



**ROY H. MANN, IS 78**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 22/ BROOKLYN/22K078**  
**ADDRESS: 1420 E. 68<sup>TH</sup>ST, BROOKLYN, N.Y 11234**  
**TELEPHONE: 718-763-4701**  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** IS 78      **SCHOOL NAME:** Roy H. Mann

**SCHOOL ADDRESS:** 1420 East 68<sup>th</sup> Street, Brooklyn, New York 11234

**SCHOOL TELEPHONE:** 718-763-4701      **FAX:** 718-251-3439

**SCHOOL CONTACT PERSON:** Phyllis F. Reggio      **EMAIL ADDRESS:** Pmarino3@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** John Stern

**PRINCIPAL:** Phyllis F. Reggio

**UFT CHAPTER LEADER:** Tiffane Jones

**PARENTS' ASSOCIATION PRESIDENT:** Jack Falzone

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 22      **CHILDREN FIRST NETWORK (CFN):551**      Fordham PSO

**NETWORK LEADER:** Margaret Struk

**SUPERINTENDENT:** Linda Waite

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Anthony Cusumano	*Principal or Designee	
Tiffane Jones	*UFT Chapter Chairperson or Designee	
Jack Falzone	*PA/PTA President or Designated Co-President	
Lisa Dittman	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Rhonda Hadgkiss	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Adam Cohen	Member/Teacher	
Ann Marie Carriello	Member/Parent	
Lori Falzone	Member/Parent	
Christine Kroening	Member/Parent	
John Stern	Member/Teacher	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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Roy H. Mann (IS 78) is a School in Good Standing on the New York State 2009-2010 Report Card. Roy H. Mann received a Proficient on the most recent Quality Review, and a C on the 2010 New York City Department of Education Progress Report. We collaborate for instructional support with the Fordham University Partnership Support Organization.

Roy H. Mann is a community school located in the Bergen Beach section of Brooklyn. The community is primarily residential and diverse in population. We serve grades 6, 7 and 8. Over half of our students travel to school using public transportation. Parents view the school as a neighborhood school and many parents have sent numerous siblings to the school. Our drama, music, and culinary arts programs are a major attraction to local families.

The school is eligible for Title I funds and the school has been designated as a School Wide Program. Of the 100% lunch applications that were collected, over 50% of our students met the criteria for free lunch. Many students cannot afford basic necessities, which the school provides as needed (gym uniforms, free cultural trips, etc.).

The school offers three accelerated programs, Excelsior, CIG and CAP for all grades, 6 through 8. Our students have the opportunity to take Regents classes in Math and Science. We offer our students both Spanish and French.

The school has a vibrant music, art and drama program. The arts are an integral part of the school's educational plan. Every student has an opportunity to participate. Our school is known for its annual band and drama productions, and many of our students are accepted to NYC Specialized High Schools.

Our Physical Education program is outstanding. We have a beautiful facility and in addition to required courses, we offer after school and Saturday programs in all areas of competitive sports and health. We are also participants in CHAMPS, a NYC DOE middle school sports program.

We remain the only middle school in the district that offers a Culinary Arts program. Students are taught cooking skills, restaurant entrepreneurship and healthful eating. This year a new culinary arts lab was installed.

All students are engaged in technology based work throughout the regular academic day. In only two years the school has tripled its use of technology in the classroom. Both students and teachers are expected to integrate technology into the learning process.

Data plays a critical part in instructional planning. The faculty is well trained in collecting and utilizing various assessment tools. Teachers access current data that enables them to assist each student in areas of weakness on an individual basis. Additionally, whole school data trends are used to set targets and goals in all core subjects. We have worked to develop a culture of inquiry that aims to improve the

progress and performance of every child. Collaborative teacher inquiry teams meet throughout the school year across every subject area and grade level.

Professional Development for teachers is a priority. Teachers receive on-going school based and off site training so that they are continually prepared to integrate data, technology and to successfully differentiate instruction. Every teacher is expected to utilize Core Curriculum materials and implement student centered teaching. Teachers at IS 78 will now begin to implement the use of the new Common Core Standards.

Parents play a very active role in the school program. Parents volunteer in all phases of the school including participation in SLT, PTA meetings, collaboration in the music and drama presentations and numerous academic and community events.

The school is committed to a full range of youth development supports for all students. Every grade has a fully certified Guidance Counselor and one Social Worker is on staff. Each Grade has a dedicated Pupil Personal Team that meets monthly. Each grade has a Grade Team consisting of Asst. Principal, Guidance Counselor and Dean that work daily on individual student interventions and preventions. Career development, health, paths to high school and college, are all areas that the teams must plan and provide for students. We believe it is never too soon to introduce students to the idea of college life. With the assistance of our support organization, Fordham University, we are able to provide our students with more knowledge and exposure to college life.

The school's incidents have been in steady decline over the last three years. Incentives and rewards are continually offered to students who demonstrate academic excellence and good behavior.

We pay close attention to the attendance of every child and notify parents daily of absences. We continually confer with families regarding student attendance. We strongly believe that attendance is a key factor in academic achievement.

A full range of academic and after school activities are offered to all students. Academic tutoring and classes are offered after school and at our Saturday Academy. Numerous after school clubs and dances run throughout the year.

We are committed to participating in community service. Our students are active participants in Penny Harvest and food drives throughout the year. We have been expanding our efforts yearly. This year we will be participating in the Mathathon to support St. Jude's Children's Hospital.

