

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**31R861**

**School Name:**

**STATEN ISLAND SCHOOL OF CIVIC LEADERSHIP**

**Principal:**

**NILSEN DONNA**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The Staten Island School of Civic Leadership School Number (DBN): 31R861  
Grades Served: Pre-K - 8  
School Address: 280 Regis Drive Staten Island, NY 10314  
Phone Number: 718-697-5250 Fax: 718-697-5260  
School Contact Person: Donna Nilsen Email Address: [dnilsen@schools.nyc.gov](mailto:dnilsen@schools.nyc.gov)  
Principal: Donna Nilsen  
UFT Chapter Leader: Melody Anastasiou  
Parents' Association President: Celeste Brady and Christine Diamond – Co-Presidents  
SLT Chairperson: Frank Morano  
Title I Parent Representative (or Parent Advisory Council Chairperson): Debbie Rodriguez  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 31 Superintendent: Anthony Lodico  
Superintendent's Office Address: 715 Ocean Terrace Staten Island, NY 10301 Bldg. A, Room 141  
Superintendent's Email Address: [ALodico@schools.nyc.gov](mailto:ALodico@schools.nyc.gov)  
Phone Number: 718-420-5667 Fax: 718-420-5677

**Borough Field Support Center (BFSC)**

BFSC: \_\_\_\_\_ Director: Kevin Moran  
Director's Office Address: 715 Ocean Terrace Staten Island, NY 10301 Room 304  
Director's Email Address: [KMoran2@schools.nyc.gov](mailto:KMoran2@schools.nyc.gov)  
Phone Number: 718-556-8367 Fax: 718-556-8375

## 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 Comprehensive Educational Plan (CEP) 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)
Donna Nilsen	*Principal or Designee	
Melody Anastasiou	*UFT Chapter Leader or Designee	
Christine Diamond	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Debbie Rodriguez	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	
Frank Morano	Member/ Chairperson	
Chad Farley	Member/ Teacher	
Barbara Ignatenko	Member/ Teacher	
Megan Perrini	Member/ Teacher	
Danielle Urti	Member/ Teacher	
Michael Greene	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Debbie Rodriguez	Member/ Parent	
Heather Ortiz	Member/ Parent	
Lena Ferrera	Member/ Parent	
Bedrie Tale	Member/ Parent	
Sheryll Clark	Member/ Parent	
	Member/	

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the 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 CEP 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 Comprehensive Educational Plan (CEP) 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 two (2) to 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. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> 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.

## The Quality Review 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 also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

### 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 CEP 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:** 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 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether 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: CEP 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.

The Staten Island School of Civic Leadership (SISCL) opened its doors for the first time in September 2009. As a Pre K through 8 design, it was a first for Staten Island public schools. The New York City Department of Education sited the school on the new Elizabeth Connelly campus located at 280 Regis Drive on the north shore of Staten Island. SISCL is a zoned school. SISCL's students include approximately 22% Black, 40% Hispanic, 24% White, and 12% Asian students. The student body includes 5% English language learners and 26% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The poverty rate is approximately 69.5. Immigrants are originating from Mexico, Sri Lanka, the Middle East, and the Dominican Republic. The student population of 897 students is heterogeneously grouped within each grade according to a Triad/Team Teaching model and is supported by a pedagogical staff of 63 teachers. All teachers are certified and licensed. The school has two Assistant Principals, two Guidance Counselors, a Dean of Student Support, a full-time ESL teacher, Parent Coordinator and Secretary who work directly with the teachers and the Principal.

SISCL is founded on the fundamental belief that individuals must be educated for citizenship from the time they are very young, and must be vested in the public good and success of the community in order to make a difference. Our goal is to begin with great kids, then build a great school, a great community, and a great nation. Our students will, at the same time, build personal and private excellences, and the courageous leadership skills that promote effective public performance and service. We are focused on fostering a culture of excellence in the acquisition of essential skills in all educational disciplines through a highly structured, highly motivational school-wide core curriculum that orchestrates diversity in learning styles and the needs, interests and abilities of individual learners. We are founded on the belief that civic leadership is education in action for the good of the all people within a global society. As such, our students will develop the skills they need to make informed decisions as independent critical thinkers who understand their democratic rights as private individuals and their civic responsibilities as public participants in a network of social and political communities. An instructional emphasis is on diversity in learning styles, Triad Learning Communities, least restrictive special education classes and incorporation of a District 75 inclusion program.

Family partnerships are embedded directly in the foundation of our school. We support our families and help them to help their children succeed by bringing family literacy to the forefront by providing on-site and community-based adult English Language Learner (ELL) classes for our families; monthly Parent Engagement Projects are held to keep families active in the school environment and a low cost after school program that give our students a seamless school day. Ultimately, within a seamless educational experience, and with family partnerships deeply embedded in our foundation, our students will become disciplined, courageous leaders who are inspired to make a difference in America's civic purpose.

We believe that in order for our children to be the courageous leaders of tomorrow, they need sustained integration of timeless leadership principles directly into the day-to-day curriculum. In order to take root, these leadership principles cannot be taught in isolation, but must be woven into the school culture year after year. We are implementing the Franklin Covey Company's The Leader In Me Program, a school-based leadership program. This program is based on Stephen Covey's 7 Habits of Highly Effective People. We recently have received Lighthouse Status, a prestigious award given to schools who have met rigorous leadership criteria. Our students work together in the self-governance of their school and in simulations, scenarios, role-playing, and active engagements that parallels the actual processes and procedures inherent in a democracy. Programs such as the Center for Civic Education's Project Citizen and We the People, Generation Citizen are integrated into the Social Studies scope and sequence.

In order to give our students authentic real world experiences in community service and self-governance, we have formed purposeful partnerships that will provide students with the opportunity to apply what they learn through community-based service learning.: Wagner College; The Jewish Community Center; The Staten Island Mental Health Society; Sea View Hospital Rehabilitation Center and Home; The Alliance of Guardian Angels, Inc; American Legion of Richmond County; The Richmond County Bar Association.

### 31R861 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	856	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	13	# SETSS	N/A	# Integrated Collaborative Teaching
				15
Types and Number of Special Classes (2014-15)				
# Visual Arts	4	# Music	7	# Drama
# Foreign Language	1	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	67.2%	% Attendance Rate		93.2%
% Free Lunch	68.0%	% Reduced Lunch		9.3%
% Limited English Proficient	5.1%	% Students with Disabilities		26.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.5%	% Black or African American		21.2%
% Hispanic or Latino	39.7%	% Asian or Native Hawaiian/Pacific Islander		10.1%
% White	25.9%	% Multi-Racial		2.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.16	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# 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)		5.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		6.36
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	36.6%	Mathematics Performance at levels 3 & 4		53.6%
Science Performance at levels 3 & 4 (4th Grade)	92.8%	Science Performance at levels 3 & 4 (8th Grade)		75.7%
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	X	Local Assistance Plan		
Focus District		Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
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	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			



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

**Section 5A – 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.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

In cross grade, cross content team, instructional team and inquiry team meetings, we have reflected on the performance trends of our students. To maintain accuracy, we have confirmed our findings and implications using standards assessment from the The Item Skills Analysis of the NY State Tests. We have collected and analyzed data from NYS standardized ELA and Math assessments. In non-testing grades, student data was collected from various assessment sources including the Fountas and Pinnell Benchmark Leveling System.

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

#### **ELA Strengths: Grades 3-8 (NY State Test > 60%)**

**Summary:** Students in grades three through eight demonstrate strength in Reading Literature standards RL 1 and 4 as well as Reading Informational Texts standards RI 1, 4 and 5. The list below outlines ELA strengths by standard in grades 3 through 8.

#### **Grades 3, 4, 5, 7- Reading Standard for Literature:**

- **3. RL.1:** Ask and answer questions to demonstrate understanding of a text. **Students scored in the 71%**
- **4. RL.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences. **Students scored in the 79%**

**7. RL.1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences. **Students scored in the 75%**

- **3. RL.4:** Determine the meaning of words and phrases as they are used in a text. **Students scored in the 91%**
- **4. RL.4: Reading Strand for Literature:** Determine the meaning of words and phrases as they are used in a text. **Students scored in the 63%**
- **5. RL.4: Reading Strand for Literature:** Determine the meaning of words and phrases as they are used in a text. **Students scored in the 84%**

#### **Grade 3**

- **3. RI.1: Reading Strand for Informational Text:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text for the basis for answers.- **Students scored in the 61%**

- **3.RI.8-Reading Strand for Informational Text** -Describe logical connections between a particular sentence and paragraph in a text.- **Students scored in the 67%**

**Grades 3, 6 , 7- Reading Strand for Informational Text:**

- **3. RI.4-** Determine the meaning of general academic and domain specific words and phrases in a text. **Students scored in the 72%**
- **6. RI.4:** Determine the meaning of words and phrases as they are used in a text. **Students scored in the 90%**
- **7. RI.4:** Determine the meaning of words and phrases as they are used in a text. **Students scored in the 83%**

**Grade 4**

- **4. RI.5: Reading for Informational Text:** Describe the overall structure of events, ideas, concepts, or information in a text or part of a text. **Students scored in the 81%**
- **4. RL.3: Reading Strand for Literature:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. **Students scored in the 79%**
- **4. L.5b: Language Standard:**

**Grade 5**

- **5. RL.7: Reading Strand for Literature:** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text. **Students scored in the 82%**

**Grade 6**

- **6. RI.2: Reading Strand for Informational Text:** Determine a central idea of a text and how it is conveyed through particular details, story, drama, or poem from details in a text; summarize the text. **Students scored in the 69%**
- **6. RI.6: Reading Strand for Informational Text:** determine the author’s point of view or purpose in a text. **Students scored in the 68%**
- **6. RL.5: Reading Strand for Literature:** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of as text. **Students scored in the 68%**

**Grades 5, 6 - Reading Strand for Literature**

- **5. RL.6:** Describe how a narrators or speakers point of view influences how events are described. **Students scored in the 84%**
- **6. RL.6:** Explain how an author develops the point of view of the narrator or speaker in a text. **Students scored in the 90%**

**Grade 7**

- **7. RI.7: Reading Strand for Informational Text:** Compare and contrast a text to multimedia versions of the text, analyzing each mediums portrayal of the subject. **Students scored in the 65%**

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

**Summary:** Students in grades three through eight demonstrate weakness in Reading Literature standards RL 2, 3 and 7 and RI. 2, 3, and 8. The list below outlines ELA weakness by standard in grades 3 through 8.

### **Grades 3, 4, 5, 6- Reading Standard for Literature**

- **3. RL.2:** Recount stories from different diverse cultures: determine the message, lesson or moral and explain how it is conveyed through key ideas. **Students scored in the 47%**
- **4. RL.2:** Determine a theme of a story, drama, or poem from details in a text; summarize the text. **Students scored in the 47%**
- **5. RL.2:** Recount stories from diverse cultures: determine the central message, lesson, or moral and explain how it is conveyed. **Student scored in the 42%**
- **6. RL.2:** Recount stories from diverse cultures: determine the central message, lesson, or moral and explain how it is conveyed. **Student scored in the 54<sup>th</sup>%**

### **Grades 3, 4, 5, 6, 7 - Reading Strand for Informational Text**

- **3. RI.3:** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in a technical procedure in a text. **Students scored in the 51%**
- **4. RI.3:** Explain events, procedures, ideas or concepts in historical, scientific, or technical text, including what happened and why, based on specific information. **Students scored in the 46%**
- **5. RI.3:** Explain the relationship or interactions between two or more individual events, ideas, or concepts in a historical, scientific, or technical text. **46%**
- **6. RI.3:** Analyze in detail how a key individual, event or idea is introduced, illustrated, and elaborated in a text. **Student scored in the 53%**
- **7. RI.3:** Analyze the interactions between individuals, events or ideas in a text elaborated in a text. **Student scored in the 46<sup>th</sup>%**

### **Grades 3, 4, 5- Reading Strand for Informational Text:**

- **3. RI.2:** Determine the main idea; recount key details and explain how they support the main idea. **Students scored in the 51%**
- **4. RI.2:** Determine the main idea of a text and explain how it is supported by key details. **Student scored in the 42 %**
- **5. RI.2:** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.- **Students scored in the 53%**

### **Grade 3**

- **3. RI.8: Reading for Informational Text:** Describe logical connections between a particular sentence and paragraph in a text. **Students scored in the 55<sup>th</sup> %**

### **Grade 4**

- **4.RI.4: Reading for Informational Text:** Determine the meaning of general academic and domain specific words or phrases in a text. **Student scored in the 50<sup>th</sup> %**
- **4. L.4.a: Language Standard:** Choose words and phrases to convey ideas precisely. **Student scored in the 47%**

### **Grades 5, 6 - Reading Standard for Literature:**

- **5. RL.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **Student scored in the 50%**

- **6. RL.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **Student scored in the 55%**

#### Grades 3, 5, 6, 7 - Reading Strand for Literature:

- **3. RL.3:** Describe a character in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. **Students scored in the 53%**
- **5.RL.3:** Compare and contrast 2 or more characters, setting, or events in a story, drama, or drawing on specific dates in a text. **-55%**
- **6. RL.3:** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward the resolution. **Student scored in the 55%**
- **7. RL.3:** Analyze how particular elements of a story or drama interact. **Student scored in the 55<sup>th</sup>%**

#### Grade 5

- **5. RI.7: Reading for Informational Text:** Draw on information from multiple sources, demonstrate the ability to locate an answer to a question quickly. **Student scored in the 50<sup>th</sup>%**
- **5. RL.5: Reading Standard for Literature:** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story. **Student scored in the 45%**

#### Grades 6, 7

- **6. RI.1 Reading for Informational Text:** Cite textual evidence to support analyses of what the text says explicitly as well as inferences drawn from the text. **Student scored in the 56%**
- **7. RI.1 Reading for Informational Text:** Cite several pieces of textual evidence to support analyses of what the text says explicitly as well as inferences drawn from the text. **Student scored in the 56%**
- **6. RI.5: Reading for Informational Text:** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. **Student scored in the 57<sup>th</sup>%**
- **7.RI.5: Reading for Informational Text:** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. **Student scored in the 58<sup>th</sup>%**

#### Grade 6

- **6.RI.4: Reading for Informational Text:** Determine the meaning of words and phrases as they are used in a text. **Student scored in the 59<sup>th</sup>%**

#### Grade 7

- **7.RI.8: Reading for Informational Text:** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and there is evidence to support the claim. **Student scored in the 50<sup>th</sup>%**
- **7.RI.7: Reading for Informational Text:** Compare and contrast a text to multimedia versions of the text, analyzing each medium's portrayal of the subject. **Student scored in the 54%**
- **7. RL.4: Reading Standard for Literature:** Determine the meaning of words and phrases as they are used in a text. **Student scored in the 57%**

#### Grades 4, 7

#### **Language Standard L.4**

- **Grade 4** – Determine the meaning of words and phrases as they are used in a text, including those that allude to significant character’s found in mythology- **Student scored in the 47%**
- **Grade 7** - Determine the meaning of unknown and multiple meaning words and phrases based on grade 7 reading and context. - **Student scored in the 57%**

The data shows that students are the weakest in **the Reading Strand for Information: RI.3 and, and the Reading Strand for Literature: RL.2 & 3**. These weaknesses spread across four or five grades. Students were also weak in **Reading Strand for Information: RI.2 and**

The data also shows that students are the strongest in the **Reading Strand for Literature RL.1 and RL.4**, and the **Reading Strand for Information**

### **Fountas and Pinnell : K-2**

#### **Kindergarten:**

##### **Letter Recognition: Uppercase**

- 70% Proficient

##### **Letter Recognition: Lowercase**

- 62% Proficient

##### **Sounds**

- 45% Proficient

#### **Grade 1**

##### **Spelling and Rhyming**

- 65% Proficient

##### **Sight Words**

- 50% Proficient

##### **Blending**

- 86% Proficient

##### **Alphabet Recognition**

- 100% Proficient

##### **Segmenting**

- 88% Proficient

#### **Grade 2: Words their Way- Word Feature Assessment**

### Letter Name Alphabetic

- 98% Proficient

### Words within Patterns

- 84% Proficient

Students in Grade One were less than 75% proficient in Spelling, Rhyming, and Spelling. Second grade students were proficient in the Word Feature Assessment.

Rigorous instruction is a strength of our school as noted in our 2014-15 Quality Review Report. For Quality Indicator 1.1 - Curriculum - it was noted, "School leaders and faculty ensure that instructional shifts are strategically integrated into the Common Core aligned curricula and ensure rigorous habits and higher-order thinking skills are emphasized in curricula and academic tasks, " which has "built coherence and college readiness resulting in all learners, including English language learners (ELLs) and students with disabilities (SWDs), across grades and subject areas, demonstrating their thinking."

Our school will utilize our data trend analysis, the Framework For Great Schools and the Formative Assessment Process outlined in District 31's Core Collaborative instructional initiative to address our annual goal for rigorous instruction to meet the performance benchmark outlined in our goal below.

### 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 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 , horizontal and vertical ELA teacher teams will collaboratively develop rigorous CCLS-aligned units of study / curriculum maps to improve rigorous instruction which will yield a 3.5% increase of students achieving at or above proficiency level, as measured by the New York State English Language Arts exam and Fountas and Pinnell Benchmark Leveling System.

### Part 3 – Action Plan

Students will receive 120 minutes of literacy instruction daily including reading workshop, word study, small-group strategy instruction, vocabulary development, phonics, literacy centers and writing workshop. The instruction will be supported through curricula including Ready Gen, Wonders, and Wilson. The ELA teacher, with the support of the co-teachers in each triad, will direct the	K-5 <sup>th</sup> grade students	September 2015 – June 2016	Teachers in Grades K-5, Data Specialist, Technology Coordinator, Lead Teacher, Parent Coordinator, Administration  Lower grade teachers are organized in triad models whereas three teachers are the primary teachers of two grade-specific classes allowing for co-teaching in various

<p>literacy planning, and co-teaching opportunities will be scheduled for strategic small group instruction to scaffold and/ or accelerate students' literacy.</p> <p>Data driven curriculum planning and mapping as well as reviewing trends in student work and assessments in triads and team teaching along with support service teachers will be scheduled. Families will be informed quarterly using progress monitoring tools such as report cards, progress reports and notes, websites and newsletters, and parent outreach Tuesdays.</p> <p>Students will read informational and literary texts on the iPad through the myON digital reading program. MyON will test each student to determine initial Lexile level and will re-access for growth via cloze reading and comprehension quizzes every five texts or two weeks. MyON reading will occur in school during independent reading time, during enrichment activities as well as at home.</p> <p>Selected strands of Fountas and Pinnell administered in the fall and again in the spring; Fountas and Pinnell Benchmark Leveling System administered three times throughout the year; Wonders weekly unit assessments; conference and observation notes; early literacy checklists, rubrics, Reading Reform unit assessments, and teacher-made assessments and samples of student work.</p> <p>Common Core Task-Based Assessments</p> <p>ESL Beginner/Intermediate explicit vocabulary instruction along with English grammar and phonics instruction</p> <p>The Renzulli Learning Program will be used to assess student interest and learning style. This interest inventory data will be used to support differentiated instruction and enrichment opportunities. The Renzulli activity search engine will also provide students with Common Core based lessons and resources.</p>			<p>models including team teaching, parallel teaching, and support teaching. Lead teachers of ELA will provide AIS or small group targeted instruction to students identified in need according to formative data. This model supports meeting the needs of all students.</p>
<ul style="list-style-type: none"> <li>• To achieve our goal, students will receive 90 minutes of literacy instruction daily utilizing the Universal Design for Learning including reading workshop, word study, and flexible small-group</li> </ul>	<p>6-8<sup>th</sup> grade students</p>	<p>September 2015 – June 2016</p>	<p>Teachers in Grades 6-8, Data Specialist, Technology Coordinator, Lead Teacher, Parent Coordinator, Administration</p>

strategy instruction vocabulary development and writing workshop.

