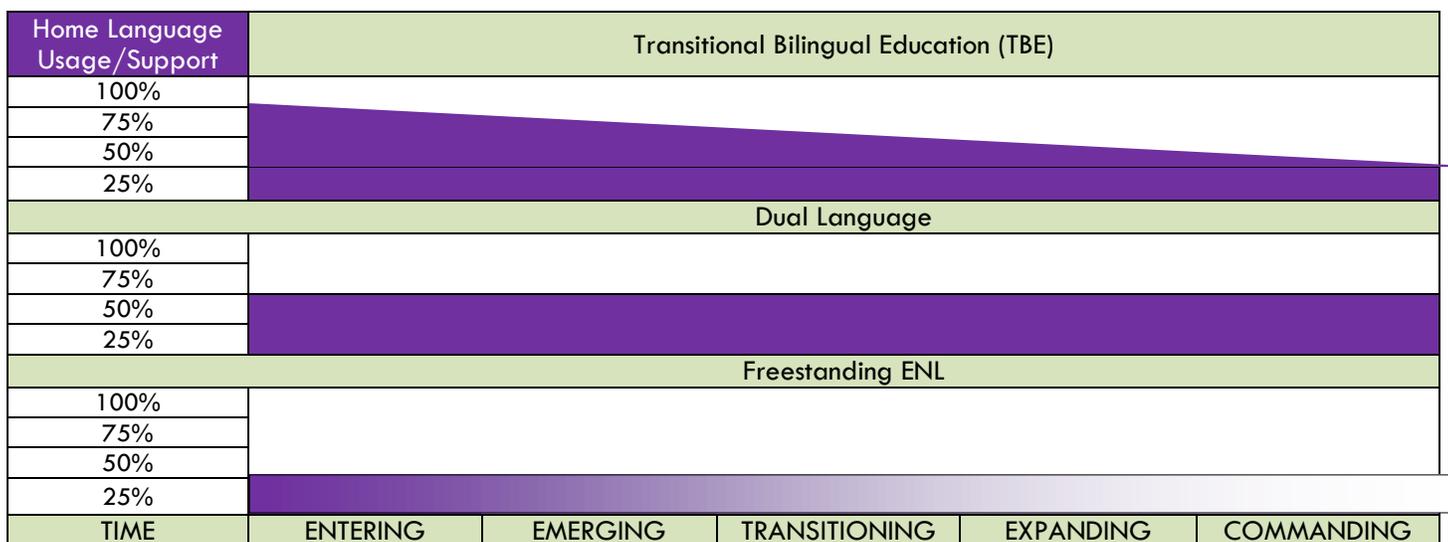


\*Note: “other approved services” does not apply to New York City at this time.

CI Chart

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. S 218 offers intervention programs for ELLs in all content areas. AIS is offered to all ELLs in all content areas. Assistant Principals (Ms. Meertens and Ms. Friday) identify students at risk of failure or scoring below a level 2. ELLs are assigned AIS classes in all content areas (Social Studies, Science, Math, and English). Teachers focus on area of student difficulty in the content area and literacy. In addition an ELL extended day program is offered to all ELLs to support second language acquisition and literacy. During school hours students are offered small group tutoring in all content areas during teacher professional preparation periods. If ELL students at risk fail to attend, AIS teachers and Assistant Principals contact parents and encourage students to attend classes before, during, or afterschool.

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

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

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

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

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

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

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

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

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

New programs and improvements that will be considered for the upcoming school year are: inter-visitations for content area teachers of ELLs and ENL teacher, provide teachers of ELLs with additional professional development and individual support, principals further encourage and content area teachers of ELLs to include reading and writing in each lesson and visit to ensure implementation, look into a new beginner computer literacy program, and offer a native language arts class to students performing low on the LAB-R Spanish.