Our primary tools for setting the initiatives for the 2010-2011 school year include the NYS assessment results, recent NYC Progress Report and NYS accountability report, Quality Review, Learning Environment Survey and our in house data and needs assessment materials. These documents are continually shared, studied and utilized by school leaders, SLT and staff.

In order for the school to continually improve and for all students to show improved progress and improved performance, several elements continue to be priorities over the next several years: Focused leadership, excellent management of resources and utilization of assessment tools (data, surveys, QR's, etc.) to plan and implement academic goals.

We promote the idea of academic competition to our students and expect the entire staff to encourage all students to pursue college and professional life.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

<b>SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT</b>				
<b>School Name:</b>				
<b>District:</b>		<b>DBN #:</b>		<b>School BEDS Code:</b>

<b>DEMOGRAPHICS</b>									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7									
Grade 8									
Grade 9				<b>Students in Temporary Housing: Total Number</b>					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11									
Grade 12									
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total									
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10						
Number in Self-Contained Classes				(As of June 30)	2007-08	2008-09	2009-10		
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions					
Number all others				Superintendent Suspensions					

## DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants			
# in Trans. Bilingual Classes				Early College HS Participants			
# in Dual Lang. Programs							
# receiving ESL services only				<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers			
				Number of Administrators and Other Professionals			
<b>Overage Students: # entering students overage for grade</b>				Number of Educational Paraprofessionals			
(As of October 31)	2007-08	2008-09	2009-10				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school			
American Indian or Alaska Native				Percent more than two years teaching in this school			
Black or African American				Percent more than five years teaching anywhere			
Hispanic or Latino				Percent Masters Degree or higher			
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			
White							
Multi-racial							
<b>Male</b>							
<b>Female</b>							

## 2009-10 TITLE I STATUS

<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

### Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>							
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
<b>Other Groups</b>							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making AYP in each subject</b>							

#### **Key: AYP Status**

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

\*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
Overall Letter Grade		Overall Evaluation:	
Overall Score		<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## **SECTION IV: NEEDS ASSESSMENT**

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

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### **WHOLE SCHOOL ACCOMPLISHMENTS AND GOALS THAT HAVE BEEN MET:**

The following goals were stated in the 2009-2010 CEP and have been **met or exceeded**:

- Teachers in all four major subject areas utilize data to plan differentiated instruction
- There are now five formal Inquiry Teams meeting throughout the year
- 50% of classroom teachers have demonstrated utilization of SMART short term goals with their students

**NYS ACCOUNTABILITY STATUS: School in Good Standing**

**NYC PROGRESS REPORT STATUS: C**

**NYC QUALITY REVIEW RATING: Proficient**

### **ELA ACCOMPLISHMENTS, AIDS AND BARRIERS**

Based on the 2010 State ELA exam, the results are as follows: 35% of our 1,129 students in grades 6, 7 and 8 are performing at a level 3 or 4. This is a decrease of 30 percentage points over the prior year's 65% performance at or above proficient.

In 2009 we experienced tremendous gains. Now in 2010 our students' performance resulted in substantial drops in all grades. In looking at the whole school performance our level 4's were basically unchanged. There was a drop in level 3's and an increase in level 2's. Level 3's represented 32% of those tested compared with 63% last year. Level 2's represented 54% of our students compared with 34% in 2009.

We received additional credit on the New York City Progress Report in ELA for self contained, CTT, SETSS and ELL. However, on the New York State Report Card, we did not meet AYP in ELA for ELL and Special Education. An action plan is being created with our support organization, Fordham University, to design interventions for groups that need support in these areas.

Throughout the 2009-2010 school year, teachers met with the Assistant Principal for ELA and the Literacy Coach to continually plan academic interventions through the delivery of differentiated instruction. All level 1 and 2 students were mandated for extended day classes, Saturday Academy classes and participation in after school programs. Vacation study packets were also made available to

these students. Enrollment in programs was limited to allow for more individualized instruction. Resources were carefully selected for students, and each teacher was provided with Skill of the Week material which was aligned with the state standards. The Assistant Principal for ELA and the Literacy Coach carefully monitored classroom resources, pacing calendars and curriculum. Finally, professional development for all teachers was a critical factor in student achievement. Teachers received ongoing PD from the AP of ELA and the Literacy Coach. Areas of professional development included data interpretation, data utilization for planning differentiated instruction, technology training, classroom modeling and testing strategies. Time for this was arranged during teacher preparation periods and lunch, as well as on DOE PD days and during pre and post observation conferences.

To continue with meaningful professional development for the upcoming 2010-2011 school year, teachers will be provided with training on improving academic rigor, involving students in academic reflection and self-evaluation, incorporating more individualized student/teacher conferencing into weekly instruction and fostering and evaluating high quality student work. This year, due to budgetary constraints, the Assistant Principal will provide all professional development in ELA. We will rely more heavily on our support organization as well.

For the 2010-2011 school year, teachers will have access to whole class and individual student data from both Acuity and State ELA Exams. We will continue to encourage student goal setting. They will study the level 3 and 4 students' progress, identify those students in need and begin developing various focus groups/collaborative inquiry teams and targeted interventions. Teachers will have access to a Teacher Resource Center and a model classroom for intervisitations. After school programs will be made available to these students, so that their particular needs can be met in a smaller setting with more individualized attention. Many level 3 and 4 students are participants in the Achieve 3000 online differentiated learning program. They will receive highly challenging, accelerated instruction and the reinforcement provided in such programs.