- In addition to the end-of-the year summative state assessment, students' progress will be monitored through Benchmark Assessments, Fountas and Pinnell Benchmark Leveling System and as well as writing rubrics, Common Core Performance Tasks, sixth and seventh grade DRP, and teacher-made formative assessments.
- We will schedule data-driven rigorous curriculum planning and mapping aligned to the CCSS as well as reviewing trends in student work and assessments in teams along with support service teachers. We will also administer Fountas and Pinnell Benchmark Leveling System administered throughout the year; teacher created assessments and samples of student work; progress reports/report cards, sixth and seventh Grade-DRP observation data, and item analysis from the previous year's state exam.
- Students will read informational and literary texts on the iPad through the myON digital reading program. MyON will test each student to determine initial Lexile level and will re-access for growth via cloze reading and comprehension quizzes every five texts or two weeks. MyON reading will occur in school during independent reading time, during enrichment activities as well as at home. We are part of MSQI and teachers in Grades 6, 7, 8 will incorporate Word Gen into the curriculum.
- In addition to stamina and skill building with myON, eighth grade students will also read e-books on the iPad through the LightSail digital reading program. LightSail provides students authentic, classic and modern digital literature as well as informational texts in science and social studies content areas. LightSail provides teachers real-time data as the class reads to monitor student engagement and reading progress.
- The Renzulli Learning Program will be used to assess student interest and learning style. This interest inventory data will be used to support differentiated instruction and enrichment opportunities. The Renzulli activity search engine

Intermediate teachers are organized in teams whereas four content-specific teachers will deliver instruction to students. Content teachers are also scheduled to service the needs of students through push-in Academic Intervention Services.

will also provide students with Common Core based lessons and resources.

- The Staten Island School of Civic Leadership (SISCL) is a school community committed to working collaboratively to effectively structure its educational programs to provide a child-centered, safe learning environment that recognizes and values individual talents and seeks to develop the academic and social skills of its students to make them college and career ready.

- At SISCL we take a team approach to all our school initiatives. This is evident in our Interdisciplinary teams, our Professional Learning Cycle meetings with a specific focus, and our grade level meetings where common themes, i.e., unit studies, author studies, assemblies, grade projects, trips and special events are discussed and planned collaboratively. As a school wide goal we have dedicated our efforts to looking at student work collaboratively using common rubrics that are aligned to the CCSS. We have also used our grade meetings to focus on new initiatives and programs i.e., CCSS, learning from student work, performance tasks, assessment portfolios, the writing process, promotional standards and criteria, MSQI Word Generation and new curriculum initiatives. A Pupil Personnel Team meets weekly to address the needs of struggling students.

- At SISCL we encourage and promote the role of “teachers as leaders” by creating a school culture in which the staff takes the initiative to meet the Common Core State Standards by select teachers using Scholastic Code X, and collaborating on developing plans and programs to benefit the school community. The staff is encouraged and supported to seek new roles and responsibilities – to acquire new skills and knowledge through attendance at professional development workshops that can be incorporated into school leadership, i.e., teachers leading professional development workshops for their colleagues. SISCL has invested in a NYC/UFT Peer Collaborative teacher who support teaching staff through classroom labs, surveys, and citywide instruction expectations based Professional Learning opportunities and differentiated Professional Learning sessions.

- Teachers have taken the initiative to access professional learning opportunities on their own and have been encouraged and supported to pursue those interests both with time, payment and professional books to enhance their learning. The only condition is to share their experiences with their colleagues. Inquiry Learning Communities have been at the heart of our staff development efforts. The alignment of programming and support of professional learning opportunities for the staff has been implemented through the SBO process.
- In response to the ELA data, a shift toward push-in Academic Intervention Services was arranged and delivered to students who were making the least progress. Push-in/SETTS/AIS teachers will collaborate with classroom teachers.
- Using the pool of talented staff, trained teachers were matched and scheduled to meet with small groups of students across grade levels. Targeted small group instruction was planned and monitored to close gaps in students' strategy and skill deficiencies. Students with high achievement were accelerated in peer book clubs and independent studies supported by teachers.
- One of our goals is to work with the children in our schools lowest third so that we can show improvement with their median growth percentile. Interventions will concentrate on the children's weaknesses listed above.
- Teachers will be implementing Common Core Aligned Units of Study. They will use a mix of explicit teaching and student investigation. Teachers will incorporate explicit teaching of academic and domain-specific vocabulary associated with their Common Core aligned units. This vocabulary will be used as children read, write, listen and engage in discussions. All students will be provided access for learning through UDL including multiple means of representation, action and expression, and engagement.
- Teachers will incorporate speaking/listening standards and plan opportunities for a range of text-based conversations. The focus will be to implement the Socratic seminars across disciplines in grades six, seven, and eight. This will further our School-wide initiative to deepen student- to-

<p>student discussion and develop meaningful conversation skills through the use of collaborative conversation.</p> <ul style="list-style-type: none"> <li>Teachers will analyze student work and use their conclusions in the actual teaching and learning process. They will implement literacy units and tasks across all subjects so that students benefit from exposure to disciplinary literacy: the ability to read, comprehend, and advance content knowledge from subject-specific, grade-level text.</li> </ul>			

**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.											
<ul style="list-style-type: none"> <li>Students in grades K-5 will receive 120 minutes of literacy instruction daily including reading workshop, word study, phonics, small-group strategy instruction, vocabulary development, literacy centers and writing workshop.</li> <li>To achieve our goal, students in grades 6-8 will receive 90 minutes of literacy instruction daily including reading workshop, word study, flexible small-group strategy instruction utilizing the universal design for learning vocabulary development and writing workshop.</li> <li>Lower grade teachers are organized in triad models whereas three teachers are the primary teachers of two grade-specific classes allowing for co-teaching in various models including team teaching, parallel teaching, and support teaching. Lead teachers of ELA will provide AIS or small group targeted instruction to students identified in need according to formative data. This model supports meeting the needs of all students.</li> <li>Intermediate teachers are organized in teams whereas four content-specific teachers will deliver instruction to students, which support a program where content teachers are also scheduled to service the needs of students through push-in Academic Intervention Services.</li> <li>Utilize strategies such as growth mindset and productive struggle to increase student engagement and encourage them to task academic risks.</li> </ul>											
<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	X	Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		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.
<ul style="list-style-type: none"> <li>Selected strands of Fountas and Pinnell to determine decoding and sight word recognition are administered in the fall and again in the spring; Fountas and Pinnell Benchmark Leveling System to determine reading levels are administered three times throughout the year; Wonders weekly unit assessments; conference and observation notes;</li> </ul>

early literacy checklists, rubrics, Reading Reform unit assessments, and teacher-made assessments and samples of student work.

- Data-driven and rigorous curriculum planning and mapping aligned to the CCSS as well as reviewing trends in student work and assessments in teams along with support service teachers will be scheduled. Fountas and Pinnell Benchmark Leveling System administered throughout the year; teacher created assessments and samples of student work; progress reports/report cards; Sixth through Eighth Grade- DRP observation data; and item analysis from the previous year's state exam

**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 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.

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

**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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**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>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</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?</i></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.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		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 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.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

In cross grade, cross content team, instructional team and inquiry team meetings, we have reflected on the performance trends of our students. To maintain accuracy, we have confirmed our findings and implications using standards assessment from the The Item Skills Analysis of the NY State Tests.

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

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

**Summary: Our data analysis showed the significant strength in the following standards:**

- Grade 3 : -Operations and Algebraic Thinking
- Grades 4 & 5- Numbers and Operations in Base Ten -NBT.A.2; and Numbers and Operations in Base Ten – Fractions NF.A.1
- Grade 5- Numbers and Operations in Base Ten-Fractions; NF.B.6; C.5: B.3: A.2; 5a
- Grade 7- Number Sense

The list below details Math strengths by standard in grades 3 through 8:

#### Grade 3, 4 : -Operations and Algebraic Thinking

- **3. OA.1 & 3-**Interpret products of whole numbers. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities. **Student scored in the 83 &77%**
- **4. OA.3-** Solve multi-step word problems posed with whole numbers and having whole number answers using the four operations, including problems with remainders to be interpreted. . **Student scored in the 73%**
- **4. OA.1-** Explain why a fraction  $a/b$  is equivalent to a fraction  $(n \times a)/(n \times b)$  by using visual models. **Student scored in the 85%**

#### Grade 3

- **3. OA.2 Operations and Algebraic Thinking-** Interpret whole number quotients of whole numbers. . **Student scored in the 79%**

- **3. OA.4: Operations and Algebraic Thinking**—Determine the unknown whole number in a multiplication or division equation relating three whole numbers. **Student scored in the 76%**
- **3. OA.6-Operations and Algebraic Thinking:**— Understand division as an unknown factor problem. **Student scored in the 84%**
- **3. OA.8-Operations and Algebraic Thinking:** Solve problems involving the four operations, and identify patterns in arithmetic. **Student scored in the 84%**
- **3. MD.A.1 Measurement and Data:** Tell and write time to the nearest minute and measure time in intervals. **Student scored in the 94%**
- **3. MD.B.3- Measurement and Data:** Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. **Student scored in the 74%**
- **3. MD.C.5b- Measurement and Data:** Recognize area as an attribute of plane figured and understand concepts of area measurements. **Student scored in the 86%**
- **3. NBT.A.1: Numbers and Operations in Base 10:** Use place value understanding to round whole numbers to the nearest 10 or 100. **Student scored in the 73%**
- **3. G.A.2-Geometry:** Partition shapes into parts with equal areas. . **Student scored in the 96%**

#### **Grade 4, 5 - Numbers and Operations in Base 10:**

- **4. NBT. A.2-** Read and write multi-digit numbers using base ten numerals, number names, and expanded form. **Student scored in the 84%**
- **5. NBT.A.2:** Explain patterns in the numbers of zeros of the product when multiplying a number by powers of ten, and explain patterns in the placement of the decimal point when it is multiplied or divided by ten. **Student scored in the 89%**

#### **Numbers and Operations in Fractions:**

- **4.NF.A.1:** Explain why a fraction  $a/b$  is equivalent to a fraction  $(n \times a)/(n \times b)$  by using visual fraction models. **Student scored in the 83%**
- **5.NF.A.1:** Add and subtract fractions with unlike denominators. **Student scored in the 77%**

#### **Grade 4**

- **4. NBT.5- Numbers and Operations in Base 10:** Multiply a whole number of up to four digits by a one digit whole number, and multiply two- two digit numbers, using strategies based on order of operations. **Student scored in the 84%**
- **4. NBT.6- Numbers and Operations in Base 10:** Find whole number quotients with remainders with up to four digit dividends and one digit divisors. **Student scored in the 84%**
- **4.NF.B.3a: Numbers and Operations in Fractions:** Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. **Student scored in the 84%**
- **4. MD.6- Measurement and Data:** Measure angles in whole number degrees using a protractor. **Student scored in the 73%**
- **4. MD.5a- Measurement and Data:** An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. **Student scored in the 70%**
- **4. MD.A.3- Measurement and Data:** Apply the area and perimeter formulas for rectangles in real world and mathematical problems. **Student scored in the 70%**

#### **Grade 5**

- **5. NBT.B.7: Numbers and Operations in Base 10:** Add, subtract, multiply, and divide decimals to hundreds. **Student scored in the 84%**
- **5.NF.A.4a: Numbers and Operations in Fractions:** Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. **Student scored in the 95%**
- **5.NF.C.7: Numbers and Operations in Fractions:** Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions. **Student scored in the 84%**
- **5.NF.C.6: Numbers and Operations in Fractions:** Find whole number quotients with up to four digit dividends and two digit divisors, based on properties of operations. **Student scored in the 89%**
- **5.NF.B.7a: Numbers and Operations in Fractions:** Add, subtract, multiply and divide decimals to the hundredths. **Student scored in the 85%**
- **5. MD.C.5b- Measurement and Data:** Apply the formulas  $V = l \times w \times h$  and  $V = b \times h$  for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths. **Student scored in the 89%**

### Grade 6

- **6.EE.B.7 –Equations and Expressions:** Solve real world and mathematical problems by writing and solving equations of the form  $x + p = q$  and  $px = q$ . **Student scored in the 72%**
- **6.EE.B.5 –Equations and Expressions:** Understand solving an equation or inequality as a process of answering a question: which values from a specified set, make the **equation** or inequality true. **Student scored in the 86%**
- **6.EE.A.2c –Equations and Expressions:** Evaluate expressions at specific values of their variables. **Student scored in the 94%**
- **6.NS.6.C: Number Sense:** Find and position integers and other rational numbers on a horizontal or vertical number line diagram, and on a coordinate plane. **Student scored in the 86%**
- **6.NS.B.4: Number Sense:** Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. **Student scored in the 73%**
- **6. RP.A.1: Ratios and Proportional Relationships:** Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. **Student scored in the 78%**
- **6. G.A.4 – Geometry:** Represent three dimensional figures using nets made up of rectangles and triangles, and use them to find surface area. **Student scored in the 88%**

### Grade 7

- **7. NS.A.1d: Number Sense:** Apply properties of operations as strategies to add and subtract rational numbers. **Student scored in the 86%**
- **7. NS.A.2d: Number Sense:** Convert a rational number to a decimal using long division. **Student scored in the 89%**
- **7. NS.A.1a: Number Sense:** Describe situations in which opposite quantities, combine to make 0. **Student scored in the 90%**
- **7. NS.A.1b: Number Sense:** Identify the constant of proportionality in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. **Student scored in the 91%**
- **7. NS.A.2a: Number Sense:** Decide whether two quantities are in a proportional relationship. **Student scored in the 86%**
- **7.EE.B.4a –Equations and Expressions:** Solve word problems leading to inequalities of the form  $px + q < r$  or  $px + q > r$ , where  $p$ ,  $q$ , and  $r$ , are specific rational numbers. **Student scored in the 86%**
- **7.SP.B.4- Statistics and Probability:** Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. **Student scored in the 89%**

## Mathematics Weaknesses (Benchmark <60%)

**Summary:** The data shows that the greatest weaknesses in math are in the Numbers and Operations in Base Ten Standard - NBT.A.3 in grades three and four. Students in grade five also showed weakness in standard, NF. A.4a; C.7; C.6; B.7a, - Numbers and Operations in Base Ten – Fractions. The list below outlines Math weaknesses by standard in grades 3 through 8.

### Grade 3

- **3. MD.A.2: Measurement and Data:** Measure and estimate liquid volumes and masses of objects using standard units. **Students scored in the 49%**
- **3.MD.C.7d: Measurement and Data:** Recognize area as additive. **Students scored in the 55%**
- **3.NF.3a: Numbers and Operations in Fractions:** Understand two fractions as equivalent of the are the same size, or same point on a number line. **Students scored in the 47%**
- **3.NF.3b: Numbers and Operations in Fractions:** Recognize and generate simple equivalent fractions. **Students scored in the 54%**

### Grades 3, 4

#### **Numbers and Operations in Base 10:**

- **3. NBT.A.3:** Multiply one digit numbers whole numbers by multiples of 10 in the range 10-90. **Students scored in the 57%**
- **4. NBT.A.3:** Use place value understanding to round multi-digit whole numbers to any place. **Students scored in the 57%**

### Grade 4

- **4. OA.C.5- Operations and Algebraic Thinking:** Generate a number or shape pattern that follows a given rule. **Students scored in the 51%**
- **4. MD.3 Measurement and Data:** - Apply area and perimeter formulas for rectangles in real world and mathematical problems. **Students scored in the 50%**
- **4. G.A.3-Geometry:** Recognize a line of symmetry for a two dimensional figure. Identify line symmetric figures. **-Students scored in the 57%**
- **4.NF.4a: Numbers and Operations in Fractions:** Understand a fraction  $a/b$  as a multiple of  $1/b$ . **-Students scored in the 39%**
- **4.NF.4b: Numbers and Operations in Fractions:** Understand a multiple of  $a/b$  as a multiple of  $1/b$ . **-Students scored in the 46%**

### Grade 5

- **5. MD.A.1 Measurement and Data:** Convert among different sized standard measurement units within a given measurement system. **Students scored in the 41%**
- **5. MD.B.3b- Measurement and Data:** Recognize volume as an attribute of solid figures and understand concepts of volume measurement. **Students scored in the 50%**
- **5.NF.B.6: Numbers and Operations in Fractions:** Solve real world problems involving multiplication of fractions and mixed numbers. **-Students scored in the 49%**
- **5.NF.C.5: Numbers and Operations in Fractions:** Interpret multiplication as resizing. **- Students scored in the 42%**
- **5.NF.B.3: Numbers and Operations in Fractions:** Interpret a fraction as division of as the numerator by the denominator. **-Students scored in the 54%**
- **5.NF.A.2: Numbers and Operations in Fractions:** Solve word problems involving addition and subtraction of fractions referring to the same whole, including case of unlike denominators. **Students scored in the 52%**

- **5.NF.5a: Numbers and Operations in Fractions:** Compare the size of a product to the size of one factor on the basis of the size of the other factor.- **Students scored in the 23%**

### Grade 6

- **6.G.A.2 – Geometry:** Find volume of a right triangular prism with fraction edge lengths by packing it with unit cubes of the approximate unit fractional length. – **Students scored in the 60%**
- **6.G.A.1- – Geometry:** Find the area of a right triangle, other triangles, specific quadrilaterals and polygons by composing into rectangles or decomposing into triangles or other shapes. – **Students scored in the 51%**
- **6.EE.A.3 –Equations and Expressions-**Apply the properties of operations to generate equivalent expressions. **Students scored in the 52%**
- **6.RP.3 b:Ratios and Proportional Relationships:** Solve unit rate problems including involving unit pricing and constant speed.- **Students scored in the 59%**
- **6.RP.A.2:Ratios and Proportional Relationships:** Understand the concept of a unit rate  $a/b$  associated with a ratio  $a:b$  with “ $b$ ” not equal to 0.-**Students scored in the 57%**
- **6.NS.C.7: Number Sense:** Interpret statements of inequality as statements about the relative position of two numbers on a number line.- **Students scored in the 52%**

### Grade 7

- **7.EE.A.2 –Equations and Expressions-** Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how quantities are related.- **Students scored in the 37%**
- **7.RP.A.1:Ratios and Proportional Relationships –** Compute unit rates associated with ratios of fractions.- **Students scored in the 53%**
- **7.RP.A.3:Ratios and Proportional Relationships —** Use proportional relationships to solve multi-step ratio and percent problems. – **Students scored in the 55%**
- **7.NS.A.3:Number Sense:** Solve real world and mathematical problems involving the four operations with rational numbers.-**Students scored in the 48%**

Collaboration is also a strength of our school as noted in our 2014-15 Quality Review Report. For Quality Indicator 4.2 - Teacher Teams and Leadership Development - it was noted, "All teachers are engaged in structured, inquiry-based professional collaborations aligned to school goals to strengthen instructional capacity, and embed leadership opportunities to empower staff on key instructional decisions in the school, " which developed, "school-wide instructional coherence that fosters teachers' ability to play an integral role in decision making that promotes the Common Core Standards resulting in increased student achievement for all learners."