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

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

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

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

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

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

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

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

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

The 6th grade dual language class will receive instruction 50% in Spanish, and 50% in English. One classroom teacher provides instruction in Math and Science primarily in Spanish with English language support. The class would be provided instruction in English for English Language Arts and Social Studies. All content area instruction, both in Spanish and English, will be aligned to the CCLS, providing students with rigorous, grade-level instruction. To assist students in Social Studies, glossaries, bilingual dictionaries and Social Studies Textbooks in both English & the Native Language. A team of teachers, made up of one bilingually certified teacher, one ESL teacher, and one native language arts teacher, will identify the best resources to provide CCLS aligned instruction in both languages utilizing Scholastic Code X as well as materials from Engage New York. These materials will be adapted accordingly. Close reading instruction will be provided with common texts and text dependent questions aligned to a thematic unit.

## B. Professional Development and Support for School Staff

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

September: ELL Student Identification and Placement

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

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

January: Supporting ELLs in the Mainstream Classroom (session includes practices and strategies to maximize learning)
  2. For the 2015-16 school year professional development will be offered on a continuous and ongoing basis by representatives and program experts for Destination Math, the Pre – Literacy Program, Urban Arts Partnership.

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

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

March: ELL Periodic Assessment Data Analysis (part two)

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

Ongoing professional development provided by the Regional Bilingual Education Resource Network (this includes individualized PD, observations and feedback, ELL strategies and techniques)
  3. To support ELL students transitioning from middle school to high school, multiple high school information sessions on high school applications and selection are given to all 8th grade classes. Guidance counselors meet with students individually and in groups. An interpreter is provided if necessary and information in the students native language is available. ELLs also are provided with information about high school fairs and information sessions outside of the building. Literature about high schools and applications is available in the students' native languages online. Student have the assistance of the guidance counselors. Advisory teachers also assist in transitioning ELLs from middle school to high school, through lessons and activities that focus on issues pertinent to their lives. Instructionally, all ELLs are supported through rigorous curriculum, which is on grade level and aligned to the Common Core Curriculum.

Teachers, parent coordinators, and guidance counselors are supported in assisting ELLs transitioning to high school by providing them with resources, such as interpreters, translation guides, and connecting them with DOE's translation unit for parent meetings.
  4. During school year 2015-16, the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-EL teachers) as per Jose P. will be met through several workshops. Records of all professional development are maintained by the principal. Teachers will receive professional development in the use of technology (iTeach iLearn). Adaptive and multisensory strategies will be explored in professional development. We will have ongoing workshops and study groups on differentiated education that will continue through out the school year. A component will be assessment of ELL students, the academic needs of ELL students, as well as using data to monitor academic progress. Professional development topics have included making classroom teachers aware of ELL students' academic needs. There has also been professional development sessions designed to maintain open communication and collaboration between the ESL teacher and his/her mainstream counterpart vis-à-vis ESL students. Professional development has had and will continue to have a significant focus on the instructional shifts and the connection between CCLS implementation and classroom instruction of ELLs to align with the Citywide Instructional Expectations. This includes incorporating native language scaffolds into teaching strategies. In addition, the Common Core Standards emphasize

the need for academic vocabulary development in all content areas. Professional development is dedicated to improving the level of instruction for all our ELL students. The ESL teachers will turnkey the information received at the workshops to other pedagogues in the school during faculty conferences and /or grade level meetings. The ESL teacher meet regularly with the classroom teachers to help the classroom teacher better understand the needs of the ELLs. A partnership between the ESL teacher and the classroom teacher is formed in order to help close the gap between the ELL student and his mainstream counterpart. Professional development activities are at no cost to Title III program. More specifically, the following Professional Development activities will be part of the program:

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

September: ELL Student Identification and Placement

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

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

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

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

March: ELL Periodic Assessment Data Analysis (part two)

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

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

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
See Above
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
See Above
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
See Above

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

**Paste response to question here:**

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

**Paste response to question here:**

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

**Paste response to question here:**

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

**Paste response to question here:**

5. How do you evaluate the needs of the parents?

**Paste response to question here:**

6. How do your parental involvement activities address the needs of the parents?

1. Parents of ELLs are invited to all activities for parents of students at IS218. Parents of ELLs are informed about these activities by the parent coordinator who provides letters in the parent's native language to ensure all parents have access to activities held by our school. Some of these activities will include: ARIS parent training and workshops selected according to parent needs. In addition, only our ELL parents are invited to take part in activities in our SIFE program. The SIFE program opens three sessions to parents, sharing student presentations of student work and learning. Translation services are provided by a staff member, the DOE translation unit, or outside contractors.