In an effort to sustain the progress of level 1 and 2 students and in an attempt to increase the number of level 3 and 4 students, other modifications will be made to overall classroom instruction as well. Additional materials have been purchased for every literacy classroom. Materials will be utilized for extended day, after school and Saturday classes, as well as for holiday breaks. Every literacy classroom will receive reading and writing enrichment materials, and students will have access to a dedicated computer lab for ELA online learning and assessment.

For the 2009-2010 school year teachers continued to utilize Achieve 3000, the online differentiated reading program. The program enabled teachers to utilize data and monitor student progress and outcomes. Students in the bottom third of the school based on ELA scores were targeted. Those students who used this program on a weekly basis increased proficiency on the 2009 ELA Exam. As a result of this, for the 2010-2011 school year we are again offering this program to 500 students. The program will include, but not be limited to students in the bottom third. With continuous professional development from the support staff at Achieve 3000, teachers of all classes have been afforded the opportunity to be trained in using the program to increase student achievement. In addition, a new computer lab has been created, so that the existing one can be used solely for teachers and students using Achieve 3000.

In ELA, it is particularly imperative that we continue to encourage students to read on a daily basis and complete classic literature in class as per the NYS Core Curriculum. Not only will students be exposed to various genres, but they will be reading for different purposes. Every class across grades will complete a minimum of three class novels in an effort to enhance literary analysis and vocabulary, and

will allow students to examine various author writing styles. It is our goal that this happens every day in every literacy classroom. Some of the materials purchased to support this effort will include classroom libraries, class novels, listening centers, test prep materials and reading resource kits. In addition, many of these materials are on various reading levels so that all students, despite their reading level, can be held to the same standards.

Further, grade specific reading lists have been created for teachers. Again, this is to ensure that students are exposed to a variety of reading materials on various levels. Students in accelerated classes are expected to read more advanced novels and other texts that challenge them. This will help to not only increase their vocabulary, but will help them to become more insightful readers and increase their performance on state exams.

In both ELA and Math, all teachers will use mandated preparation time and monthly department meetings to meet within Collaborative Inquiry teams and receive targeted assistance in using individual student data. The Asst. Principals and the Sp. Ed. Coordinator will lead these sessions.

### **ELA Trends**

In ELA, many student performance trends have been identified. On grade six, 342 students were tested. Of the 342 students tested, 83% are general education students, 17% are students with IEP's. 4.6% are identified as LEP students.

12% of the 342 students scored at level one. This is an increase over last year's 0%. 16% of the grade 6 black students, 19 % of the Hispanic students and 1% of the white students are level 1. Of the 164 females and 178 males 8% of the female and 16% of the males fell within level 1.

51% of the 342 students tested scored a level 2 compared to 2009's 32%. 56% of the 212 Black students are level 2. 58% of the 36 Hispanic students are also in this level. There were 164 female student and 178 male students tested on grade 6, 48% and 53% respectively performed at this level.

35% of the 342 students tested scored a level 3, which was a 50% decline from 2009. This was a drastic drop from last year 64% level 3 performance of grade 6. 57% of our white students scored level 3 compared with 26% of our black students and 22% of our Hispanic students. 41% of the female scored level 3 compared with 29% of the 6<sup>th</sup> grade male population.

2% of the 342 students tested scored a level 4. This is a slight dip from 2009 level performance of 4%. 5% of our white students scored level 4 compared to 2% of our black students and 0% of our Hispanic students on grade 6.

Overall, level 1 students increased from 0% of the grade 6 population to 12%. Level 2 students increased from 32% of the grade 6 population to 51%. Level 3 students decreased going from 64% of the grade 6 population to 35%. Level 4 students decreased from 4% of the grade 6 population to 2%.

On grade seven 384 students in all were tested. 11% of the 384 students scored a level 1 on the 2010 ELA NYS test. This is an increase over the 1% of last year's 7<sup>th</sup> grade level 1 performance. 8% of the 199 females in grade 7 scored level 1 whereas 15% of the 185 males.

55% of the seventh grade scored a level 2. The majority (62%) of the grade 7 black students scored within this level whereas only 44% of our Hispanic and 40% of our white students were in this range. 52% of the grade 7 females and 58% of the grade 7 males scored level 2.

30% of the seventh grade scored a level 3. 41% of the grade 7 Hispanic students scored on this level. 42% of the grade 7 white students scored level 3. 25% of our grade 7 black students scored in this level. 37% of the females and 23% of the males in grade 7 scored level 3.

4% of the seventh grade scored a level 4 which is a slight increase from last year's 2%. 10% of our white students 2% of our black students and 4% of our Hispanic students are at level 4. 4% of both male and female population of our grade 7 scored level 4.

Overall in grade 7, Level 1 students drastically increased going from 1% of the grade 7 population last year to 11%. Level 2 students increased going from 26% of the grade 7 population to 55%. Level 3 students decreased going from 72% of the grade 7 compared to 2009 30% of grade 7 population. Level 4 students increased from 2% of the grade 7 population to 4%.

On grade eight 403 students in all were tested. 11% of the 403 students scored a level 1 on the 2010 ELA NYS test. Of the 202 female 8<sup>th</sup> grade students 9% scored level 1 along with 13% of the 201 male students. 13% of the grade 8 280 blacks and 8% of the 71 white students scored level 1.

56% of the eighth grade scored a level 2. 58% of the black 8<sup>th</sup> grade students, 61% of the Hispanic but only 45% of the white students scored at this level. Male and female students on grade 8 scored 58% and 53% respectively.