Our school will utilize our data trend analysis, the Framework For Great Schools and the Formative Assessment Process outlined in District 31's Core Collaborative instructional initiative to address our annual goal for collaborative teaching to meet the performance benchmark outlined in our goal below.

### 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–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, Math vertical team members will collaboratively analyze Fall and Spring Benchmark Tests and NY State Math Exams to improve Measurement and Data, Operations and Algebraic Thinking and Geometry skills as measured by a 3% increase of all students achieving at or above proficiency level as measured by the New York State Mathematics exam and Go Math/CMP Math Unit Assessments.

**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 teacher-parent collaborations to improve student achievement.</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?</b></p>
<p><b>K-5 Math Block Daily</b></p> <ul style="list-style-type: none"> <li>• Students who are not measured by a standardized exam will be monitored by Go Math End of Chapter Assessments and Exemplars. Teachers will score using standard- based rubric and record progress on the Go Math Profile Sheet which will be shared with families to build family partnerships and placed in portfolios to monitor progress. Students who will be monitored by the New York State Mathematics Assessment will have the opportunity to receive small group targeted instruction to address deficiencies and accelerate in areas of rigor. Students not meeting expectation will meet in strategic groups.</li> <li>• Instruction will be delivered in a workshop model whereby the teacher models content, students practice and are released to independent or group work. When students are called back the teacher will assess the needs of the group to plan for future teaching. The workshop will include the use of hands on learning opportunities to incorporate the necessity of concrete experiences to build abstract mathematical concepts along with the use of manipulatives at this age.</li> <li>• To support the curriculum, teachers will align iPads and Smart boards, calendar routines and rituals to extend students mathematical experiences. Teachers will use the Problem of the Day. Teachers will develop appropriate Math Centers using Grab and Go. Additionally, problem-solving methodologies, i.e. Exemplars, will be introduced to</li> </ul>	<p>K-5<sup>th</sup> grade students</p>	<p>September 2015 – June 2016</p>	<p>Lead Math Teachers are organized in triad models whereas three teachers are the primary teachers of two grade-specific classes allowing for co-teaching in various models including team teaching, parallel teaching, and support teaching</p>

<p>the instructional model to ensure a strong foundation in problem solving skills. Performance Tasks for each mathematics strand will be designed and administered at the end of each unit throughout the year to mark student achievement.</p> <ul style="list-style-type: none"> <li>• Differentiation of small groups by process, content, product and interest will be incorporated into regular instruction and be documented on :</li> <li>• Unit Plans- Supportive technology will be incorporated into instruction when the opportunity is available.</li> <li>• Student progress will monitored using multiple measures including content-strand specific portfolios with scoring rubrics; Go Math assessments and individual profiles of progress; checklists and; samples of student work.</li> <li>• Unit tasks</li> <li>• The Renzulli Learning Program will be used to assess student interest and learning style. This interest inventory data will be used to support differentiated instruction and enrichment opportunities. The Renzulli activity search engine will also provide students with Common Core based lessons.</li> </ul>			
<p><b>6-8 Math Block Scheduling</b></p> <ul style="list-style-type: none"> <li>• Students measured by the New York State Mathematics Assessment have the opportunity to receive small group targeted instruction to address deficiencies and accelerate in areas of rigor. Instruction will be delivered in a workshop model whereby the teacher models content, students practice and are released to independent or group work. When students are called back, the teacher will assess the needs of the group to plan for future teaching.</li> <li>• The workshop will include the use of hands on learning opportunities when necessary to incorporate the necessity to build concrete explorations to scaffold abstract mathematical concepts for those learners who have a need. Group work will be scheduled during the math workshop and based on student progress, flexible-grouping opportunities will be provided. Students new to</li> </ul>	6-8th grade students	September 2015 – June 2016	Intermediate teachers are organized in teams whereas four content-specific teachers will deliver instruction to students, which support a program where content teachers are also scheduled to service the needs of students through push-in Academic Intervention Services.

Impact Math will receive support of a gradual release of responsibility into the transition of new content and bridge new learning. Students in years two and three will be assisted in the transition into the next cycle.

- Scaffolding of lessons directed by math strands as well as various access points will be embedded in the lesson and will support learners and differentiate at all ability levels. Teachers will use the Problem of the day to scaffold learning. To ensure strong problem solving strategies, methodologies will be introduced, i.e. Exemplars, to address the trend of weak skills in this area. Instructional will be differentiated by instructional content and process when possible to be aligned to the standards.
- Open-ended portfolio pieces for each mathematics strand will be designed and administered at least two times throughout the year to mark student achievement.
- Differentiated activities correlating to the various CCSS mathematics strands will be designed and administered throughout the year to also move student achievement. Furthermore, cross-curricular infusions will include literature connections and use of Foldables and Organizers.
- Technology and digital learning will be incorporated in planning and lesson delivery through the use of Smart Boards and document cameras, Texas Instrument technologies
- Student progress will be monitored using multiple measures including Schoolnet Baseline and Benchmark Assessments; Common Core Tasks Impact- generated performance-based assessments and chapter tests; teacher-made quizzes; journal entries; self-reflections and test-taking practice; progress reports; report cards
- The Renzulli Learning Program will be used to assess student interest and learning style. This interest inventory data will be used to support differentiated instruction and enrichment opportunities. The Renzulli activity search engine will also provide students with Common Core based lessons and resources.

## 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.

- The vertical “goal buddies” Math Team will meet weekly to interact and plan more inter-class visitations with focus on teaching and learning. This time is built into the school program allowing for regular meetings and inter-visitations.
- Instructional resources include CMP3 Math/Go Math and manipulatives, Texas Instrument equipment, and technological equipment.
- On-going Partnerships with the College of Staten Island will continue to support content areas.
- Lead Math Teachers are organized in triad models whereas three teachers are the primary teachers of two grade-specific classes allowing for co-teaching in various models including team teaching, parallel teaching, and support teaching.
- SISCL has invested in NYC/UFT a Peer Collaborative teacher who will support teaching staff through classroom labs, surveys, citywide instruction expectations based PD opportunities and differentiated Professional Learning sessions.
- Instruction in grades K-5 will be delivered in a workshop model whereby the teacher models content; students practice and are released to independent or group work. Students in grades 6-8 will have the opportunity to receive small group targeted instruction to address deficiencies and accelerate in areas of rigor. When students are called back the teacher will assess the needs of the group to plan for future teaching. The workshop will include the use of hands on learning opportunities to incorporate the necessity of concrete experiences to build abstract mathematical concepts along with the use of manipulatives at this age

**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	X	Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		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.

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

**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.

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

As the Danielson Framework states in its description of component 3C, Engaging Students In Learning, “Student engagement in learning is the centerpiece of the Framework for Teaching; all other components contribute to it,” increasing students engagement is a vital goal of our School Leadership.

This year, 61 percent of our teachers were rated “Effective” and 9 percent “Developing” in component 3C, according to our Measures of Teacher Practice (MOTP) ADVANCE evaluation report. The remaining 30 percent of teachers were rated “Highly Effective”.

Additionally, in component 1E, Designing Coherent Instruction, the component of the Danielson Rubric that outlines the teacher planning criteria that creates student engagement, 55 percent of our teachers were rated “Effective” and 9 percent “Developing”, according to our Measures of Teacher Practice (MOTP) ADVANCE evaluation report. The remaining 37 percent of teachers were rated “Highly Effective”.

#### **Strengths in Developing Engagement Strategies**

- 2014-15 Professional Development Plan featured four, four-to-five week cycles dedicated to helping teachers develop Student Engagement and Growth Mindset strategies.
- 30 percent of teachers rated Highly Effective in 3C – Engaging Students in Learning
- 37 percent of teachers rated Highly Effective in 1E – Designing Coherent Instruction

#### **Next Steps in Developing Engagement Strategies**

- 61 percent of teachers rated “Effective” and 9 percent “Developing” in 3C – Engaging Students in Learning
- 55 percent of teachers rated “Effective” and 9 percent “Developing” in 1E – Designing Coherent Instruction
- January 2015 teacher reflection cites the following engagement needs and teacher next steps in Quality Review Indicator 1.2:
  - Students need to challenge themselves (without prompting)
  - Increase student participation (voluntary)
  - Students creating their own questions
  - Collaborate more on questioning

- Hands on learning/Active Engagement
- Project based learning
- Provide more choice in Math
- Use technology to implement more rigorous group work
- January 2015 teacher reflection cites the following engagement needs and teacher next steps in Quality Review Indicator 1.1:
  - Make students more aware of using Higher Order Thinking Questions (HOTS)
  - Motivation for using HOTS
  - Give students more options
  - Consistently Differentiate higher order thinking for diverse learners
  - More student led learning
  - Student analyze their own learning
  - Students identify and analyze CCLS in instruction, their own work, and assessments
  - Have students explain more details
  - Have students provide evidence
  - Have students explain their process
  - Create more Teacher Time to revise unit plans
  - Create more interdisciplinary planning sessions and provide additional opportunities for horizontal planning
  - Develop uniformity among classrooms to reinforce rigorous habits

## **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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school leaders will create and implement a professional development cycle that builds teachers’ capacity to use engagement and growth mindset building strategies for all students, resulting in a 15% increase in teachers improving one performance level reflected in component 3c Engaging Students in Learning in Advance .

**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) 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?</b></p>
<p>In order to deepen professional learning at SISCL, and reach our goal to advance teachers’ capacity in 3C, the Professional Learning Committee has developed a seven-week learning cycle that will support teacher teams through the exploration of pedagogical strategies, classroom practice and discussion of implications on student performance. This format will give us a chance to be introduced to a new topic, practice it in our classrooms, and engage in an action research inquiry protocol for six weeks, that will enable us to not only discuss implementation ideas and experiences, but to see them in action in colleagues’ content area classroom through a Peer Focus Visit Protocol.</p> <p>In addition, this inquiry process will provide ample opportunities to analyze the effects of our focus on student work and data in both content and inter-disciplinary teams, make adjustments, and create next steps and implications for future instruction.</p> <p>The seventh week of our cycle is also a result of data compiled from the Professional Learning Surveys, and will provide teachers a choice of differentiated Professional Learning opportunities.</p> <p>We will begin our first cycle with teachers in grades grades 6-8. Teachers in grades PreK-5 will begin the cycle the following week.</p> <p><b>Below is a detailed outline of the seven-week professional learning cycle:</b></p> <p><b>Week One: Whole Group Focus</b></p>	<p>Pre K-Grade 8 Teachers</p>	<p>September 2015 – June 2016</p>	<p>School Administration, Lead Teacher, Grade and Triad Team Members</p>

Introduction to pedagogical strategy.

**Week Two: Grade Level Meeting By Content Area**

In week two, teachers will meet with their grade level subject teams to discuss how implementation went since the last week and discuss strategies to overcome any hurdles that arose. With team members, they will have an opportunity to plan how the strategy will work with different standards, skills and projects. Also during this time they will plan Peer Focus Visits utilizing the Peer Focus Visit Protocol and Planning Form.

**Week Three: Grade Level Meeting By Content Area**

In week three, using the Peer Focus Visit Protocol and Note-Catcher, teachers will debrief, share new understandings and ideas, and ask questions to clarify and expand understanding of our Professional Learning Focus. With their grade level team, teachers will discuss adjustments to planning resulting from the Peer Focus Visits, and have time to plan how the strategies they observed during Peer Visits will work with different standards, skills and projects. In addition, teams will analyze and discuss the effects the Professional Learning Focus had on student work samples and data.

**Week Four: Vertical Team Meeting by Content Area**

In week four, teachers will have the opportunity to meet with content area experts and discuss the experiences they had, both implementing, and analyzing the effects of our Professional Learning Focus. Using the “Professional Learning Focus Inquiry Form” as a guide, teachers will share content based strategies that had the most impact on student learning, analyze the effect on student work and data, and plan content based data driven next steps.

**Week Five: Interdisciplinary “Learning From Student Work”**

After four weeks of topic implementation, teachers will come together in their grade or triad teams to engage in a comprehensive “Learning From Student Work” process.

**Week Six: Discussion and reflection**

To complete our Professional Learning Inquiry, teachers will return to a whole group week to share back their experiences from the last week, and complete the appropriate sections of the “Professional Learning Focus Inquiry Form.” Teachers are expected to bring specific examples of implementation challenges and successes, vertical planning outcomes, peer visiting influences on instruction, and effects of

<p>the strategy on student performance. We will end our professional learning cycle inquiry with time to formally reflect on The Results of SISCL's Professional Learning Cycle on your instruction and planning based on:</p> <ul style="list-style-type: none"> <li>• Action Research Inquiry</li> <li>• Peer Focus Visits</li> <li>• Content Area Expert Discussion and Analysis of Student Work &amp; Data</li> <li>• Interdisciplinary Grade Level Analysis of Student Work and Data</li> </ul> <p><b>Week Seven: Differentiated Professional Learning</b></p> <p>Teachers will have the opportunity to choose from a menu of differentiated Professional Learning Opportunities that are tailored to meet specific Professional Learning needs.</p>			
<p>During Session Five of our Professional Learning Cycle, teachers will collaborate in Interdisciplinary grade or triad teams to analyze student work for evidence, impact and next steps regarding Engagement and Growth Mindset strategies as well as other professional learning topics. Teachers will record their observations on Learning from Student Work worksheet, which has been adapted from the ATLAS protocol to best meet, our school's needs. On the form, teachers will:</p> <ul style="list-style-type: none"> <li>• Make an observation and describe with evidence what is seen in the student work.</li> <li>• Make an interpretation of the work to assess student thinking and understanding.</li> <li>• Arrive at next steps for the student including teaching strategies, assignments, assessments, UDL and differentiation.</li> <li>• Provide a reflection that describes implications for planning and preparation.</li> </ul> <p>After this process, teachers will address some of the following questions regarding the effects of the professional learning focus on student work:</p> <ul style="list-style-type: none"> <li>• What did you learn from listening to your colleagues that was interesting or surprising?</li> <li>• What new perspectives did your colleagues provide?</li> <li>• How can you make use of your colleagues' perspectives?</li> </ul>	<p>Pre K-Grade 8 Teachers</p>	<p>September 2015 – June 2016</p>	<p>School Administration, Lead Teacher, Grade and Triad Team Members</p>

<ul style="list-style-type: none"> <li>• What questions about teaching and assessment did looking at this student’s work raise for you?</li> <li>• How can you pursue these questions further?</li> <li>• Are there things you would like to try in your classroom as a result of looking at this student’s work?</li> </ul> <p>As a group, teachers will conclude their session by discussion and taking notes on the next steps for their grade teams based on implications from the session.</p>			
<p>During Session Six of our Professional Learning Cycle, teachers will reflect on the impact of their Professional Learning Cycle experience.</p> <p>The following prompts will be provided for teachers to use in their reflection:</p> <ol style="list-style-type: none"> <li>1. What successes and challenges did you experience during this cycle? What helped you overcome those challenges?</li> <li>2. How will the topic in this learning cycle positively affect student learning in your classroom?</li> <li>3. What did you learn about your students during this cycle?</li> <li>4. What content-area successes did you experience in planning and discussing with your vertical team members?</li> <li>5. What was the most impactful result of “Learning From Student Work” with your team?</li> </ol>	Pre K-Grade 8 Teachers	September 2015 – June 2016	School Administration, Lead Teacher, Grade and Triad Team Members

**Part 4 – Budget and Resource Alignment**

<p><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.</p>											
<ul style="list-style-type: none"> <li>• SISCL has invested in NYC/UFT Peer Collaborative teacher who supports teaching staff through classroom labs, surveys, citywide instruction expectations based PD opportunities and differentiated Professional Developments</li> <li>• ADVANCE-driven inter-visitations of teachers rated “Highly Effective”</li> <li>• Utilize strategies such as growth mindset, questioning and discussion and productive struggle to increase student engagement and encourage them to task academic risks.</li> <li>• Staff will utilize 90-minutes of professional learning time every Monday to implement the Professional Learning Cycle.</li> </ul>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP	X	Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant

	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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**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.

Progress will be monitored towards completing our goal using the following assessment tools:

- ADVANCE Observation Dashboard Reports
- Professional Learning Observation Reflection forms
- Student Growth Mindset Pre and Post Surveys
- Student work analyzed during Session Five of the Professional Learning Cycle
- Instructional Cabinet Discussions and Reflections from ADVANCE observation sessions

**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 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.

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

**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–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**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) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></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.

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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.