2. Our school partners with the Urban Arts Partnership and LeAp to provide workshops to parents. Some of the programs offered by are: Adult Literacy Skills for ELL and bilingual adults, GED preparation, Using Computers, and Cooking: Simple Healthy Meals. Other programs offered will be based on parent needs. Translation services are provided by a staff member, the DOE translation unit, or outside contractors.

3.

We evaluate the needs of our parents at IS 218. Ms. Haynes, our parent coordinator, sends parents surveys in the appropriate languages to assess all parent needs, including parents of ELLs. Translation services are provided by a staff member, the DOE translation unit, or outside contractors.

4.

Parental involvement activities are chosen based on responses to the survey completed by parents. Ms. Haynes takes all parent responses, including parents of ELLs, into consideration when planning activities. These activities change annually, based on these results. Translation services are provided by a staff member, the DOE translation unit, or outside contractors.

### D. Additional Information

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

**Paste response here:**



School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

**DBN: 19k218**      **School Name: James P. Sinnott Magnet School**  
**Superintendent: Stallings-Harte**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

To assess our school's written translation and oral interpretation needs, the Language Identification Guide is shown to parents so that they may find their language and identify it to school personnel. Records of the languages spoken by parents are maintained and accessed through ATS, Home Language Surveys(kept in student's files), Student Emergency Contact Cards(kept in the main office). Additionally, parents are asked to complete a language preference form upon registration(kept in student files) in order to quickly determine language needs of our parents.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Based on our data, we know that our school has parents' preferred languages for both written and oral communication are as follows"  
Spanish, Bengali, Arabic, Urdu, Haitian Creole, French, Fulani. This information is shared with the school community at faculty conferences, team meetings, common planning meetings, ELL committee meetings, PPT meetings, with guidance and parent coordinator so that translation support is provided when needed.

## **Part B: Creating a Communications Calendar**

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Our school disseminates the following documents every year that require translation:

Beginning of the year:

1. Welcome letters
2. NYC DOE School Calendar
3. Consent to Photograph, Film, or Videotape A Student For Non-Profit Use.
4. Parent and Student Bill of Rights

Throughout the school year:

1. Monthly Calendar of Events, Assessment Calendar
2. DOE communications, School Leadership Letters, cell phone policy
3. Trip Consent Forms
4. ELL compliance letters- entitlement, continued entitlement, placement letters, etc.
5. Parent teacher conference notices announcements, Afterschool program notices and permission slips, Graduation notices.
6. Student Progress Reports
7. Special Education and Related Services information

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Beginning of the Year:

1. August-Grade 6 Orientation
2. September- Open School Night(Family Night)- September., Bring Your Dad to School Day, PTA meeting
3. October - SLT meeting, Family Past Night
4. November - Parent Teacher Conferences
5. Monthly PTA meetings and parent workshops, other events held by the school to parents and students.

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## **Part C: Providing Language Assistance Services**

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Our school relies on several resources to meet our translation needs.

1. In house staff members(spanish)
2. Google translate
3. DOE Translated documents

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Our school relies on the following resources to meet our oral translation needs:

1. Spanish speaking staff members are called on to interpret for spanish speaking parents
2. For Bengali and other languages parents will bring a family member to translate.
3. Over -the -phone interpreters from the Translation and Interpretation Unit. We do not have a Bengali translator on site, however we are in the process of acquiring the services of an outside contractor.
4. Global Connect phone messenger.

#### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Staff members including security, main office staff, guidance and parent coordinator, are made aware of how to use the translation services and the over-the phone interpretation service via email, T& I brochure, Language ID card that contains the telephone number of the L& I Unit.

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Welcome posters in Spanish and Bengali are placed at the front of the building. Parents are provided with the DOE's Parent Bill of Rights in all languages needed. Signs are placed in the main office, guidance office, dean's office, and parent meeting room, notifying

parents of the availability of interpretation services.  
Language ID Guide is available at the security desk and in the main office.

### **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Our school gather feedback from parents on a regular basis through surveys coordinated by the Parent Coordinator and other school staff.