30% of the eighth grade scored a level 3. 44% of our grade 8 white students and 28% of our grade 8 black students scored level 3. 33% of the females in grade 8 and 27% of the males scored level 3.

2% of the eighth grade scored a level 4 of which all were general education students. This is similar to last year's grade 8 performance of 2%. 3% of grade 8 white student, 1% of the black students and 6% of the Hispanic students scored level 4.

### **ELL's and Special Needs Trends**

This year we did not achieve AYP in some areas of the New York State Report Card. AYP was not met for ELA in Special Education and English Language Learners (ELL).

During the 2010-2011 school-year, the Fordham PSO/CFN has provided us with Achieve 3000 for all ELL students. They will also provide other supports and services to assist us in addressing the needs of the English Language Learners (ELLs). Recent student data provided by the New York City Department of Education indicated that there are a significant number of ELLs in our school that were either: 1) referred for special education services, or 2) moved from least restrictive settings to more restrictive environments (MREs). The number of ELLs have been steadily increasing in our school. As educators, we continue to actively seek effective ways to help these students to acquire the knowledge and skills they need to be successful.

As part of the Coordinated Early Intervening Services initiative, our Fordham University Partner will be providing designated members of our staff the opportunity to participate in professional

development in Sheltered Instruction Observation Protocol (SIOP). This research-based model helps teachers to plan and deliver lessons that allow ELLs to acquire academic knowledge as they develop English proficiency. In addition, the SIOP model includes language objectives in every lesson, as well as employs a variety of techniques to make content comprehensible for ELLs of different proficiency levels.

There will be three (3) days of professional development for two (2) designated staff members. The team will be responsible for attending the 3 days and serve as the liaisons to other staff members in our school.

### **MATHEMATICS: ACCOMPLISHMENTS, AIDS AND BARRIERS**

Based on the 2010 State Mathematics exam, the results are as follows: 43% of our 1,141 students in grades 6, 7 and 8 are performing at a level 3 or 4. This is a decrease of 32 percentage points over the prior year's 75% performance at or above proficient.

In 2009 we experienced tremendous gains. Now in 2010 our students' performance resulted in substantial drops in all grades. In looking at the whole school performance our level 4's were basically unchanged. There was a drop in level 3's and an increase in level 2's. Level 3's represented 31% of those tested compared with 62% last year. Level 2's represented 45% of our students compared with 22% in 2009.

### **Math Trends**

In Mathematics, many student performance trends have been identified. On grade six, 347 students were tested. Of the 347 students tested, 83% are general education students, 17% are students with IEP's. 4.6% are identified as LEP students.

10% of the 347 students scored at level one. This is an increase over last year's 5.8%. 6% of the general education and 34% of the special needs students scored level 1. 14% of the grade 6 black students, 11 % of the Hispanic students and 1% of the white students are level 1. Of the 165 females and 182 males 7% of the female and 14% of the males fell within level 1. 19% of our grade 6 LEP students scored level 1.

48% of the 347 students tested scored a level 2 compared to 2009's 19%. This included 48% of the general education students and 51% of the special needs students. 54% of the 217 Black students are level 2. 47% of the 36 Hispanic students are also in this level. There were 165 female student and 182 male students tested on grade 6, 49% and 48% respectively performed at this level.

32% of the 347 students tested scored a level 3 which was almost a 50% decline from 2009. This was a drastic drop from last year 63.9% level 3 performance of grade 6. 43% of our white students scored level 3 compared with 27% of our black students or 36% of our Hispanic students. 35% of the female scored level 3 compared with 30% of the 6<sup>th</sup> grade male population.

9% of the 347 students tested scored a level 4. This is a slight dip from 2009 level performance of 13%. 19% of our white students scored level 4 compared to 5% of our black students and 6% of our Hispanic students on grade 6.

Overall, level 1 students increased from 5.8% of the grade 6 population to 10%. Level 2 students increased from 18.8% of the grade 6 population to 48%. Level 3 students decreased going from 63.1%

of the grade 6 population to 32%. Level 4 students decreased from 12.2% of the grade 6 population to 9.0%.

On grade seven 385 students in all were tested. 11% of the 385 students scored a level 1 on the 2010 Mathematics NYS test. This is an increase over the 1% of last year's 7<sup>th</sup> grade level 1 performance. 4% of our 322 general education and 44% our special needs population scored level 1. 9% of the 201 females in grade 7 scored level 1 whereas 13% of the 184 males. 50% of our 14 limited English proficient students scored at this level.

41% of the seventh grade scored a level 2. 42% of our general education students and 35% of our special education students scored level 2 on this grade. The majority (47%) of the grade 7 black students scored within this level whereas only 22% of our Hispanic and 28% of our white students were in this range. 37% of the grade 7 females and 45% of the grade 7 males scored level 2.

32% of the seventh grade scored a level 3 this included 34% of the general education students and 21% of the special education students. 52% of the grade 7 Hispanic students scored on this level. 32% of the grade 7 white students scored level 3. 31% of our grade 7 black students scored in this level. Only 14% of our LEP students in grade 7 scored level 3. 38% of the females and 26% of the males in grade 7 scored level 3.

16.0% of the seventh grade scored a level 4 which is a slight decrease from last year's 17.9% which represented 19% of the general education students. 32% of our white students 10% of our black students and 15% of our Hispanic students are at level 4. 16% of both male and female population of our grade 7 scored level 4.