	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		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 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 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>	<p><b>RTI Progress Monitoring:</b></p> <p>Teachers will receive a progress monitoring spreadsheet for each class that they provide tier 2 and 3 academic intervention services and/ or enrichment to.</p> <p>Lists should be maintained as needed in 6 – 8 week cycles.</p> <p>Teachers will track the starting and ending date of each cycle of remediation or enrichment, as well as the research based strategy or program they are using and the skill they are addressing.</p> <p>At the end of each cycle, each individual student's' progress should be assessed and updated in the "Progress – Status" column using the following codes:</p>	<p>ELA Academic Intervention Services will include At Risk students:</p> <p>AIS in ELA is being implemented in several different ways:</p> <ol style="list-style-type: none"> <li>1. Differentiate instruction in all ELA classes via Tier I and II Intervention such as data-driven small group instruction, Foundations, Reading Reform, Wilson</li> <li>2. Through frequent monitoring, evaluation of the effectiveness of Tier I and II Intervention. Students not benefiting from a Tier I and II intervention will have a change of service/ strategy until effective strategies are identified for each learner.i.e, Leveled Tier II and III interventions, Foundations,Wilson, Reading Reform, Wonder Resources, Ready Gen (Phonics Kit), N.Y. Public</li> </ol>	<p>Three 45 minute periods per week are dedicated to explicit instruction in ELA Tier II, aligned with the indicated needs of the learners, small group</p> <p>Tier III more intensive one to one minute- 1:3 ratio maximum five times per week in cycles.</p>	<p>During the school day</p>

	<p>M - Mastery  NM – Non-Mastery  A – Approaching  Mastery  E – Enrichment</p> <p>Spreadsheets will be maintained in each RTI folder (to be provided) and regularly updated for each child. This will be the vehicle whereby we will progress monitor each child. In addition, please supply the spreadsheets as evidence to the Pupil Progress Team (PPT) when referrals are requested.</p>	<p>Library,  Wonders(leveled readers), Raz-Kids, myON, Renzulli, iPads</p> <p>3. Grades 3-8 AIS Grouping</p> <p>4. DRP Assessment</p> <p>5. MSQI Word Generation</p> <p>6. Benchmark / Periodic 3-8</p> <p>7. NYC Performance Assessments</p> <p>8. Baseline Assessment 6</p>		
<p><b>Mathematics</b></p>	<p><b>RTI Progress Monitoring:</b></p> <p>Teachers will receive a progress monitoring spreadsheet for each class that they provide tier 2 and 3 academic intervention services and/ or enrichment to.</p> <p>Lists should be maintained as needed in 6 – 8 week cycles.</p> <p>Teachers will track the starting and ending date of each cycle of remediation or enrichment, as well as the research based strategy or program they are</p>	<p><b>Mathematics Academic Intervention Services will include:</b></p> <p><b>AIS in Mathematics is being implemented in several different ways:</b></p> <p>Differentiate instruction in math workshops through Tier I Intervention.</p> <p>Through frequent monitoring the effectiveness of Tier I interventions will be determined. Students not benefiting from a Tier I intervention will have a change of service/ strategy until effective strategies are identified for each learner, i.e.</p>	<p>1. In general education, three 45 minute periods per week, including Math Clubs, is dedicated to explicit teaching of math instruction aligned with the indicated needs of the learners.</p> <p>2. Small group</p> <p>3. IXL</p>	<p>During the school day</p>

	<p>using and the skill they are addressing.</p> <p>At the end of each cycle, each individual student's progress should be assessed and updated in the "Progress – Status" column using the following codes:</p> <p>M - Mastery  NM – Non-Mastery  A – Approaching Mastery  E – Enrichment</p> <p>Spreadsheets will be maintained in each RTI folder (to be provided) and regularly updated for each child. This will be the vehicle whereby we will progress monitor each child. In addition, please supply the spreadsheets as evidence to the Pupil Progress Team (PPT) when referrals are requested.</p>	<p>Math Targeted Intervention</p> <p>Program by TCM</p>		
<p><b>Science</b></p>	<p><b>RTI Progress Monitoring:</b></p> <p>Teachers will receive a progress monitoring spreadsheet for each class that they provide tier 2 and 3 academic intervention services and/ or enrichment to.</p> <p>Lists should be maintained as</p>	<p><b>Science Academic Intervention Services will include</b></p> <p>The science lab will be used as a vehicle to provide AIS instruction through small guided groups will be tailored to meet the specific needs of each student.</p>	<p>In addition to the State mandated periods of science instruction, students will receive an additional 45 minute period of AIS instruction in science per week.</p>	<p>During the school day</p>

	<p>needed in 6 – 8 week cycles.</p> <p>Teachers will track the starting and ending date of each cycle of remediation or enrichment, as well as the research based strategy or program they are using and the skill they are addressing.</p> <p>At the end of each cycle, each individual student's progress should be assessed and updated in the "Progress – Status" column using the following codes:</p> <p>M - Mastery  NM – Non-Mastery  A – Approaching Mastery  E – Enrichment</p> <p>Spreadsheets will be maintained in each RTI folder (to be provided) and regularly updated for each child. This will be the vehicle whereby we will progress monitor each child. In addition, please supply the spreadsheets as evidence to the Pupil Progress Team (PPT) when referrals are requested.</p>	<p>Recommendations-  Modify worksheets, give models(step by step) and visuals</p>		
<p><b>Social Studies</b></p>	<p><b>RTI Progress Monitoring:</b></p> <p>Teachers will receive a progress monitoring</p>	<p><b>Social Studies Academic Intervention Services include:</b></p>	<p>In addition to the State mandated periods of social studies instruction students will receive an additional 45</p>	<p>During the school day</p>

	<p>spreadsheet for each class that they provide tier 2 and 3 academic intervention services and/ or enrichment to.</p> <p>Lists should be maintained as needed in 6 – 8 week cycles.</p> <p>Teachers will track the starting and ending date of each cycle of remediation or enrichment, as well as the research based strategy or program they are using and the skill they are addressing.</p> <p>At the end of each cycle, each individual student's progress should be assessed and updated in the "Progress – Status" column using the following codes:</p> <p>M - Mastery  NM – Non-Mastery  A – Approaching Mastery  E – Enrichment</p> <p>Spreadsheets will be maintained in each RTI folder (to be provided) and regularly updated for each child. This will be the vehicle whereby we will progress monitor each child. In addition, please supply the spreadsheets as evidence to the Pupil</p>	<ol style="list-style-type: none"> <li>1. The additional AIS period of social studies instruction through small guided groups will be tailored to meet the specific needs of each student.</li> <li>2. Pre-determined vocabulary-List before new chapter of study</li> </ol>	<p>minute period of AIS instruction in social studies per week.  Small Group</p>	
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	Progress Team (PPT) when referrals are requested.			
<p><b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Students will be referred to At-Risk services as a result of teacher observation and referral.</p> <p>Recommendation of guidance counselors, Dean of Student Support, Administration.</p> <p>As a result of PPT meetings and assessments.</p>	<p>School guidance counselors will provide individual and group guidance and crisis counseling services during the school day, one period a week or more frequently when needed. This service is offered in English and Spanish. Students are assisted in learning to deal with various personal issues including schools, friends, family, current events, etc.</p> <p><b>The School Psychologist</b> will offer clinical services</p> <p>agency referrals and educational, social and personal services during the school day on an as needed basis to at risk students including students in the LEP, Black, Hispanic and economically disadvantaged subgroups. This service will identify emotional, social, neurological factors that impede on student performance and provide prescriptive measures that address student needs by suggesting additional student support services.</p>	Small group	During the school day

		<p><b>Social Workers</b> will provide counseling services to at risk students especially students in the targeted subgroups of LEP, Black, Hispanic and Economically Disadvantaged and their families during the school day, one period a week or more frequently if needed. Students are assisted in learning how to deal with various personal and family issues that are adversely affecting student progress</p> <p><b>Health related services</b> are offered during the school day, one period a week or as needed to all students. Students are assisted in learning how to cope with health related issues such as obesity, diabetes, asthma, etc. obesity, diabetes, asthma, etc.</p>		
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## 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

### 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.
<p>Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB</p> <ol style="list-style-type: none"> <li>1. All recruited teachers will be appropriately certified and highly qualified ELA and/or special education teachers, with some limited flexibility, consistent with State regulations.</li> <li>2. Principal will work closely with the Network Director of Human Resources will follow the policies set forth by the DOE to ensure that the selection of highly qualified teachers follows the guidelines set by the NYS Education Department.</li> <li>3. Mentors are assigned to support struggling and un-qualified teachers.</li> <li>4. Professional development will target the assessed pedagogical needs of the staff with differentiated high quality professional development. Professional development will take place on days as prescribed by the DOE guidelines and Chancellor's designated Conference Days.</li> <li>5. Professional development will be on-going during a four-week professional learning cycle. In collaboration with the Professional Learning Team, teachers will be introduced to a new topic each month and have the opportunity to work with interdisciplinary and vertical team members to practice the professional learning topic, discuss its content area implications and effect on student achievement through the Learning From Student Work Protocol.</li> <li>6. The Principal in collaboration with the Children First Network Director of Human Resources will work to identify qualified teachers through major recruitment campaigns, hiring halls and through relationships with Colleges and Universities.</li> <li>7. Interview process is done in collaboration with Administration and Teachers</li> <li>8. Pupil Personnel secretary works closely with the Network HR person to ensure that any non-HQT meet all required documentation and assessment deadlines</li> </ol>

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

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
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1. Data-driven and rigorous curriculum planning and mapping aligned to the CCSS as well as reviewing trends in student work and assessments in teams along with support service teachers will be scheduled.
2. In our Instructional Team meetings and our grade level meetings where common themes, i.e., unit studies, author studies, assemblies, grade projects, trips and special events are discussed and planned collaboratively. As a school wide goal we have dedicated our efforts to looking at student work collaboratively using common rubrics that are aligned to the CCSS. We have also used our grade meetings to focus on new initiatives and programs i.e., CCSS, looking at student work, performance tasks, assessment portfolios, the writing process, promotional standards and criteria and new curriculum initiatives. A Pupil Personnel Team meets weekly to address the needs of struggling students.
3. At SISCL we encourage and promote the role of “teachers as leaders” by creating a school culture in which the staff takes the initiative to meet the Common Core State Standards by select teachers using Scholastic Code X, and collaborating on developing plans and programs to benefit the school community.
4. Teachers have taken the initiative to access professional development opportunities on their own and have been encouraged and supported to pursue those interests both with time, payment and professional books to enhance their learning. The only condition is to share their experiences with their colleagues. Inquiry Learning Communities have been at the heart of our staff development efforts. The alignment of programming and support of professional development opportunities for the staff has been implemented through the SBO process. Lead teachers differentiate Professional Development through surveys, class labs, lunch and learns, and one to one meetings. Lead teachers support teaching staff through classroom labs, surveys, citywide instruction expectations based PD opportunities and differentiated Professional Developments.
5. Professional Learning will be developed through consultation with the Professional Learning Committee.
6. Professional Learning will be delivered in cycles. Teachers will be introduced to a new topic and will be given an opportunity to meet in vertical and interdisciplinary groups to discuss the topic’s implications on planning and impact on student outcomes. The cycle will end with a whole school group discussion and reflection.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

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

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

**Part 4: SWP Schools Only**

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

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

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

**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.

1. MOSL School Based Team
2. SLT
3. Teacher Team Meetings
4. Instructional Team Meetings
5. Inquiry with Data Specialist
6. Professional Learning Committee

**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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	456,364.00	x	5A, 5C, 8
Title II, Part A	Federal	0		

Title III, Part A	Federal	11,200.00	x	6, 8
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	5,264,452.00	x	5A, 5C, 8

**<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 Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to 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 CEP 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.

**Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **The Staten Island School of Civic Leadership**, 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. **The Staten Island School of Civic Leadership** 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;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1 st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;
- Continue SISCL Leadership Awards Ceremony as an event following every PTA meeting
- 7 Habits Signature Training
- Continue to utilize a telephone messaging system that would provide parents with a prerecorded message from the principal or other administrator about upcoming events, important meetings or school emergencies
- Electronic access to grades through stars classroom and Engrade.
- Electronic text message communication through Remind101.com
- Parent Coordinator's corner in the PTA Newsletter
- Conduct Curriculum Orientation Conference and/or Teacher Introduction Conferences within the 1 st or 2 nd month of the school year introducing them to the Curriculum Map and Common Core Standards.
- Continue to develop the SISCL email system and the SISCL website to establish and maintain a reliable source of communication and outreach. In addition, in grades 6-8 the use of electronic grade books such as stars classroom and engrade.
- Provide Material and training to help parents work with their children to improve their achievement level, particularly a leveled reading book list on the SISCL website.
- Create workshops to provide assistance to parents in understanding the CCSS, Periodic and State assessments.
- Create a book exchange club at PTA meetings.
- Continue using Raz-Kidz.com, myON in the lower grades and myON and LightSail in the upper grades as a supplemental reading tool at home and in class.
- Create workshops to provide assistance to parents in understanding the CCSS, Schoolnet Periodic Assessments and State assessments.
- Continue using IXL.com as a supplemental math tool at home and in class.
- Arts Workshops for parents and children
- Culminating performances and/ or exhibitions of art displays

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

**The Staten Island School of Civic Leadership**, 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.

## **School Responsibilities:**

Provide high quality curriculum and instruction consistent with Common Core 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 st 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; Back To School Night; CCSS Parent Trainings; Leader In Me Parent Training

Provide general support to parents by:

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

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

**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 to 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;

**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>SISCL</u>	DBN: <u>31R861</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 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 checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" 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>4</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>2</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: \_

SISCL will be offering a supplemental afterschool program, Title III ELL Enrichment/Remediation Program, to approximately 30 English Language Learners (ELLs) who require additional language, literacy, and academic development and support. One certified ESL teacher and one certified bilingual teacher will provide small-group instruction to two groups of ELLs based on their grade and proficiency level (9 students in Grades 1-2 and 9 students in Grades 3-5 will be combined in one lower -grade group, and 9 students in Grades 6-8 will be combined in another middle school group) one day a week on Fridays from 2:30 pm to 4:00 pm for 12 weeks beginning in March 2015 through May 2015. The ESL and bilingual teachers will plan and work collaboratively with 2 common branch/ELA teachers in the lower-grade group and the middle school group in order to provide more individualized attention as well as greater opportunities to differentiate activities by proficiency level within a grade. In summary, the lower grade and middle school groups will be co-taught by a teacher team made up of one ESL teacher and one common branch teacher and another teacher team made up of one bilingual teacher and one Common Branch/ ELA teacher. Our program will provide students with small-group instruction in all four communication strands and familiarize them with the NYSESLAT test format for their grade band. Students will have the opportunity to practice the different reading, writing, listening and speaking skills and tasks that are embedded in the NYSESLAT and CCSS. Based on an analysis of the Spring 2014 NYSESLAT performance data of ELLs currently in our ESL program, we will focus on all four communication strands with an emphasis on developing stronger writing skills, honing listening skills, and building reading stamina. The goal of the program is to provide extra support in an optimal environment so that our ELLs will be able to practice their skills in the four language modalities prior to the NYSESLAT as well as reinforce their overall academic language skills so that they will demonstrate growth in their English language proficiency level and reach grade-level expectations. The materials used in the afterschool program will include but not be limited to Attanasio NYSESLAT grade specific supplementary preparation books. Students will work on their reading and writing skills using Teacher Created Materials language development kits such as Language Power and Focused Reading Intervention kits. We will also utilize Mondo Publishing "Let's Talk about It" poster kits as a springboard for speaking and descriptive writing activities. In addition, we will also use ELA and math supplementary materials in order to expose students to grade-level academic language. The program will also have a supervisor- an assistant principal- as there are no other after-school programs with a supervisor scheduled on Fridays. In addition, the supervisor will ensure a safe and rigorous academic environment as well as oversee the safe dismissal of students. The supervisor will also facilitate the teacher study group described below in Part C as well as provide instruction and assistance in developing ways to differentiate the activities for our diverse ELLs. Mr. Morano's regular work schedule is from 7:00 to 3:00. He will supervise this program on Fridays from 3:00 to 4:30.

We will also conduct a Title III ELL Academy for ELA/Math for our English Language Learners in grades 3-5 in conjunction with the school-wide ELA/Math test preparation program for 12 sessions in January, February, March, and April 2015 for 1 and 1/2 hours from 2:30 pm to 4:00 pm once a week on Thursdays. One ESL teacher will co-teach with one common branch teacher and provide small group instruction teacher for approximately 10 ELLs and Former ELLs in grades 3, 4, and 5 who will be taking the NYS ELA and Math tests in April 2015. The goal of this supplementary program is to provide the students with language, literacy, and academic support as well as optimal learning opportunities through the use of ESL instructional strategies to enrich their language and content instruction. . The ESL teacher will team up with the common branch teacher in one group of 10-12 ELLs /Former ELLs to

## Part B: Direct Instruction Supplemental Program Information

provide greater individualized attention as well as language and subject area support. After a review of our ELL performance data on the NYS Math exam, the item analysis data indicates that our ELL students need additional reinforcement of mathematical concepts and computational skills as well as practice decomposing math problems. After reviewing our ELL performance data on the ELA exam, our ELL students also need to reinforce their reading skills and build stamina in order to tackle the longer ELA passages. Allocated funding will be used to purchase grade level instructional materials such as ELA and Math supplementary preparation materials, literacy center materials, and listening center materials as well as provide professional development for the teaching staff in the effective use of ESL strategies with ELLs.

## 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: \_

Ongoing professional development is a critical aspect of our school's success. At SISCL, professional development opportunities are offered to our entire staff to address the diverse needs of our student population including our ELLs and our students with disabilities. Along with our administrators, our lead teacher at SISCL provides ongoing professional development at SISCL on a school-wide, grade-level and individualized basis. Some of the professional development topics planned for the 2014-2015 school year include curriculum mapping, Universal Design for Learning with a focus on differentiation of instruction for our diverse learner, and improving student to student discussion with a focus on developing academic discourse. The Common Core Learning Standards and the Citywide Instructional Expectations are infused throughout our professional development plan with the goal of fostering reflective teaching practices as well as developing highly effective instructional practices that provide multiple options for learning for our diverse range of learners including our ELLs. Our SISCL weekly professional development schedule has included training on the following topics:

- implementation of the Renzulli program as a vehicle to learn more about our students' learning profiles and interests as well as provide learning opportunities tailored to their needs and preferences (September 3, 2014)
- an overview of the Citywide Instructional Expectations and its impact on our diverse student body including our ELLs and our students with disabilities (September 15, 2014)
- a refresher course on Higher Order Thinking Skills and Academic Rigor including scaffolds such as sentence frames to use with our diverse students including our ELLs and SWDs to encourage the development and use of academic language in oral and written forms (September 22)
- a six-week PD cycle on Growth Mindset research and how to implement the concepts in our classrooms (October 6-November 17, 2014)
- a six-week PD cycle on questioning strategies with a focus on how effective questioning drives instruction for our diverse students, identifies gaps in learning, and is a vehicle of formative assessment for all students including our ELLs and SWDs (beginning November 24, 2014)

Our ESL teacher also attends monthly network ELL meetings facilitated by our network ELL Liaison, Mildred Cordova as well as NYCDOE Department of English Language Learners and Student Support professional development offerings such as Unpacking the NYSESLAT, Bolstering Advanced Literacy Skills for English Language Learners, and Brain Research: Keeping ELLs in Mind. Our ESL teacher also provides classroom teachers with strategies for teaching ELLs in monolingual classroom such as scaffolding, modeling, and the use of manipulatives and visuals. The NYCDOE Department of English Language Learners and Student Support has an expanding video library of high-quality professional development

### Part C: Professional Development

targeting the diverse needs of ELLs that is readily available to all teachers; our ESL teacher refers colleagues to the site on a regular basis. These professional development opportunities take place without cost to the Title III Plan.