Overall in grade 7, Level 1 students drastically increased going from 0.5% of the grade 7 population last year to 11.0%. Level 2 students increased going from 15.0% of the grade 7 population to 41.0%. Level 3 students decreased going from 66.5% of the grade 7 compared to 2009 32% of grade 7 population. Level 4 students decreased from 17.9% of the grade 7 population to 16%.

On grade eight 407 students in all were tested. 15% of the 407 students scored a level 1 on the 2010 Mathematics NYS test. This is an increase from 2009 performance of 5%. 9% of the 339 general education students and 47% of the special needs population are level 1's. Of the 204 female 8<sup>th</sup> grade students 11% scored level 1 along with 19% of the 203 male students. 44% of the 18 LEP students scored on this level. 15% of the grade 8 286 blacks and 13% of the 69 white students scored level 1.

46% of the eighth grade scored a level 2. This is an increase from 2009 performance of 31%. 46% of the general education students scored level 2. 50% of the black 8<sup>th</sup> grade students, 52% of the Hispanic but only 26% of the white students scored at this level. Male and female students on grade 8 scored 47% and 44% respectively.

29% of the eighth grade scored a level 3 which include 34% of the general education students on the grade. This is a decrease from 2009 performance of 55%. 42% of our grade 8 white students and 30% scored level 3. 33% of the females in grade 8 and 26% of the males scored level 3.

10% of the eighth grade scored a level 4 of which all were general education students. This is a slight increase over last year's grade 8 performance of 8.4%. 19% of grade 8 white student but only 8% of the black students and 6% of the Hispanic students scored level 4.

68 students with IEP's took the eighth grade examination. 47% of these students scored at level 1. 46% scored a level 2. 7% scored a level 3 and there were no students with IEP's scoring a level 4.

18 of the 8<sup>th</sup> grade students are limited English Proficient (LEP). 44% of these students scored level 1. 50% of this group scored level 2 and 6% scored level 3. There were no LEP students scoring level 4.

This year we have a licensed Asst. Principal of Mathematics who will supervise the math program. There will be added focus on Inquiry team work in the math department. Each grade will have an Inquiry Team that will look at student work. Each student will maintain a portfolio demonstrating their ability to work at or above grade level. Differentiated instruction in all classes will be supported by making a variety of materials available including technology based materials. There will be greater focus on the content strands where our students have performed poorly in the past. Improvement in these areas will come about through improved instruction through teacher professional development and higher student engagement and rigor in the classroom.

We will work towards having more technology integrated into the classrooms. There will be a uniform grading policy in the math department that will better reflect the student's performance. There will be at least one uniform assessment each marking period.

The most challenging aspect of the mathematics department is the accelerated program. On the average there have been four classes identified as accelerated on each grade. The focus of acceleration is that these students will complete Integrated Algebra in the 8<sup>th</sup> grade. Many of the students prove to be weak in math early in the process but are not identified until their 8<sup>th</sup> grade years. Early intervention may afford these students the opportunity to improve in mathematics and be better prepared to take the Regents.

There is an Inquiry Team for the Accelerated Program which includes teachers of students in our CIG and Excelsior Program. The focus of this group will be to evaluate the effectiveness of the program especially in light of the changes to the Core Curriculum.

### **SCIENCE:**

386 of our 8<sup>th</sup> grade students took the New York State Assessment in Science. 38% of the students scored level 3 and 10% scored level 4. There 48% of our students at or above proficient in Science. Of our general education population 54% scored at or above proficiency. Of our special needs population 11% are at or above proficient. Our Science department had a full needs assessment and revamp of curriculum and materials conducted by our Math/Science Assistant Principal. Our first department Science Expo was well attended by students, parents and faculty. We will continue to administer NYS Regents courses in Living Environment and Earth Science. Our focus will be to increase the numbers of students sitting for the Regents.

We expect all science classes to follow the Core Curriculum and integrate literacy and interactive strategies that engage all students. This year we are providing additional trainings for science teachers in development of student goals and utilization of data to continually monitor and track student progress. There will be an 8<sup>th</sup> grade Science Practicum included in this year's calendar.

We are planning to incorporate more hands on learning for all students. This will require strategic use of our resources and teacher collaboration. The Science Inquiry teams are identified by grade.

## **PHYSICAL /HEALTH EDUCATION**

Our focus has always been on the total student. To that end we work towards our students improving their physical fitness and their knowledge of wellness. The Physical Education Department uses the FitnessGram as their guide to measure students' improvement in fitness over the course of the year. This affords us differentiated instruction in that each student is measured against themselves. We have had 100% and continue working towards 100% participation of the FitnessGram. Health Education is offered beginning in the 6<sup>th</sup> grade. Our Health Education curriculum includes all aspects of teen development.

## **Regents Courses**

We will continue to offer Regents courses in Algebra, Living Environment and Earth Science. Teachers of these courses receive additional training and support from our Partner Support Organization (PSO). Students receive additional tutorials and weekend prep for the examinations.

## **SOCIAL STUDIES:**

Our Social Studies department has a supervisor who is licensed content area expert in Social Studies. All Social studies teachers are integrating project based learning and technology into classroom teaching. Interim assessments are now being implemented in Social Studies. Teachers on all three grade levels are involved in inquiry teams that track students on all three grade levels.

Professional development is ongoing throughout the school year. Teachers will receive further professional development on the new Common Core Standards as well as using technology to drive instruction. Teachers on grade six will receive Core Curriculum training that coincides with the new Core Curriculum Instructional Program. Teachers will continue to use the Social Studies Department Handbook and Curriculum Guide to drive instruction.

Students on all three grades received the new Core Curriculum Instructional Tools. The entire school population will have new textbooks and support materials for the 2010-2011 school year. Holiday study packets/projects are provided for the students on all three grade levels. Grade eight students must complete a year long research based exit project that culminates at the end of their senior year.

## **Addressing Continuous Improvement**

We fully intend to utilize all data tools as stated to monitor, assess and design models of improvement. What the school needs to improve:

- Continue to build and develop teachers' confidence in planning differentiated activities in all subjects, in order to meet the needs of all students
- Regularly monitor the performance and progress of each teacher, to encourage continual evaluation and revision of classroom practice that results in higher student outcomes and academic rigor
- Building capacity in the Collaborative Inquiry Teams

In order to address improved student achievement we are using several approaches. First, both the supervisor of ELA and supervisor of Math will each be responsible for intensive teacher training and oversight of individual student interventions based on DOE assessment data. They will focus training teachers individually in utilization of data and differentiated instruction. The Department Asst. Principals will support teachers in delivery of differentiated instruction. Asst. Principals will identify and plan goals for the departments using available data.

Curriculum training and expertise will play a critical role in this effort. Currently, a team of five teachers are attending Common Core Standards training through our Partnership Support Organization, Fordham University.

The Inquiry Teams and the Data Specialist will lead the work needed to organize the school data trends and ensure that the school community has access to, training in, and the ability to utilize the information.

In order to continue to improve instruction, the Collaborative Inquiry Teams will receive support in looking at school wide data and student work. These teams will identify issues and work together to address student needs. The work of author Nancy Love will serve as a guide for this work.

Extended day and after school classes will focus on all level students: 1, 2, 3 and 4. We have also selected new materials in both Math and ELA for these intervention classes.

A Special Education Coordinator will lead the work needed to address performance and progress of IEP students. Special Ed. teachers will receive resources from the Sp. Ed. Coordinator. Technology will play an integral part in instruction.

#### **Arts: Music, Drama, Fine Arts and Culinary Arts**

The arts will continue to play a vibrant and central role in the education of all students during their years at IS 78. Every teacher is now trained in the Blueprint benchmarks and the NYSED learning standards in the arts. Art projects, exhibitions and performances will continue and expand as per budgetary capacity to demonstrate student achievement in the arts and in order to provide every student an opportunity to engage in art based instruction. The construction of a new culinary arts room will now enable us to enhance our culinary arts instruction in the school.

#### **Foreign Language**

Our foreign language department now offers students a two-year course in either Spanish or French. Teachers of foreign language now loop with their students to enhance the continuity of instruction. Students are introduced to basic development of French and Spanish grammatical structures, pronunciation and vocabulary. The courses also introduce the practice and application of listening, speaking, reading and writing in the target language. Geographical and cultural study is emphasized as well.

#### **School Library**

We have a full time state certified teacher of library. The library aligns with all departments to teach classes and collaborate on class projects.

#### **Regents Courses**

We continue to offer Regents courses for ***Algebra, Living Environment and Earth Science***. Teachers of these courses receive additional trainings from our School Support Organization (SSO). Students receive additional tutorials and weekend prep for the examinations.

**Attendance is a critical factor in student achievement. In 2009-2010 our yearly rate was 94.2%. Our target for the 2010-2011 school year is 94.4%.**

We will continue to implement a rigorous attendance improvement plan, which includes daily live calls home to parents on absences, and dedicating a staff member to meet with students who have attendance issues. We are now using our new School Messenger to help us better monitor student lateness and absence. Further, we train teachers twice yearly on good clerical methods addressing absence of students in classes. Incentives for good attendance are continually offered to students as encouragement.

### **Use of Federal, State and/or local Tax levy program funds consolidated into the Schoolwide Program**

This year our school consolidated \$1,023,781. of Title I, AARA Federal funds toward our Schoolwide Program. These funds were utilized toward the teachers of ELA and Mathematics in order to provide our students with additional periods (outside of the state requirements) of instruction. Therefore, all students in the school receive between six and eight periods of literacy and mathematics for the 2010-2011 school year. Teachers will utilize these additional periods to provide students with additional instructional support needed to achieve and exceed state standards on the ELA and Math NYS assessments. Students who are the lowest achieving will receive the highest number of periods of instruction. In addition to providing students with additional instruction during the regular school day (25 periods), these funds were also utilized to support the supervisory process (including professional development by Asst. Principals for teachers). There is also a Reading paraprofessional and a Crisis paraprofessional who both serve Title I students, and 2.4 school aides who assist in parent communication services. Title I STH funds are utilized towards student needs.

Our school contributed \$485,071 of IDEA funds toward our Schoolwide Program. These funds were utilized towards the salaries of CTT teachers who co teach and provide instruction to IEP and General Education students. \$60, 994. of IDEA funds were allocated to a Guidance Counselor who provides mandated counseling. Additionally funds from this source covered IEP related services para professionals, and our IEP para professionals salaries. Our goal is provide all special needs students with services that meet their IEP mandates and to support their academic performance and progress. An Asst. Principal and Special Education Coordinator carefully monitor our program in order to ensure that all students with disabilities receive appropriate services designed to meet their individual needs. Since we did not meet AYP for ELA Special Education, we are providing these teachers and para professionals with additional professional development from Fordham University, our school support organization.