An extra half-hour of per session will be allocated to the end of each of the 12 Title III ELL Enrichment/Remediation Program sessions as a study group for the program staff (1 ESL Teacher, 1 bilingual teachers, 2 common branch/ELA co-teachers) to develop appropriate materials, brainstorm effective teaching strategies for our ELLs, and explore ways to differentiate instruction in each modality. The supervisor overseeing the Title III ELL Enrichment/Remediation Program (described in Part B) will facilitate the teacher study group described below as well as provide instruction and assistance in developing ways to differentiate the activities for our diverse ELLs.

### 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: \_

Several workshops and events, facilitated by our Parent Coordinator Lynda Bernstein and other staff members, are offered throughout the school year. These workshops and events cover a variety of parental interests and concerns and/or showcase our students' efforts in school and community projects/performances. Some workshop topics include high school applications, the Common Core State Standards, preparing your child for the state tests, supporting our fathers and more. Translation is always available upon request. Our parent coordinator has a list of available translators in the building and community to assist parents of ELLs as well as other non-English speaking parents at school events. Our ESL teacher, Donyal Svilar and our parent coordinator, Lynda Bernstein, will hold a NYSESLAT workshop in January for the parents of our ELLs to inform them of the test's expectations as well as explore different ways they can support their children's language, literacy and academic development. Our parent coordinator will do a brief presentation on community resources in our area such as the new state-of-the-art library, the Mariners Harbor Library, and the Jewish Community Center's adult ESL classes. She will also give information about school-wide internet resources available to our students such as myOn and IXL. During this workshop, the ESL teacher in conjunction with the parent coordinator will give an overview of the NYSESLAT using the NYSED NYSESLAT samplers and parent guides during this time. We have tentatively scheduled a morning workshop "Preparing Your Child for the NYSESLAT" on Tuesday, January 13, 2015. We will schedule an alternate date and time depending on parent turnout. Some materials (folders, samplers, activities) and light refreshments will be provided. Below is an abbreviated description of other workshops and events we hold/held to encourage parent involvement and student celebration through the grades. Our parent coordinator always sets up a table at all parent events with information about community resources and school events; she includes all NYCDOE-issued information in all available languages such as "Achieve NYC" and "Internet Safety." Our parent coordinator is always present at parent functions to answer any questions or concerns. She will team up non-English speaking parents with other parents or staff members during PTA meetings or workshops to ensure all parents are welcome and able to actively participate. In addition, our parent coordinator maintains a Parent Center bulletin board that features current information about programs, events, community resources, etc.; the board includes bilingual notices. She also distributes a monthly parent newsletter in order to foster communication and provide timely information to our parent community. Our parent coordinates handles approximately 40 phone calls per day and most are regarding referrals for community services.

### Part D: Parental Engagement Activities

On August 28, 2014, our school held an orientation for our incoming kindergarten and sixth grade students in order to familiarize them with the school setting, routines and procedures. We hold this orientation for incoming students every August. Our parent coordinator always ensures translators are available during this event to create an inclusive, inviting atmosphere. When requested, our parent coordinator will provide a tour of the building so parents have an opportunity to ask questions about the school (i.e. the school layout, curriculum, support programs, community organizations); she arranges translation as needed.

On September 18, 2014, we held an hour-long Common Core ELA workshop for our parents in the cafeteria prior to our Curriculum Night. Our lead teacher Margaret DeSimone led the informative workshop and teachers circulated to lead discussions and answer questions by grade level. A Common Core math workshop facilitated by the parent coordinator and led by several math teachers will be forthcoming in January.

On October 22, 2014, our guidance counselor Gail Martinez in conjunction with our parent coordinator Lynda Bernstein held a parent workshop for our eighth grade families to explain the high school application process. Our guidance counselor speaks Spanish and routinely reaches out to families who may need language assistance to navigate the high school application process.

On December 11, 2014, our teachers Loreta Andersen and Susan Rosati in conjunction with our parent coordinator Lynda Bernstein, led an evening training from 5:00 to 7:00 for parents in the Leader in Me Seven Habits program to reinforce the leadership program and build a stronger connection between the school and home setting. This training takes place on a yearly basis.

On December 18, 2014, our first grade teachers are hosting an annual Multicultural Festival in conjunction with our parent coordinator. This event celebrates the diverse cultures in our school through student performances and ethnic foods and is always well-attended by all parents included our ELL parents.

On January 23, 2015, our Student Lighthouse Committee will hold a Build On Family Night to support efforts to raise money to build schools on Malawi.

In addition to academic-oriented visits to the school, parents are invited to attend assemblies, performances, concerts and multicultural celebrations featuring individual classes, grades, and groups of students throughout the year. Each month, our parent coordinator coordinates the “Leader of the Month” awards ceremony following the PTA meeting to recognize individual students from each class; these events are well attended by all of our parents. In our past experience, our ELL parents turn out for these events with great enthusiasm.

Family partnerships are embedded directly in the foundation of our school. Our parent coordinator works with the Jewish Community Center of Staten Island to arrange English Language instruction for our ELL parents in English, Literacy, and Citizenship offsite. These classes are usually offered on a weekly basis and are free of charge. Our parent coordinator has applied for a grant to hold adult ESL classes here at the school; due to funding issues, we were unable to secure the grant this year but we will continue to apply because our non-English-speaking parents are eager to attend.

### Part E: Budget

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

Allocation Amount: \$11200

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

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<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>31</b>	Borough <b>Staten Island</b>	School Number <b>861</b>
School Name <b>Staten Island School of Civic Leadership</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Donna Nilsen</b>	Assistant Principal <b>Frank Morano</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Donyal Svilar</b>	School Counselor <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Lynda Bernstein</b>
Related-Service Provider <b>type here</b>	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	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	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]	0	Number of special education teachers with bilingual extensions	1

### D. Student Demographics

Total number of students in school (excluding pre-K)	899	Total number of ELLs	33	ELLs as share of total student population (%)	0.00%
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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 checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" 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"/>

### 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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>														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>	33	<b>Newcomers</b> (ELLs receiving service 0-3 years)	20	<b>ELL Students with Disabilities</b>	8
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	11	<b>Long-Term</b> (ELLs receiving service 7 or more years)	2

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	0	0	0	0	0	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	20	0	0	11	0	0	2	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

## 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																			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	3	4	1			2	8	1	1					0
Chinese														0
Russian														0
Bengali														0
Urdu	1	1	1			1		1						0
Arabic	1	1				1		2	1					0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian	1	1												0
Other														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)	2								2					0
<b>Emerging</b> (Low Intermediate)														0
<b>Transitioning</b> (High Intermediate)	2					2								0
<b>Expanding</b> (Advanced)	2	7	2			1	8	5						0
<b>Commanding</b> (Proficient)	18	4	2	5	1	3		3	1					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	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	4	9	8	4	4	2	4	3					0

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4			2		4				0
8					1				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:**

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

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

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

For students in Grade K-2, the NYSESLAT is the only mandated state test that is administered to our English Language Learners. At this point, the New York State Department of Education does not mandate that students below grade three participate in standardized testing. Instead, schools have the opportunity to choose their own assessment tool to gauge developing literacy skills.

Our students in Grades 3-8 including our ELLs who have been in the English Language School System for more than one year take the NYS ELA exam in April/May of each year. The NYSESLAT is administered in April and May of each year to measure growth in English proficiency as well as to determine continued entitlement to ELL mandated services.

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

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

Our school administered the NYSESLAT in April and May to 39 students in Grades K-8. The Spring 2015 NYSESLAT was revised to reflect the Common Core Learning Standards and included six grade bands (K, 1-2, 3-4, 5-6, 7-8, 9-12); the overall structure and format of the NYSESLAT changed significantly from previous years and included a thematic approach. The 2015 NYSESLAT also measures five performance levels instead of four. The five performance levels are Entering (formerly Beginning), Emerging (formerly Low Intermediate), Transitioning (formerly High Intermediate), Expanding (formerly Advanced) and Commanding (formerly Proficient) The information below compares overall student performance on the Spring 2014 and Spring 2015 administrations of the NYSESLAT.

During the Spring 2015 administration of the NYSESLAT, 12 Kindergarten ELL students were tested. Eleven of the students took the NYSESLAT for the first time; their performance comparison is based on their Fall 2014 NYSITELL levels.. Four of the twelve students attained the Commanding level and are now considered Former ELLs entitled to two additional years of transitional support. Three of the Kindergarten students leveled up to the Expanding level from the Beginner and Intermediate (now Entering, Emerging and Transitioning levels) on the NYSITELL. Four of the twelve students remained on the Expanding (formerly Advanced) level. One of the twelve kindergarten ELL students remained on the Emerging (Low Intermediate level).

During the Spring 2015 administration of the NYSESLAT, four first grade ELL students were tested. One of the students attained the Commanding level and is now considered a Former ELL entitled to two additional years of transitional support. In comparison to their Spring 2014 NYSESLAT performance, two of the four ELL students remained on the Expanding (formerly Advanced) level and one of the students leveled up to the Expanding level from the Intermediate level. Five second grade ELL students were tested and all five attained the Commanding level and are now considered Former ELLs entitled to two additional years of transitional support. One third grade ELL student was tested and scored on the Commanding level and is now considered a Former ELL entitled to two additional years of transitional support. Four fourth grade ELL students were tested; three out of the four students attained the Commanding level and are now considered Former ELLs entitled to two additional years of transitional support. Four fifth grade ELL students were tested; two of the students leveled up to the Expanding level from the Intermediate level and two remained on the Expanding/ Advanced level. Seven sixth grade ELL students were tested; three of the seven students attained the Commanding level and are now considered Former ELLs entitled to two additional years of transitional support. Three sixth grade ELL students remained on the Expanding/Advanced level and one student leveled up to the Expanding level from the Intermediate level. One seventh grade ELL student was tested and attained the Commanding level and is now considered a Former ELL entitled to two additional years of transitional support. One eighth grade student was tested. As a newcomer, it was the first time she took the NYSESLAT. She scored on the Expanding level in comparison to the Intermediate level on the NYSITELL.

When comparing performance levels in the last two NYSESLAT administrations, we noticed that the majority of the students who sat for the NYSESLAT at SISCL during the Spring 2015 administration advanced to a higher overall level. Eighteen students (approximately 46%) across the K-8 grade span scored on the Commanding level and are now considered Former ELLs who will receive 90 minutes of integrated ENL/ELA for two years as well as approved testing accommodations. Seven students (approximately 18) leveled up to the Expanding/ Advanced level from the Beginner/Intermediate levels. Overall approximately 64% of our ELL students demonstrated growth in proficiency level when comparing their test performance on the last two NYSESLAT administrations.

Eleven students (approximately 28%) remained on the Expanding/Advanced level in comparison to Fall 2014 NYSITELL or Spring 2014 NYSESLAT. One student (approximately 2.5%) remained on the Emerging/ Intermediate Level. None of our students leveled down to a lower proficiency level. In some cases, these students took a more rigorous test as they moved from one grade band to another. Several students who remained on the same level are students in our self- contained special education classes.

Our current NYSITELL administration is in progress at this point in time. At this point, approximately 24 kindergarten students were tested with 18 scoring in the commanding range, 2 in the entering range, 2 in the transitioning range, and 2 in the expanding range. Two eighth grade newly admitted students were tested - one student scored in the commanding range and one student scored in the

entering range. Further analysis will be made when the first month of school is over.

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

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

Our ENL teacher recently downloaded the RLAT, RNMR, and RESI ATS reports to the Data Analysis and AMAO Status Estimator for SISCL based on the Spring 2015 NYSESLAT administration to capture the data and demographics for our current ELL/FELL population which includes new admits to the ELSS as well as transfers from other NYCDOE schools. The reports indicated that approximately 45% of our ELL students currently in the school building attained proficiency on the Spring 2015 NYSESLAT administration; this exceeds the state target of 15.6% for AMAO 2.

The AMAO 1 status that measures ELL students making progress was not available at this time as the construct of the 2015 NYSESLAT was reformatted to reflect a thematic approach as well as fully incorporated the NYS Common Core State Standards.

The estimator indicated that 6 of 24 ELLs currently in the school building who participated in the 2015 ELA/Math test administration at SISCL and other schools scored at or below the 25th growth percentile and scored at level 1 or 2 on the NYS ELA exam. Only 1 ELL of 24 ELLs currently in the school building scored at or below the 25th growth percentile and scored at level 1 or 2 on the NYS Math exam. A closer look at the students in these categories revealed that all but one of the 6 ELLs are special education students with IEPs; 4 of the 6 students are in a self-contained special education class.

4. For each program, answer the following:
- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?
- a. At this point in time, SISCL only offers a Freestanding English as a New Language Program. Over 60% of our ELL students who participated in our ENL program attained a higher performance level on the Spring 2015 NYSESLAT in comparison to the Spring 2014 NYSESLAT; this percentage includes 18 students who scored on the commanding/ proficient level. Due to the differences in the 2014 and 2015 NYSESLAT formats, the currently available NYCDOE AMAO estimator tool does not provide data for students making progress. One concerning trend we notice is that our ELL-SWDs often stagnate at the Expanding/Advanced level; it is difficult to ascertain whether second language acquisition or learning disabilities play the predominant role in the lack of progress on the NYSESLAT. The majority of our ELL students in Grades 3-8 have been in the English Language School System for several years and their language, literacy and content skills and knowledge are English-dominant. In the 2014-2015 school year, we had 7 newcomers who recently immigrated from other countries in Grades 2-8 with strong literacy skills and formal schooling in their home language; after interviewing the students who were participating in the state and citywide testing programs, the students felt comfortable taking the content area tests in English. Two students in the second grade benefited from Spanish oral translation of math word problems on their classroom assessments. In the current school year, we have 4 ELLs new to the school (2 new to ELSS, 2 transfers in their second year in the ELSS) in Grades 5-8. Our ENL teacher interviewed the students to ascertain whether translated versions would provide a better understanding of their content area skills and knowledge and thus be beneficial to their test performance and confidence level. As a result of the interviews, we will be providing translated versions of the content area citywide assessments as well as the state content area exams (math and science) for these students to use side-by-side. The Newcomer ELL students who are taking the NYS standardized assessments are given the native language version of the exam when available. When written translations are not available in specific languages, a trained translator is used to orally translate the test for them. Our ELL students who have native language literacy skills are encouraged to use word to word glossaries in their native language. These accommodations are provided as per the guidance of the New York State Department of Education. Overall, our developing and long-term ELLs tend to perform better on English tests with home language aids such as glossaries or translated directions as needed; our newcomers who have been in our school for less than two years often show improvement when given home language aids and translated versions of citywide and state content area assessments.
- b. At this point in time, SISCL has not opted to administer the ELL Periodic Assessment.

- c. At this point in time, SISCL has not opted to administer the ELL Periodic Assessment.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

In terms of our ELL population, we are concerned that 14 out of 18 students in Grades 3-8 who attended SISCL and sat for the ELA/Math test administration scored on Level 1 on the Spring 2015 ELA exam and 10 out of 18 students in Grades 3-8 scored on Level 1 in the Spring 2015 Math exam. Twelve of the 18 ELL students in Grades 3-8 also received additional testing accommodations as per their IEPs. Our school leaders have implemented a professional development plan to improve the level of classroom instruction and to close the gap between student performance and expectations.

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

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

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

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

Our school leaders ensure that a child's second language development is considered in instructional decisions in a number of ways. Our school has an ongoing professional development plan that focuses on infusing the NYC Citywide Instructional Expectations and Common Core Learning Standards into our curriculum and teaching practices. One of our major goals is to differentiate instruction using the Universal Design for Learning framework to meet the learning needs of our diverse learners including our ELLs and our students with disabilities. In 2012-2013, our school leaders hired a consultant from CITE to provide professional development for the entire staff on understanding the second language acquisition process as well as tailoring instruction and providing scaffolds for our ELL population. Our professional development plan focuses on meeting the needs of all our students including our ELLs and our students with disabilities through differentiation of instruction, developing strong academic discourse, and providing varied intervention to our struggling students. Our lead teacher and our ENL teacher collaborated on a workshop in January 2015 that focused on understanding our ELL population and using UDL to enhance ELL instruction. We use information from the NYSITELL and NYSESLAT to track the progress of ELLs as they develop their language skills in the four domains; we group students by grade-level and proficiency level for mandated ELL services and encourage articulation between our ENL teacher and our classroom teachers. We provide many scaffolds for our ELL population in grades K-8 in all classrooms such as incorporating the use of visuals and diagrams to support vocabulary and concept development, using graphic organizers to help our ELLs navigate informational and fictional texts, providing grade-appropriate leveled texts, and using technology to provide translation and to promote student engagement. We provide native language supports as needed for our newcomer ELLs such as bilingual glossaries, native language books, translations using technology aids, and peer support. We also teach language functions and structures in context to promote academic language development; teachers regularly use sentence frames and lead-ins to promote higher-order thinking and to provide students scaffolds when formulating responses.

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

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

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

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

## Part IV: ELL Identification Process

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

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.

When parents initially enroll their children in our school, we make every attempt to accurately identify each child's home language in order to determine whether the child will require ELL services. Typically, our school secretaries contact the ENL teacher or other trained teachers/administrators to meet with the parents of potential English Language Learners to conduct an oral interview with the parent and child that culminates in the completion of a Home Language Identification Survey (HLIS). Our certified ENL pedagogue (Ms. Svilar) conducts an interview with the parents in their language of preference to ensure that they fully understand the questions asked on the HLIS to accurately determine the language(s) the child uses at home as well as to verify if the student has been in a formal educational system in their native country. We administer the Home Language Identification Survey to new NYS admits as well as those students who have not been in a NYS public school for 2 or more years. Students who have not been in a NYC or NYS public school for 2 or more continuous years are eligible to go through the ELL identification process again to ensure that their language and academic needs have not changed during this time period. The licensed ENL teacher also conducts a brief interview and an informal language screening with the child to ensure the HLIS completed by the parents reflects the child's language background and abilities. We also conduct the informal language screening in the child's home language utilizing our bilingual personnel in the building or the NYCDOE Translation/Interpretation Unit as necessary. If Ms. Svilar is not available, the pupil accounting secretary will contact other trained pedagogues including our IEP teacher Ms. Caccese and our Assistant Principal Mr. Morano to conduct the oral interview and assist the parents in the HLIS process. In addition to the English version, the newly revised HLIS is currently available in nine languages. Parents who do not have sufficient English language or native language literacy skills to navigate the registration process often bring an interpreter to assist them. When necessary, we ask staff members who speak languages other than English to assist in this process. Translation services are provided upon request whenever necessary; outreach to the NYCDOE Translation and Interpretation Unit is made when necessary.