Our school contributed \$6,518,420 in Tax Levy funds into the Schoolwide Program. These funds support teacher salaries in all core areas of instruction where teachers provide students with NYS standards-based instruction. Tax levy funds cover salaries for supervision, secretarial support, budget management services, supplies for the entire school, awards and incentives for all students, and the school band and drama productions.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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### **Goal 1**

To increase the number of students who utilize instructional technology that addresses the needs of varied learners (differentiated instruction). By June 2011 50% of students will utilize instructional technology in ELA classes (including Library) and/or Math. This is an increase of 10% from June 2010.

### **Goal 2**

To increase the number of teachers who are participating in collaborative, data based inquiry to 92% by June 2011. This is an increase from June 2010 when 90% of teachers participated in inquiry teams.

### **Goal 3**

To develop a minimum of 8 team leaders (10% of teachers) in group facilitation and implementation of a collaborative planning model by June 2011. This is an increase of 6 teachers from June 2010.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

**Subject/Area (where relevant):** ELA, Math

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase the number of students who utilize instructional technology that addresses the needs of varied learners (differentiated instruction). By June 2011 50% of students will utilize instructional technology in ELA classes (including Library) and/or Math. This is an increase of 10% from June 2010.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>-Asst. Principal to supervise tech resources and Dept. AP's to monitor instructional practices</li> <li>-Identify funding and plan a PD schedule</li> <li>-Identify and train teachers in research based instructional technology</li> <li>-Introduce teacher inquiry teams to data for classes utilizing instructional tech</li> <li>-Schedule observations</li> <li>-Assess/monitor and track benchmarks</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>-NYSTL Software</li> <li>-NYSTL Hardware</li> <li>-Title I for Asst. Principals supervision/PD</li> <li>-Tax Levy Funds for Teacher Per-Session (Achieve 3000 Coordinator)</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>-Classroom observations</li> <li>-Learning walks monthly</li> <li>-Midyear Performance Summary</li> <li>-Midyear Asst. Principal Performance review</li> <li>-ITA/Performance Series/Acuity</li> <li>-Achieve 3000 data reports</li> </ul>

**Subject/Area (where relevant):**

**All**

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase the number of teachers who are participating in collaborative, data based inquiry to 92% by June 2011. This is an increase from June 2010 when 90% of teachers participated in inquiry teams.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"><li>-Conduct new CEP needs assessment: summer 2010</li><li>-Update whole school data and identify trends and needs</li><li>-Continue teacher trainings in data and inquiry work(2010-2011)</li><li>-Schedule collaborative teacher meeting times for the school year</li><li>-Teacher teams identify goals, focus and purpose of study (fall 2010)</li><li>-Utilize faculty/dept meeting time for inquiry team meetings</li><li>-Implement a plan for monitoring, tracking and documenting inquiry team work</li><li>-Utilize SSO (Fordham) professional development staff for trainings</li></ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</i></p>	<ul style="list-style-type: none"><li>-Title I for Asst. Principal PD</li><li>-PSO funding (Fordham University)</li><li>-OTPS utilized for research based materials and supplies for team work</li></ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"><li>-Teacher Surveys</li><li>-Reflective feedback</li><li>-ITA/Performance Series/Acuity</li></ul>

**Subject/Area (where relevant):** \_\_\_\_\_

**All**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To develop a minimum of 8 team leaders (10% of teachers) in group facilitation and implementation of a collaborative planning model by June 2011. This is an increase of 6 teachers from June 2010.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>-Kickoff team leaders trainings on Brooklyn Day (6/10) PD</li> <li>-Train leaders in planning, implementation and documentation</li> <li>-Support team leaders with materials, resources</li> <li>-Add lead position to the menu of Prof. Time</li> <li>-Utilize faculty/dept meeting time for inquiry team meetings</li> <li>-Implement a tool for monitoring, tracking and documenting inquiry team work</li> <li>-Utilize PSO (Fordham) professional development staff for training of leaders</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>-Title I for Asst. Principal PD</li> <li>-PSO funding</li> <li>-OTPS utilized for research based materials and supplies for team work</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>-Teacher Surveys</li> <li>-Reflective feedback</li> <li>-ITA/Performance Series/Acuity</li> <li>-Documentation folders</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	133	34	0	0	28	6	2	2
7	124	50	30	20	40	7	26	3
8	92	36	70	60	20	5	19	1
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies

### Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p><b>Students receive 3 extra periods of instruction per day during school</b>  <b>Differentiate instruction in all ELA classes</b>  <b>Small group, one-to-one tutorials during Extended Day program.</b>  <b>Afterschool and Saturday Academy.</b>  <b>Use of technology lab by students</b>  <b>Achieve 3000</b>  <b>Acuity</b>  <b>Ed Performance assessments</b></p>
<b>Mathematics:</b>	<p><b>Students receive 3 extra periods of instruction per day during school</b>  <b>Differentiate instruction in all Math classes</b>  <b>Use of technology lab by students</b>  <b>Small group, one-to-one tutorials during Extended Day program,</b>  <b>Afterschool and Saturday Academy</b>  <b>Ed performance assessments</b>  <b>Acuity</b></p>
<b>Science:</b>	<p><b>Morning and Afterschool tutorials</b>  <b>Differentiate instruction in all Science classes</b>  <b>Saturday Academy</b>  <b>Focus on content enrichment and analytical skills and laboratory analysis</b>  <b>Exit Project support</b></p>
<b>Social Studies:</b>	<p><b>Morning and Afterschool tutorials</b>  <b>Differentiate instruction in all Social Studies classes</b>  <b>Saturday Academy</b>  <b>Focus on DBQ's, project based learning and service learning activities.</b></p>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<p><b>One on one counseling/small group counseling/Mandated counseling</b>  <b>Bilingual counselor for Spanish speaking students and families</b>  <b>Classroom presentations/peer mediation</b>  <b>Recognition and incentives program</b>  <b>Afterschool counselor available and Saturday Academy</b></p>