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

After an oral interview with the parent and child is conducted and the HLIS is completed by the parent, the ENL teacher reviews the information gleaned from the process and determines whether a language other than English is spoken in the child's home. A more in-depth language screening may be done with the child to determine NYSITELL eligibility. If it is determined that a language other than English is spoken at home, the ENL teacher administers the NYSITELL to those students whose home language is not English and whose interview indicates they are eligible for the NYSITELL.

The ENL staff also reviews various ATS reports such as the RPOB (a report that includes the place of birth and home language) and the ITEL report (a report that lists students eligible to take the NYSITELL) to ensure that all students who are eligible for testing have been properly identified and screened. We also use these reports to track the students who have been tested and to ensure that the necessary parental notification letters, i.e. entitlement or non-entitlement letters, are sent home with the students. We maintain

a file of parent notification letters that are sent to the parents.

Since February 2014, the NYSITELL test has been administered to new NYS admits as well as students who have not been in a NYS public school for 2 or more continuous years to establish the child's English proficiency level upon entrance or return to the English Language School System (ELSS). The child's cut score on the NYSITELL is used to determine whether the child is eligible for ELL services. Students who score below the commanding level on the NYSITELL are entitled to state-mandated services for ELLs. The cut score determines the performance level of the student (i.e. entering, emerging, transitioning, expanding or commanding) and is then used to place him/her in an appropriate ELL setting. Students who speak Spanish at home and score below the commanding level on the NYSITELL are also given a Spanish Language Assessment Battery (LAB) at this time to determine language dominance upon entrance to the ELSS.

If there are any concerns during the initial ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, we follow the SIFE Identification Process as outlined in the ELL Policy and Reference Guide for students who are newly identified ELLs in grades 3 to 9 who are at the beginner/entering or low intermediate/emerging level of proficiency as indicated by the NYSITELL results. As defined in the ELL Policy and Reference Guide, students with interrupted/inconsistent formal education (SIFE) are ELLs who have attended schools in the United States (the 50 States and the District of Columbia) for less than twelve months and who, upon initial enrollment in such schools, are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States. The school staff have 30 school days from initial enrollment to make an initial SIFE determination which begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. The ENL teacher will administer an oral interview questionnaire as well as the Literacy Evaluation for Newcomer SIFE (LENS) for those students who have a home language of Arabic, Bengali, Chinese, and Haitian Creole or Spanish. As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at transitioning level or higher on the NYSESLAT.

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).

As stated above, if there are any concerns during the initial ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, we follow the SIFE Identification Process as outlined in the ELL Policy and Reference Guide for students who are newly identified ELLs in grades 3 to 9 who are at the beginner/entering or low intermediate/emerging level of proficiency as indicated by the NYSITELL results. As defined in the ELL Policy and Reference Guide, students with interrupted/inconsistent formal education (SIFE) are ELLs who have attended schools in the United States (the 50 States and the District of Columbia) for less than twelve months and who, upon initial enrollment in such schools, are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States.

The school staff have 30 school days from initial enrollment to make an initial SIFE determination which begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. If the parent indicates that there are gaps in the student's formal schooling during the initial ELL Identification Process, the ENL teacher will inform the assistant principal as well as the teachers who will be working with the student that the student may need additional academic, language and social support as he/she integrates in the school community. The ENL teacher will also request work samples from literacy and math classes to see if the student may need support beyond the traditional ELL student. The ENL teacher will administer an oral interview questionnaire as well as the Literacy Evaluation for Newcomer SIFE (LENS) for those students who have a home language of Arabic, Bengali, Chinese, and Haitian Creole or Spanish. As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at transitioning level or higher on the NYSESLAT.

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).

When a student with a home language other than English enters a NYCDOE school for the first time with an IEP written within the United States or re-enters a NYCDOE school after two or more continuous years outside of NYS with an IEP, NYSITELL eligibility is determined by the Language Proficiency Team (LPT). At SISCL, the LPT is comprised of our principal, Donna Nilsen, our assistant principal in charge of special education, Frank Morano, our certified teacher of English to speakers of other languages, Donyal Sivilar, a member of our School Assessment Team (i.e. our school psychologist, Melissa Luks) as well as the student's parent(s)/guardian(s). If necessary, a qualified interpreter or translator of the language or mode of communication the parent or guardian prefers is also present at each meeting of the LPT.

When a potential ELL with an IEP enters the school, the LPT determines whether the student should take the NYSITELL. The LPT takes the student's English language development into consideration; this language background is based on an interview with the parent and child and an informal screening. The parent/guardian is specifically asked about the student's use of language in the home, school

and community. Our LPT team also look closely at the results of the evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language as well as any information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English.

Based on the evidence, the LPT then makes a determination as to whether the student has second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. Our principal makes the decision to accept or reject this recommendation. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the district superintendent or the district superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language.

The superintendent or his designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form must be completed and placed in the student's cumulative folder. The LPT does not make determinations on special education classification or eligibility for services; these determinations are made solely by the student's Committee on Special Education.

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.

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

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

After the NYSITELL is administered, the child's parents are notified of the NYSITELL results through written communication within five days of initial ELL determination. If a child scores on the commanding level of the NYSITELL and is not entitled to ELL services, the ENL staff sends home a letter of non-entitlement in English and in the home language if available. If the child scores below the commanding level on the NYSITELL, he/she is entitled to state-mandated services for ELLs; the ENL staff notifies the parents by sending them the entitlement letter) in English as well as in the home language if available. Entitlement letters are usually distributed through the student's mail folders. After a Parent Survey and Program Selection is completed and returned by the parents at the orientation or soon after, the parent preferences are reviewed carefully and the child is placed in an ELL program within ten days of enrollment. The ENL teacher sends home a placement letter to inform parents of the placement of their child in an ELL program. Parents are also advised that they can appeal their child's ELL status and that they have the right to a re-identification process within 45 days of initial enrollment.

If certain parents do not attend the meeting and/or do not return the Parent Survey and Program Selection Form within 5 school calendar days, the non-response is viewed as exercising the option for a transitional bilingual program. When parents do not attend the initial meeting, the ENL teacher makes several follow-up telephone calls, sends home notices asking parents to contact the ENL coordinator, and schedules individual meetings or phone conferences to ensure that parents have the opportunity to view the video and/or discuss the various program options available as well as complete the Parent Survey and Selection form. We often ask staff members who speak languages other than English to assist us by providing home language support when we call parents to make sure they understand the importance of attending the orientation meeting and completing the Parent Survey and Selection form. If the parent does not return the Parent Survey and Program Selection form, the child is then placed in a transitional bilingual program in the school if available or in a free-standing ENL program; a placement letter of default is sent home to inform parents of the ELL program their child is receiving.

If parental choices cannot be honored due to insufficient numbers to create a transitional bilingual program in the school (15

students in a grade or two contiguous grades) or unavailability of dual language programs in the school, the ENL staff places the child in a free-standing ENL program and provides information to the parents about any nearby bilingual and/or dual language programs available in their home language.

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 in the 2015-16 school year, schools, parents, and students (18 years of age or older) who believe a student may have been misidentified as an ELL or non-ELL may request that the ELL Identification Process be administered a second time within 45 school days of initial enrollment. The Re-identification Process may be utilized for students who have a home language other than English, and are currently identified as ELLs and non-ELLs. A parent or guardian, a student's teacher along with written consent from the parent/guardian, or a student of 18 years of age or older can initiate this process by requesting a review in writing. Once the school receives a written request to initiate the Re-Identification Process, the school administrators will review all documents related to the initial or reentry identification process as well as the student's work in English and in the home language. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. As per the ELL Policy and Reference Manual, the Re-identification Process cannot include a second administration of the NYSITELL. After reviewing all necessary documents and work, the school administration will consult with the parents and other qualified staff to consider any and all factors that may impact on the student's welfare. The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

Parents are advised of their right to request the Re-Identification Process in their initial entitlement letters distributed in English and the home language when available as well as while watching the NYCDOE ELL Parent Video during the ELL Parent Orientation in English and their home language when available.

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.

During the initial ELL identification process, the parents of potential ELLs are informed that they may be invited to attend a parent orientation meeting to discuss the various ELL programs available in NYC schools and to view the ELL Parent Orientation video (produced by the NYC DOE and available in various languages) within the first ten days of enrollment if their child is eligible for the NYSITELL. Once the NYSITELL is administered, the parents are informed of the results of the NYSITELL and ELL status within 5 school days using the NYCDOE standard parent notification letters (in the parents' preferred language), which are available for download on the NYCDOE Intranet. Our school also distributes the ELL Parent Brochure (developed by the NYC DOE and available in various languages) during the initial interview process. The brochure provides information on the ELL identification process, the three types of ELL programs available throughout the NYC public schools, and how eligibility for ELL services is determined by school staff. Although this process is done on an individual basis during the bulk of the school year, the first month of the new school year is quite busy. When the incoming kindergarten class and new admits in grades 1-8 arrive in September, the ENL teacher with assistance from the Parent Coordinator arranges for volunteers in the major language groups to provide interpretation and translation assistance during the ELL Parent Orientation as needed; in addition, bilingual staff members such as paraprofessionals attend the meeting to provide translation and interpretation assistance when needed. We screen the NYC DOE ELL Parent Orientation Video in English as well as any native languages (usually Spanish and Arabic) requested by families in attendance; we use individual laptops so parents can view the video in their native language in small groups or independently. After viewing the video, there is a brief question and answer period and then parents are asked to complete the parent survey and selection form by answering the survey questions and listing their ELL program preferences. After a Parent Survey and Program Selection form is completed by the parents where they indicate their ELL program choices in order of preference, the child is placed in an ELL program within ten days of enrollment. The ENL staff sends home a program placement letter to inform parents of the placement of their child in an ELL program.

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

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

in the school if available or in a free-standing ESL program; a default placement is sent home to inform parents of the placement.

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

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.

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

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

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. SISCL is a K-8 school with a small ELL population. The ENL teacher maintains a roster of students who are screened with the NYSITELL as well as a roster of ELL/FELL students currently in the school building. There is a field on the roster to indicate the parent's program preference in order to track who has completed and returned the Parent Survey and Program Selection Form. There is also a list of parents who are invited to the ELL Parent Orientation; the list is also used so parents can sign in as proof of attendance. This information is also required for the ELPC screen on ATS. All completed Parent Survey and Selection forms are copied before the originals are attached to the Home Language Identification Survey and placed in the student's cumulative folder. If the Parent Survey and Selection form is not completed and returned, a letter of default program placement is sent to the parent. Copies of all parent notification letters are stored in a central file cabinet that is located in the ENL teacher's room.
9. Describe how your school ensures that placement parent notification letters are distributed.

Our school ensures that program placement notification letters are distributed in several ways. In order to make sure all ELLs receive proper notification, the RLAT report on ATS is printed for the latest NYSESLAT administration; using the report sorted by class, the ENL teacher makes sure she completes a letter of continued entitlement or non-entitlement/transitoning for all students who took the NYSESLAT in May. A copy file is maintained in the ENL teacher's file cabinet; another copy is placed in the student cumulative folders. Entitlement letters for newly identified ELLs are completed within five days; parents are also called to remind them of the ELL Parent Orientation. During the school orientation and curriculum nights, presenters including the principal, assistant principals, parent coordinator, and teachers inform our parent community that many important notices and letters are sent home via their child. Parents of elementary students are directed to check their children's backpacks and folders for important information. When the ENL teacher prepares letters, she places the letter in an envelope with a bright label and return address label in their mail folder or personally hands the letter to the middle school students. Our kindergarten teachers inform individual parents upon pick-up that there is an important notice in the child's folder. If the ENL teacher does not receive signed copies, she makes follow-up calls to the families to inform and clarify information. She also circulates to speak with families of ELLs and recent FELLs during these school functions.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). A copy file of all letters distributed to students is maintained in Ms. Svilar's file cabinet in a compliance binder. Our principal, Ms. Nilsen and our assistant principal, Mr. Morano are aware of the location of the binder and have access to the file cabinet. Copies of the entitlement letters and the original completed parent survey and selection forms are placed in the student cumulative folders for each entitled ELL. as directed by the NYC DELLSS by our ESL teacher, Ms. Svilar, with assistance from our pupil accounting secretary, Ms. Pietromonaco. Again our school administrators are aware of the location of the cumulative folders in the school building.
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.

In accordance with the NYS Department of Education, all ELL students are administered the New York State English As A Second Language Achievement Test (NYSESLAT) during the spring of each year. The NYSESLAT measures the language proficiency level and progress in the four modalities of English (listening, speaking, reading, and writing) to determine whether the student continues to be

eligible for ELL services in the following school year. In the month prior to the administration of the NYSESLAT, the RLER report is run through ATS. This report generates a list of the students who are eligible to take the NYSESLAT. We maintain a roster of all our ELL students and double-check our information with the RLER report. The ENL teacher and the testing coordinator are responsible for the administration of the NYSESLAT. A test schedule is created to ensure that the proper testing of all four components is completed by the ENL teacher within the designated testing dates. Students with Individual Educational Plans are given the NYSESLAT with any allowable test accommodations as per their IEPs. The ENL teacher and the testing coordinator usually attend a training session for the administration of the NYSESLAT.

Parents/guardians are given advanced notice in English and their home language if available that details the purpose of administering the NYSESLAT as well as the time frame for administering the NYSESLAT in our school. We usually run an After-School ELL Academy for specific grades in the months before the administration of the NYSESLAT to familiarize the students with the test format and provide instruction and reinforcement in all four communication strands (listening, speaking, reading and writing). In August and September, the results of the NYSESLAT are used for class placement and shared with the classroom teachers. Classroom teachers are given a roster of eligible ELLs and informed of any recent Former ELLs so that the NYSESLAT data can be used for instructional purposes (i.e. group placement, differentiation of instruction) as well as to provide additional language support to the students. As of the 2015-2016 school year, Former ELLs will also receive 90 minutes of integrated ENL instruction per week for two years after attaining the commanding level on the NYSESLAT.

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

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

In accordance with the NYS Department of Education, every ELL student is administered the New York State English as a Second Language Achievement Test (NYSESLAT) during the spring of each year. The NYSESLAT measures the language proficiency level and progress in the four modalities of English (listening, speaking, reading, and writing) to determine whether the student continues to be eligible for ELL services in the following school year. Parents and guardians are notified of the results of the NYSESLAT in the first week of school in September. All students who continue to be eligible for ELL services based on their spring NYSESLAT scores are sent home a letter of continued eligibility in English as well as their native language in order to provide parents written notification of their continued eligibility for ELL services. All students who score on the commanding/proficient level on the NYSESLAT and are no longer eligible for ELL services are sent home a non-entitlement/transitional letter in English as well as their native language; in this letter, parents are also informed that their children are entitled to receive 90 minutes of integrated ENL services for two years after reaching the commanding/proficient level on the NYSESLAT. These letters are distributed within the first five days of the school year; students bring the letters home in their homework folders via their backpacks. When available, we attach the NYSED NYSESLAT Parent Score Report and Parent Guide to the continued eligibility letters or the non-entitlement/transitional letters so parents and guardians are able to review the results of the NYSESLAT in depth. We are always available to discuss the test results if any of our families have additional questions and concerns. During the September Curriculum Night, the ENL teacher circulates to conference with individual families. She will also discuss the NYSESLAT results with families of ELLs during mandated individual meetings on Tuesdays.

Copies of ELL-related parent notification letters are made and kept in a central location; copies are also placed in the students' cumulative folders.

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).

As per the NYC DOE Policy and Reference Guide, the newly revised NYS CR Part 154, as amended by the Aspira Consent Decree, continues to require a school to open a bilingual program when the following thresholds of parent requests have been reached:

- \* 15 or more ELL students in grades K to 8 speak the same language in one or two contiguous grades
- \* 20 or more ELL students in high school speak the same language in one grade

As required by NYS CR Part 154, students who are placed in ENL as a result of a parent's failure to return the parent survey and selection form are counted toward minimum thresholds as required by NYS CR Part 154.

Our school is a pre-K-8 school. Although the ELL population has shown some growth since SISCL opened its doors in 2009, we have

never had fifteen or more ELL students who share the same home language in two contiguous grades. Our ELL population is less than four percent of our school population. The program models offered at our school are aligned with the overwhelming majority of parent requests.

In the current school year, the parents of the 8 newly admitted ELLs attended the ELL Parent Orientation. The home languages of the eight students included Spanish (3 in Kindergarten, 1 in eighth grade), Arabic (1 in Kindergarten, 1 in eighth grade), Urdu (1 in Kindergarten) and Albanian (1 in Kindergarten). Six of the eight parents chose ENL as their primary preference on the parent survey and selection form. One Spanish-speaking parent of a kindergartener chose Dual Language and another Spanish-speaking parent of an eighth grader chose TBE; when the ESL teacher Ms. Svilar explained that there were not enough students in our school to open a Spanish TBE class (only 7 Spanish-speaking ELLs in Grades K and 1 and only two Spanish-Speaking ELLs in eighth grade), the parents declined to pursue a transfer to other schools offering Spanish-language Dual and TBE programs.

In the 2012-2013, 2013-2014, and 2014-2015 school years, the majority of parents of newly admitted ELLs opted for the Freestanding ESL program as their primary preference upon completing the Parent Survey and Program Selection Forms during the ELL Parent Orientation. Three parents who requested a transitional bilingual placement in the 2011/2012 school year were offered a transfer and declined when our school did not have enough ELL students who spoke the same home language to meet the minimum threshold.

Our predominant home language other than English is Spanish. We pay close attention to trends in the program preferences of all our ELL parents but especially our Spanish-speaking families. Our ELL population is also predominantly U.S.-born in the primary grades so our ELL families have exposure to both English and their home language in the community. As students new to the ELSS enter the school throughout the year, the ESL teacher continues to schedule individual meetings to ensure that all parents have access to information and have the opportunity to voice their program preference. There has been a definite trend toward the free-standing ESL/ENL option over the past years.

## 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.

We have a Free-Standing English as a New Language (ENL) program in our school for grades K through 8 that provides instruction in English with home language support as needed and emphasizes English language acquisition. As per CR Part 154, there are 2 types of ENL- Stand-alone ENL and Integrated ENL. As per the NYCDOE English Language Learner Policy and Reference Guide, Stand-alone ENL is instruction to develop English language skills so that students can succeed in core content courses; this instruction is delivered by a certified ENL teacher. Integrated ENL is instruction to build English language skills through content area instruction. It is delivered by a dually certified teacher or co-teaching by a certified ENL teacher and a certified content area teacher (i.e., English language arts, math, science, or social studies). Both methods of integrated ENL instruction include content area subject matter and English language development using ENL strategies. All ELLs and former ELLs up to 2 years after exiting ELL status must receive a minimum number of units of integrated ENL (90 minutes per week).

Our ENL teacher is dually certified with TESOL and Nursery, Kindergarten & Grades 1-6 Certification. Stand-alone ENL instruction at SISCL is delivered through a small-group pull-out program as well as push-in services whenever there is a cluster of ELLs in a given class. ELL students in grades K through 5 are serviced in small groups according to their grade and proficiency levels with the mandated number of units as per the CR Part 154 Requirements; some groups may span two contiguous grades. The ELL students in grades 6-8 who receive Stand-alone ENL instruction based on their entering or emerging proficiency levels receive small group pull-out services. Where possible, our dually certified ENL teacher will provide Integrated ENL instruction in the classroom in collaboration with general education classroom teachers where there are

clusters of ELLs and FELLs. If necessary to ensure all ELLs receive mandated services, our dually certified ENL will provide mandated Integrated ENL instruction in small groups through the content area where small number of ELLs at the expanding may be scattered over multiple classes over contiguous grades.

b. TBE program. *If applicable.*

We currently do not have a TBE program.

c. DL program. *If applicable.*

We currently do not have a Dual Language Program.

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)?

Our ENL teacher works with several ELL groups across Grade K through 8 in our Free-Standing English as a New Language (ENL) program. She provides instruction in English with home language support as needed and emphasizes English language acquisition. As per CR Part 154, there are 2 types of ENL- Stand-alone ENL and Integrated ENL. There are now five language performance levels instead of the traditional four- entering, emerging, transitioning, expanding and commanding. Based on CR-Part 154 regulations, entering and emerging ELLs at SISCL receive 360 minutes of ENL instruction with 180 minutes of Stand-alone ENL and 180 of integrated ENL with an emphasis on core content. All transitioning ELL students receive 180 minutes of ENL instruction with 90 minutes of Stand-alone ENL and 90 of Integrated ENL. All expanding ELL students receive 180 minutes of Integrated ENL instruction. We make every effort to place our ELLs in small group settings geared to their proficiency level and grade level. The ENL teacher provides books, glossaries and materials in the native language to support ELL students whenever possible; she also assists Spanish- speaking students with interpretation as needed.

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.

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

The ELL student's needs are supported in their content areas both by the ENL teacher and the classroom teachers. The ENL teacher uses the curriculum maps created by the classroom teachers to align the lessons to the work being covered by the classroom teacher. The "workshop model" is used throughout the building. Teachers scaffold learning to help the child understand the information presented. The home language cognates are used to support vocabulary comprehension. Lessons contain visuals and repetition to aid in language development and fluency. The students are taught content specific vocabulary with visuals and 'just right' texts. Hands-on activities and classroom technology (i.e. iPads, smartboards, audible recordings) are utilized to help the students understand the concepts being taught in their content areas. The students are also taught key English grammar structures needed to write and speak about their understanding of the content they are covering. The students are given opportunities to speak the language using content specific vocabulary and scaffolds such as sentence frames and HOTS lead-ins. The students are given differentiated work to best develop their English language acquisition as well as their content area knowledge base. All lessons are based on the NYS Common Core State Standards for College and Career Readiness.

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

for additional support for students

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

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

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

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

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

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

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

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

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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

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

Our developing ELLs who are receiving services for four to six years as well as our Long-term ELLs participate in our freestanding ENL program. Students are placed in grade-appropriate groups and receive the mandated number of periods according to their proficiency level. They may also receive small group instruction from our AIS providers where lesson plans are designed to strengthen their literacy, math, and content area skills. ELLs receiving service in the 4 to 6 year category as well as our Long-term ELLs will be assessed by the ENL teacher and the classroom teacher to determine what their specific learning needs are. Some of the assessments used at SISCL include Fountas and Pinnell Benchmark Assessment System, NYC Performance Test Series in ELA, Math, Science and Social Studies, NYSESLAT, and other standards-based teacher-created assessments. Appropriate materials and texts will be used to help our ELL students develop their language, literacy and academic skills. Teachers will provide academic intervention when needed to help students move to the next proficiency level. The ENL teacher will concentrate on developing high level literacy, language, and thinking skills as well as provide language support in the area of vocabulary development, oral language, reading and writing. Teachers will assess their reading and writing levels and work with the students to help improve sentence structure, paragraph formation and more complex writing assignments expected of their grade level according to the CCSS. The students in these categories may attend any available Title III After-school Enrichment programs where ELLs work in small groups to reinforce English language skills as well as develop the literacy and content area skills required to succeed on the standardized NYSESLAT, ELA and Math state exams. Our ELL students are also provided with the allowable testing accommodations such as the use of glossaries and extra time for the NYS ELA, Math, and content area exams. We may also ask the School Assessment Team to provide additional expertise and guidance to assist our ELLs in their academic and social progress. In some instances, some ELLs with extended years of service are evaluated by School Assessment Team and the results indicate a need for mandated services such as an IEP teacher, speech services or an alternative setting; the goal is to provide the optimal learning environment that meets the needs of each individual student to assist them in achieving to their fullest potential.

According to the Spring 2015 NYSESLAT results, there were eighteen students who scored on the commanding/ proficient level. Along with other students who have tested on the proficient level in previous administrations of the NYSESLAT at SISCL or in feeder schools, these students are known as our "former ELLs" or FELLs. Former ELL students who scored on the proficient level during the last two administrations of the NYSESLAT will receive test accommodations such as extended time and use of home language glossaries when they take any citywide or state exams. Even though they are no longer eligible for ESL services, they will receive 90 minutes of integrated ENL instruction per week for two years after reaching the commanding/ proficient level on the NYSESLAT. In addition, their classroom and content area teachers will provide additional support for them as they gain greater independence in the English language and the academic learning environment. They may need extra help in the classroom to make sure they are comfortable and stay on grade level in their literacy and math blocks. The AIS periods previously mentioned are used to support any of our FELLs who are struggling academically.

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.

Our principal will review the Re-identification Process decision after a six to twelve month period from the date of the

district superintendent's notification to all parties involved has passed to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with the student's classroom teachers, the ENL teacher, the parent/guardian as well as the student and review the student's academic work in the content areas and his/her reading progress. After consulting with the student's teachers and parent/guardian, the principal will provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period if she believes that the student may have been adversely affected by the determination.

If our principal decides to reverse the ELL status, she will consult with the district superintendent or his designee. Parent notification of the final decision will be provided in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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?

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

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

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?

In order to meet the needs of our ELL-SWDs, our staff is comprised of a variety of support specialists. This includes a school psychologist, guidance counselors, ESL teacher, SETSS providers, special education teachers as well as occupational, physical and speech therapists. In addition bilingual paraprofessionals are assigned to our ELLs when appropriate. ELLs who are identified as a SWD have an Individualized Education Program (IEP) that outlines expected educational outcomes for each student and recommends specific interventions. When an ELL student is not making benchmark progress, we work together with the parents to find appropriate interventions that will help the student advance toward grade-level expectations while taking into consideration his/her individual language learning needs and time in the ELSS. We may place the student in a small group setting during AM periods or AIS push-in periods (when co-teachers in our triad model provide small group or individualized support across the subject areas as a lead teacher teaches the whole class) or SETSS program with a certified special education teacher where lesson plans are designed to strengthen their literacy, math, and content area skills, develop their test-taking skills and strategies, and to familiarize them with the standardized test formats in a small group setting.

Before an ELL is considered for an evaluation for other services, our school follows the NYCDOE RtI model that is based on three tiers of instruction and intervention support that increase in duration and intensity over time. Factors that we consider when working with our ELLs include their familiarity with and exposure to English, level of proficiency in English and the home language, and, prior schooling experiences. We also consider whether both languages were learned at the same time or whether one language is learned and then followed by the other language. When a student is not responding to the RtI interventions and perform six months to a year below grade level expectations, we consider other types of settings for the student. If an ELL-SWD is not progressing in their current setting, we consider other available options such as an ICT, SETSS services, etc. after using the RtI model. We consider whether the student needs consistent and continuous support in all academic areas as well as peer modeling and interaction ; we consider whether the student has difficulty making transitions.. We may place a student in a general education class for subject areas in which he/she demonstrates success and engagement. These criteria are some of the factors we consider to place a student in an ICT or small-group setting to enable them to meet their individualized goals. Our ELL-SWDs are actively involved in many programs and interact with other

Chart students in the broader school community on a daily basis. For example, they participate in the Lighthouse Committee, Student Government, grade trips and assemblies, STEM, and clubs. Our overall goal is to engage and empower all our learners by providing them with a continuum of support.

**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)	<b>2 units of study <i>per week</i></b> (360 min.)	<b>2 units of study <i>per week</i></b> (360 min.)	<b>1 unit of study <i>per week</i></b> (180 min.)	<b>1 unit of study <i>per week</i></b> (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*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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(u) 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.

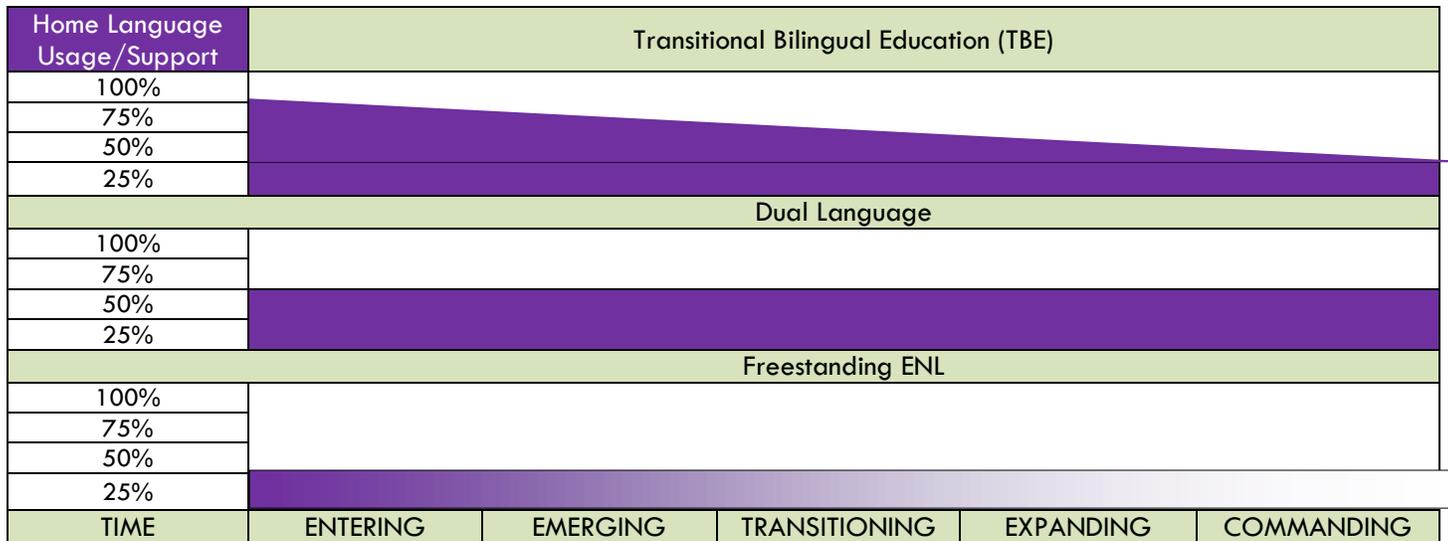


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

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

In ELA, we have several targeted intervention programs in addition to the AIS grouping explained above. Interventions we utilize to target areas of weakness to provide students with resources to use at school and at home include: Really Great Reading Co.'s Phonics Suite (Blast Foundations, Phonics Blast, Phonics Blitz, Phonics Boost), Raz Kids, MyOn, Foundations, Wilsons, IXL, WordGen ( a cross-disciplinary academic vocabulary and language programs designed to help students use academic language to articulate their thinking), Leveled Literacy Intervention, guided reading groups as well as book clubs/circles. Several of the literacy sites such as RazKids and MyOn have Spanish language books in their selections.

In Math, teachers use IXL, Khan Academy, BrainPop, performance task exemplars, WordGen, ilearn as well as available translations of Go Math! to provide targeted intervention and develop content area concepts/skills and academic language.

In Social Studies, the Houghton Mifflin Harcourt Social Studies NYC curriculum offers an interactive component. The iLearn program offers additional supports for our middle school studies pursuing regents classes or learning Spanish. WordGen is also used in the middle school across subject areas and provides discussable dilemmas in a multidisciplinary format that explores social studies themes and content. Teachers often use the content area literacy resources listed above to provide additional background knowledge to students as well as BrainPop and Discovery Education.

In Science, teachers utilize Foss Kits in English as well as Spanish, teacher-created labs and demonstrations, informational literature on various sites mentioned above in ELA, WordGen, and ilearn.

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

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

Over 60% of our ELL students in our ENL program attained a higher proficiency level on the Spring 2015 NYSELAT in comparison to the Spring 2014 NYSELAT including 18 students who scored on the commanding/ proficient level. In terms of our ELL population, we are concerned that 14 out of 18 students in Grades 3-8 scored on Level 1 on the Spring 2015 ELA even though 6 of these ELL students scored on the commanding level of the NYSELAT. 10 out of 18 students in Grades 3-8 scored on Level 1 in the Spring 2015 Math exam even though 4 of these ELL students scored on the commanding level of the NYSELAT. Although we understand the NYSELAT and ELA measure different performance areas, our school leaders have implemented a professional development plan to elevate the level of classroom instruction to meet the diverse needs of our diverse learners and to close the gap between student performance and expectations.

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

At this time, SISCL has limited plans to add new programs for our ELL students due to budget constraints. We are looking into the cost of supplementing existing programs with additional student copies of leveled informational text sets and adding updated

NYSESLAT test preparation materials. However we are always striving to make improvements. We are in the process of adapting our ELL instructional materials across the grades to ensure that our ELLs are exposed to materials that promote higher order thinking skills and incorporate the Common Core Learning Standards. We are also working on developing content-based thematic units that incorporate the four modalities to familiarize the ELL students with the new NYSESLAT format.

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

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

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

Our English Language Learners are afforded equal access to our school programs. They are exposed to technology in the elementary and middle school classrooms, the content area classrooms and other programs through the use of desktop and laptop computers, iPads, Smartboards, audio-listening centers, and projectors. Our ELLs along with the rest of our student population participate in enrichment programs related to the arts through various school partnerships as well as in our Music and Fine Arts programs. They participate in our AM/AIS program for additional small group instruction in literacy, math, and content areas. K-8 students are invited to join the teacher leader clubs which take place during the AM period twice a week. This includes the Lighthouse Committee, Student Government, STEM, Volunteer Chorus and Volunteer Band. The CHAMPS sports and fitness programs are available to all of our middle school students at no cost. NYSID offers several free after-school programs during the year such as dance, basketball, and art and offers a fee for service afterschool program. Our middle schoolers also participate in School's Out New York City (SONYC), a free program which serves as a pathway to success and offers young people a choice in how they spend their time, provides rigorous instruction in sports and arts, and requires youth leadership through service. In the SONYC program, the City itself becomes a classroom through trips and opportunities for instruction beyond the traditional learning setting. In addition, SISCL's subject area teachers provide after-school test preparation classes focusing on developing skills for the common core state exams. As stated in earlier sections, our ELLs are invited to participate in available Title III programs that run after the regular school session. When programs are available, our ELLs are invited to participate in summer school programs for additional enrichment.

We reach out to our ELL parents to ensure they understand the various offerings by providing translated notices and by making follow-up phone calls in the home language using bilingual paraprofessionals, teachers, and parents. Our parent coordinator makes every effort to reach out to all parents in our learning community to provide them with the information they need to ensure their children have access to all school programs as well as the tools they need to help their children succeed academically; whenever necessary, she provides access to interpreters and translators.

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.

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

In ELA, we have several targeted intervention programs in addition to the AIS grouping explained above. Interventions we utilize to target areas of weakness to provide students with resources to use at school and at home include: Really Great Reading Co.'s Phonics Suite (Blast Foundations, Phonics Blast, Phonics Blitz, Phonics Boost), Raz Kids, MyOn, Foundations, Wilsons, IXL, WordGen ( a cross-disciplinary academic vocabulary and language programs designed to help students use academic language to articulate their thinking), Leveled Literacy Intervention, guided reading groups as well as book clubs/circles.

In Math, teachers use IXL, Khan Academy, BrainPop, performance task exemplars, WordGen, ilearn as well as available translations of Go Math! to provide targeted intervention and develop content area concepts/skills and academic language.

In Social Studies, the Houghton Mifflin Harcourt Social Studies NYC curriculum offers an interactive component. The iLearn program offers additional supports for our middle school studies pursuing regents classes or learning Spanish. WordGen is also used in the middle school across subject areas and provides discussable dilemmas in a multidisciplinary format that explores social studies themes and content. Teachers often use the content area literacy resources listed above to provide additional background knowledge to students as well as BrainPop and Discovery Education.

In Science, teachers utilize Foss Kits in English as well as Spanish, teacher-created labs and demonstrations, informational literature on various sites mentioned above in ELA, WordGen, and iLearn.

In addition, our art teacher uses a program called ARTSONIA with his students in Grades 1-4 where they create a digital portfolio. The digital portfolio has a writing component where students write about how they created their artwork in Artist Statements. Our school was ranked second for the number of submitted statements.

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

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

We currently do not have a DL or TBE program.

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

Our ELL students are placed in grade-appropriate groups and receive the mandated number of units according to their language proficiency level. In our stand-alone ENL program, we will only group students across two contiguous grades if necessary. We place our ELL students in grade-appropriate groups and work on grade-level content and skills through resources such as Rigby's On Our Way to English program for the corresponding grade level and Teacher Created Materials' Language Power kits for the corresponding grade span and proficiency level. Classroom and ENL teachers use the ELL components of common core based literacy and math programs such as Go Math! and McGraw-Hill's Wonders to ensure that our ELLs have every opportunity to access grade-level language, literacy and content. All of our teachers- classroom teachers, special education, literacy and math AIS providers, content area teachers- at SISCL strive to make content comprehensible to all of our students including our ELLs and our SWDs through the Universal Design for Learning framework. We build background knowledge by making content comprehensible through modeling, hands-on materials especially in science and math, visuals, gestures, and video clips as well as pre-teaching and emphasizing key vocabulary across the curriculum; we give our students alternative ways to demonstrate what they have learned through choice of activities and projects. We encourage the use of Smartboards so that teachers can provide additional visual support during lessons and presentations. We modify the curriculum for our special education students and plan according to their IEP goals and learning styles; we also ensure they receive all accommodations during standardized testing. We also target our ELL-SWDs for additional support during AIS push-in periods when co-teachers in our triad teacher teams provide small group or individualized support across the subject areas as a lead teacher teaches the whole class. In addition, our paraprofessionals provide individualized and small group support for our ELL-SWDs in their classrooms.

In addition, we use the resources and intervention program listed below in the four core subject areas. The myriad of programs we use give us the flexibility we need to provide and expand the resources for our ELLs across the K-8 grade span.

In ELA, we have several targeted intervention programs in addition to the AIS grouping explained above. Interventions we utilize to target areas of weakness to provide students with resources to use at school and at home include: Really Great Reading Co.'s Phonics Suite (Blast Foundations, Phonics Blast, Phonics Blitz, Phonics Boost), Raz Kids, MyOn, Foundations, Wilsons, IXL, WordGen ( a cross-disciplinary academic vocabulary and language programs designed to help students use academic language to articulate their thinking), Leveled Literacy Intervention, guided reading groups as well as book clubs/circles.

In Math, teachers use IXL, Khan Academy, BrainPop, performance task exemplars, WordGen, iLearn as well as available translations of Go Math! to provide targeted intervention and develop content area concepts/skills and academic language.

In Social Studies, the Houghton Mifflin Harcourt Social Studies NYC curriculum offers an interactive component. The iLearn program offers additional supports for our middle school studies pursuing regents classes or learning Spanish. WordGen is also used in the middle school across subject areas and provides discussable dilemmas in a multidisciplinary format that explores social studies themes and content. Teachers often use the content area literacy resources listed above to provide additional background knowledge to students as well as BrainPop and Discovery Education.

In Science, teachers utilize Foss Kits in English as well as Spanish, teacher-created labs and demonstrations, informational literature on various sites mentioned above in ELA, WordGen, and iLearn..

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).

SISCL holds a family orientation before the official start of the school year to give incoming parents an opportunity to visit the school and meet school leaders and teachers. We typically invite the newly enrolled students entering kindergarten as well as students entering SISCL from other elementary schools in the sixth grade. During the orientation, students and parents are introduced to the school staff including as our principal, Ms. Nilsen and our assistant principals, Mr. Morano and Mr. Valia. Many of our teachers attend the orientation; in particular our kindergarten and sixth grade teachers meet and greet the incoming parents. Our parent coordinator Mrs. Bernstein provides information about the policies and procedures of SISCL, such as arrival and dismissal, uniforms, busing, programming, etc. Our nurse Ms Stumpf does a brief presentation concerning health issues and contact information. Our dean Mr. Menditto outlines clear expectations of student conduct and behavior in the school building. Our nurse Our guidance counselors Ms. Barckhaus and Ms. Martinez also introduce themselves to the incoming families. Parents are encouraged to ask questions if they need further clarification. Our principal stresses that SISCL has an open-door policy and considers parent involvement critical to the academic success of our students and our school. At that time, our kindergarten families are given a tour of several kindergarten classrooms and the incoming middle schoolers are given a tour of the third floor so that students and parents have some familiarity with the classroom and school setting. Several interpreters such as Ms. Martinez are available to assist parents who require language assistance as well as key staff members to answer questions during and after the orientation.

19. What language electives are offered to ELLs?

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

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)?

SISCL currently does not have a Dual Language program.

## 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.)

Ongoing professional development is a critical aspect of our school's success. At SISCL, professional development opportunities are offered to our entire staff including our common branch teachers, content area teachers, special education teachers, paraprofessionals and service providers (including speech therapist, occupational and physical therapists) to address the diverse needs of our student population including our English Language Learners and our students with disabilities.

Along with our administrators, our lead teacher Margaret Desimone provides ongoing professional development at SISCL on a school-wide, grade-level and individualized basis. Some of the professional development topics planned for the 2015-2016 school year will reinforce and build on topics covered in the 2014-2015 school year including curriculum mapping that incorporates Universal Design for Learning with a focus on differentiation of instruction for our diverse learners and improving student to student discussion with a focus on fostering academic discourse among our diverse learners. The Common Core Learning Standards and the Framework for Great Schools are infused throughout our professional development plan with the goal of fostering reflective teaching practices as well as developing highly effective instructional practices that provide multiple options for learning for our diverse range of learners including our ELLs and students with disabilities.

In the past year, our SISCL weekly professional development schedule has included training on the following topics: an overview of the Citywide Instructional Expectations and its impact on our diverse student body including our ELLs and our students with disabilities; a refresher course on Higher Order Thinking Skills and Academic Rigor including scaffolds such as sentence frames to use with our diverse students including our ELLs and SWDs to encourage the development and use of academic language in oral and written forms; a six-week PD cycle on Growth Mindset research and how to implement the concepts in our classrooms to engage our students including our ELLs and our students with disabilities ; a six-week PD cycle on questioning strategies with a focus on how effective questioning drives instruction for our diverse students, identifies gaps in learning, and is a vehicle of formative assessment for all students including our ELLs and SWDs.

At this point, our 2015-2016 Professional Learning Plan has included an offering from Wediko Children's Services entitled "Knowing Your Students to Create an Empathetic Classroom" on September 8, 2015 and a follow-up PD on November 3, 2015 about managing challenging behaviors and using a variety of interventions to engage and redirect students and to address challenging behaviors in effective, empathetic ways. On September 21, 2015, we focused on the core elements of the Framework for Great Schools and its implications for teachers of diverse learners. On September 28, 2015, we attended a professional development about the new and updated GoQuest/Renzulli features that will help teachers differentiate the resources our diverse learners receive based on their individual interest areas and learning styles.

We also started our new 7-week cycle on October 19,, 2015 entitled "Core Collaborative and the EmpowerED Learner: The Formative Assessment Process in Action." All teachers are exploring the characteristics of an EmpowerED Learner as well as unpacking our focus Common Core Standards to create clear learning intentions as well as success criteria in whole group, elementary, middle school. and teacher team settings. Teachers will also explore ways to make learning visible by providing our diverse learners Models of Success or exemplars to deepen their understanding of grade-level expectations and help our diverse learners understand what they need to do to be successful by constructing "I can" statements that guide and deepen their learning.

In addition to our in-house professional development plan, our elementary and middle-school teachers, service providers, support personnel and secretaries attend professional development opportunities offered by the Staten Island Borough Field Office. Our parent coordinator and our pupil accounting secretary attended a professional development offering from the Staten Island Borough Field Office on September 29, 2015 that included a presentation from our ELL Compliance Performance Specialist Nilda Kraft about enrolling ELLs in the NYCDOE and the ELL Identification Process. Our ENL teacher also provides classroom teachers with strategies for teaching ELLs in monolingual classroom such as scaffolding, modeling, and the use of manipulatives and visuals. In addition, the NYCDOE Department of English Language Learners and Student Support has an expanding video library of high-quality professional development targeting the diverse needs of ELLs that is readily available to all teachers; our ENL teacher utilizes this site as well as refers colleagues to the site on a regular basis.

Our ENL teacher also attends professional development offered by NYCDOE Department of English Language Learners and Student Support such as Collaborative Strategic Reading, Bolstering Advanced Literacy Skills for English Language Learners, and Brain Research: Keeping ELLs in Mind. She also attends professional development offered by the NYS Regional Bilingual Education Resource Network such as "Differentiating Instruction for ELLs Institute: Getting to the Core" by Dr. R. Field in April 2015. In addition, professional development opportunities are offered by the Division of English Language Learners at the Staten Island Field Support Center such as "Instructional Implications of the NEW Service Delivery for English Language Learners" at the Petrides complex on October 13, 2015 and "Oral Language Development with Thinking Routines" at Port Richmond High School on November 3, 2015.

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?

At SISCL, professional development opportunities are offered to our entire staff including our common branch teachers, content area teachers, ELL teachers, special education teachers, paraprofessionals and service providers (including speech therapist, occupational and physical therapists) to address the diverse needs of our student population including our English Language Learners and our students with disabilities. Our ENL teacher also attends professional development offered by NYCDOE Department of English Language Learners and Student Support such as Collaborative Strategic Reading, Bolstering Advanced Literacy Skills for English Language Learners, and Brain Research: Keeping ELLs in Mind. She also attends professional development offered by the NYS Regional Bilingual Education Resource Network such as “Differentiating Instruction for ELLs Institute: Getting to the Core” by Dr. R. Field in April 2015. In addition, professional development opportunities are offered by the Division of English Language Learners at the Staten Island Field Support Center such as “Instructional Implications of the NEW Service Delivery for English Language Learners” at the Petrides complex on October 13, 2015 and “Oral Language Development with Thinking Routines” at Port Richmond High School on November 3, 2015. Our ENL teacher also provides classroom teachers with strategies for teaching ELLs in monolingual classroom such as scaffolding, modeling, and the use of manipulatives and visuals. In addition, the NYCDOE Department of English Language Learners and Student Support has an expanding video library of high-quality professional development targeting the diverse needs of ELLs that is readily available to all teachers; our ENL teacher utilizes this site as well as refers colleagues to the site on a regular basis.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

In order to support our teaching staff in their efforts to help all of our 5th grade and 8th grade students including our ELLs as they transition from elementary to middle school and from middle school to high school, our administrators communicate with the teachers in the contiguous grades to find out how well our students are adjusting to their new classroom setting and to the accelerated demands of the middle school and high school common core curriculum. As SISCL is a relatively new pre-K to 8 school that has grown in stages since Fall 2009, several teachers have taught different grade levels as new grades have been added to the school. In addition, this is the third year that we have a fifth grade in the school building. Because of this flexibility, our elementary school teachers have had multiple opportunities to vertically plan with their middle school colleagues and make adjustments in curriculum and practices to support students in their elementary to middle school transition. Our current fifth grade teachers previously taught middle school grades and are well aware of the challenges students face in middle school. The fifth grade teachers are emphasizing and reinforcing college and career readiness skills and explicitly infusing academic vocabulary and discourse in the ELA, Math, Science and Social Studies curriculum to prepare them for the middle school common core curriculum. Different strategies and activities are utilized to foster greater student independence and responsibility, to encourage effective student group work and discussion, and to develop time management skills; these activities and strategies include explicitly teaching students how to take notes and maintain ongoing ELA and content area vocabulary logs, assigning weekly homework and ongoing projects, incorporating project-based learning activities, and using student organizers/trackers to keep track of assignments and activities. Students also participate in clubs so that they get accustomed to traveling to different classrooms and interacting with different teachers and students. Our guidance counselor also visits middle school classes to introduce herself to the students and offer help and guidance to ease them into the transition to middle school.

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

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

informed choices and have met qualifications for any selected programs. In addition, she is available throughout the school day to give students and parents independent guidance with the application process. Translation and interpretation is always available when requested. The Office of Student Enrollment provides multilingual information on the NYCDOE site; the NYC High School Directory as well as Specialized High School Handbook are available in many languages and distributed at the school. Many trained interpreters are available for assistance at the Citywide and Boroughwide High School Fairs.

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.

As outlined above, our classroom teachers, special education teachers, content area teachers, AIS/ related service providers, and paraprofessionals attend in-house staff development conferences and grade conferences, other professional development opportunities in and outside of our school building offered by contracted vendors , as well as professional development opportunities offered by the Staten Island Borough Field Office and the NYC DOE Office of ELLs to ensure that they will be able to assist our ELLs as they transition from one proficiency level to another and to ensure that mandated PD requirements are met for our teaching staff. The ENL/ESL teacher also provides classroom teachers with strategies for teaching ELLs in monolingual classroom such as scaffolding, modeling, and the use of manipulatives and visuals.. The NYCDOE Office of ELLs has an expanding video library of high-quality professional development targeting the diverse needs of ELLs that is available to all teachers. Our lead teacher also provides ongoing professional development that focuses on best instructional practices for diverse learners including our ELLs. A professional development schedule is maintained by our administration and our staff is required to sign in at all conferences to verify attendance. All staff members are encouraged to maintain records and agendas of any professional development they attend.

### 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?

As negotiated with the NYCDOE and the UFT, there is a 75-minute block of time immediately following the school day on Tuesdays; 40 minutes of this time period is earmarked for parent engagement. Our ENL teacher will be scheduling appointments with individual parents of ELLs during this time period to discuss the goals of the ENL program, their child's language development progress, their child's language proficiency assessment results (i.e .NYSESLAT and NYSITELL) as well as language development needs in the content areas. Ms. Svilar encourages our ELL parents to reach out for assistance or information whenever needed during the parent registration and orientation process; she will often assist parents during Curriculum Night and Parent Teacher Conferences if needed. Ms. Svilar also attends parent meetings with classroom/content area teachers or other service providers to provide additional support from a language acquisition perspective. If the Tuesday time slot is inconvenient, she will schedule meetings with parents before, during and after school when possible; phone conferences are also offered. Although Ms. Svilar speaks Spanish, she reaches out to another staff members for interpretation or uses the NYCDOE Translation and Interpretation Unit as needed.

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.

A copy file of all letters of invitation to the annual individual meetings distributed to students will be maintained in the ENL teacher's file cabinet. A conference log will be kept where parents and teachers can sign to verify their attendance. The ENL teacher is also trying out the ILOG feature in ATS as a way of tracking meetings with parents.

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

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

Our teachers are in direct communication with the parents of their students. In the beginning of the school year, welcome letters are sent home with the students introducing the parents to the teachers. When a student is struggling, the parents are notified to inform them of the situation. Parents and teachers discuss solutions and strategies that the parents can utilize at home to help their child(ren) progress and succeed. The classroom teachers and ENL teacher collaborate with each other when discussing the student's needs with the parents of our ELL students. The ENL teacher will also be meeting with the parents of individual ELL students throughout the school year to discuss their progress and to facilitate parent involvement. In addition, SISCL has a very active and involved PTA. The members of the PTA are often in the school building and are an integral part of several of our annual traditions, such as the Thanksgiving Food Drive, the Coat Drive, the Winter Wonderland Family Night, the Halloween and Valentine's Day Dance, Candy Sale, Candle Sales and so much more. Monthly PTA meetings are scheduled and the entire community is encouraged to attend

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Family partnerships are embedded directly in the foundation of our school. We support our families and help them to help their children by bringing family literacy to the forefront by providing free on-site and community based adult English As A Second Language (ESL)classes. We work with the Jewish Community Center of Staten Island to provide English Language instruction for the

ELL parent in English, Literacy, and Citizenship. These classes are usually offered on a weekly basis and are free of charge. We ensure that translation and interpretation services are available as needed.

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

The parent coordinator uses the HLIS as well as ATS-generated reports to make note of the preferred language of communication to ensure that all notices are sent home in the appropriate language. She collaborates with the ENL teacher to distribute notices to our ELL and FELL population in the appropriate languages. Each year, SISCL sends home the School Survey in early spring. We use the March Parent-Teacher Conferences as the kick off to the completion of this important survey. The NYC School Survey helps our school leaders understand what our parents think about the learning environment at our school. The information captured by the survey is used to help our school evaluate the needs of all of our students and parents including our ELL population. The survey is available and distributed in different languages. Based on the parent needs in our building, we have been able to refer parents to English Language classes in the community as well as offer workshops that support completion of the high school application process, introduce the Common Core State Standards to our parents, help parents prepare their students for the state tests as well as support our fathers and their role in the education process. Translation/interpretation is available at these meetings as requested.

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

As mentioned previously, the bond between the parents and the staff at SISCL is extremely strong. The parents contact the Parent Coordinator, their student's teachers, SISCL administration or the PTA when they have concerns for their children. Parents call the school, write notes to the teachers, speak with teachers at arrival or dismissal, attend monthly PTA meetings and set up meetings to discuss any needs and concerns with necessary staff. Based on the parent needs in our building, we have been able to refer parents to English Language classes in the community as well as offer workshops that support completion of the high school application process, introduce the Common Core State Standards to our parents, help parents prepare their students for the state tests as well as support our fathers and their role in the education process. Translation/interpretation is available at these meetings as requested.

#### **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: SI School of Civic Leadership School DBN: 31R861**

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)
Donna Nilsen	Principal		11/5/15
Frank Morano	Assistant Principal		11/5/15
Lynda Bernstein	Parent Coordinator		11/5/15
Donyal Svilar	ENL/Bilingual Teacher		11/5/15
	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: 31R861**      **School Name: SI School of Civic Leadership**  
**Superintendent: Anthony Lodico**

### 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.

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

Upon registration, all parents complete a Home Language Identification Survey which includes an interview with the student and parent in the language of preference to determine the child's home language. This oral interview with the parent and the child is conducted along with the completion of the Home Language Identification survey by a trained pedagogue. The revised Home Language Identification Survey includes a supplementary section that asks parents to indicate their language preferences when receiving important information from the school in written or oral communication. After reviewing this information, written translation and oral interpretation needs can be assessed at registration for newly admitted students. The RAPL report on ATS captures that information to provide a tool to gauge the translation and interpretation needs of our parent community.

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

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

The majority of our families request written and oral communication in English. The next predominant languages of preference in order of demand are Spanish, Arabic, Urdu and Albanian,

## **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.)

We typically disseminates the SISCL Family Handbook, Half-Day Notices, School Break Notices, ELL Parent Notifications, Testing Calendar, NYSESLAT Test Notices, Title III After-School Notices, and Parent Teacher Conference Notices.

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.

Formal face-to-face meetings we typically have include parent teacher conferences held in September, November, March and May which include a Curriculum Orientation , IEP meetings with parents of students with disabilities, guidance meetings, ELL Parent Orientation, individual meetings with ELL parents as well as individual meetings with parent to discuss academic, social and behavioral issues. Some informal interactions include calls to parents due to illness, lateness and attendance issues, unreturned trip slips or notices, busing/transportation issues, and progress updates.

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

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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.

We have an active parent community who can provide adequate translation and interpretation to the parent community as needed.regarding school notices and events. Staff members including our paraprofessionals and teachers also assist with translation and interpretation as needed. Our parent

coordinator actively recruits parents to help communicate information to our ELL families in their home language as well as other families who request assistance. We also use parent notification forms available on the DOE Office of English Language Learners website to ensure that parents of our English Language Learners understand the ELL identification process and the program choices available to them.

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

2. Describe 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.

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

#### **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.)

The parent coordinator posts and distributes information regarding the translation services and the over-the-phone interpretation service provided by the NYCDOE. The T&I Brochure and the Language Palm Card are distributed or put on display at staff meetings.

#### **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

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

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

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

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

After conducting informal interviews with the school community, we are also able to assess the need for translation or interpretation services. In addition, we review records of the number of requests for interpretation as well as past participation of non-English speaking parents at school events, parent workshops, and conferences. Our findings indicate that approximately ninety percent of the requests for translation and interpretation are from our Spanish-speaking families. In past years, there had been a growth in requests from our Arabic-speaking families but there has been a marked drop in the past year.

Currently, we have an active parent community who can provide adequate translation and interpretation to the parent community when requested. Staff members including paraprofessionals and teachers also assist with translation and interpretation. We also use our funding for translation and interpretation to hire translators and interpreters for important events or conferences to ensure that we can effectively communicate with our parent community in a respectful manner.

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