	<b>counseling services</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>One-to one counseling/Family counseling/Small group counseling during school</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>One-to one counseling/Family counseling/Small group counseling during school Identification of service providers for at-risk students and their families</b>
<b>At-risk Health-related Services:</b>	<b>One-to one counseling/Family counseling/Small group counseling during school Classroom presentations SAPIS services to individual, small group and classes during school</b>

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) 6,7,8,                      Number of Students to be Served: 42    LEP 1076    Non-LEP

Number of Teachers 1    Other Staff (Specify) 1 Asst. Principal and 1 Literacy Teacher

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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IS 78 is a community middle school comprised of grades 6, 7 and 8 in district 22. The present student population is 20% Caucasian, 68% African-American, 9% Hispanic, and 3% Asian and others. The student population is roughly 1118 and is heterogeneously grouped within each grade, with the exception of the gifted programs. A pedagogical staff of 100 teachers supports the total population.

IS 78 offers a pullout ESL program consisting of 42 English Language Learners. Of the total number of students, 13 are at the advanced stage of English language development, 16 are at the intermediate stage and 11 are at the beginning stage of English language development. More specifically, of the 6<sup>th</sup> graders, 5 are beginners, 5 students are at the intermediate stage, and 7 are advanced level ELLs. In the 7<sup>th</sup> grade, there are 4 beginners, 2 intermediate and 4 advanced level ELLs. Finally, the 8<sup>th</sup> grade is comprised of 2 beginners, 9 intermediate and 2 advanced level ELLs. All ELLs are mandated by the state to receive ESL services as per part 154. Students' level of English language proficiency is based upon their performance on the LAB-R or NYSESLAT. Those designated as beginner or intermediate level ELLs are entitled to 360 minutes or 8 45minute periods of ESL per week. Advanced level ELLs are entitled to 180 minutes of 4 45 minute periods of ESL per week.

I.S. 78's ESL program features small group instruction and consists of 5 different classes. Our ELLs hail from a myriad of countries and speak many different languages including French, Creole, Spanish, Korean, Arabic, Hebrew and Urdu.

Our instructional program is aimed at improving the ELA and Math scores of our ELL's on NYS assessments. All ELLS' as well as former ELL's will be eligible to participate. The program will take place on Wednesdays and Thursdays from 2:45 to 4:15 pm from mid October through June 2011. Students will be instructed by a fully certified teacher of ESL. An extra ELL tutorial period will be offered for our ELLs during the school day.

Instruction is in English and is aimed at improving each student's ability in the 4 modalities of English language proficiency, including reading, writing, speaking and listening. Prior knowledge, past experiences and cultural backgrounds are incorporated into classroom activities. ELLs are immersed in a print rich environment where comprehension, participation and higher order thinking skills are emphasized through the use of a wide variety of teaching methods and tasks including graphic organizers, response groups, and writing workshops. ESL instruction is provided by a fully certified ESL teacher who works collaboratively with content area teachers so as to better meet the needs of our ELLs.

Instruction of ELLs is cognitively demanding but will be scaffolded so as to ensure student success. Learning will be organized into topics and themes so that students can build upon previous learning of vocabulary and grammatical structures as well as academic concepts and skills. Our students often work in groups, which affords them the opportunity to see other learners' styles of problem solving while developing an appreciation for each person's contribution to the group. Cooperative learning allows ELLs to work with advanced and native English speakers, which affords them the opportunity to hear and produce English and negotiate its meaning with others, small group instruction creates a relaxed learning environment which

encourages participation and inhibits any feelings of trepidation or anxiety. We also seek to maintain the continued enhancement of an appreciation of the cultural diversity existent in an ESL classroom.

**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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Meaningful professional development will be provided to all teachers throughout the year by an Asst. Principal, and a licensed ESL instructor. Fordham University, our PSO will also provide offsite professional development. Professional development blocks will be used to pass on ESL teaching strategies, identification procedures and testing modifications. Model lessons, common planning and alternate assessment methods will be thoroughly explored. Professional development sessions will be tentatively scheduled for professional days including Election Day and Brooklyn/ Queens Day. Common prep time will also be utilized for further training, collaboration and strategy sharing. Teachers will partake in SIOP training through our PSO, Fordham University.

**Section III. Title III Budget**

School: IS 78, Roy H. Mann                      BEDS Code: 33-2200-01-0078

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation Amount: \$15,000.</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	<b>\$7745.</b>	<b>77 Hours (teacher per session) x \$45 = \$3465</b> <b>122 periods of push in = \$4280</b> <b>Total = \$7745</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	<b>\$2005.</b>	<b>The licensed Asst. Principal of Literacy will assist the ESL teacher in the implementation of best practices, planning and delivery of instruction through modeling, common planning time and alternate assessments. PD sessions will be offered throughout the year.</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula,	<b>\$3530.</b>	<b>Books, General Supplies, Manipulatives, Video/Audio will be purchased to enhance and supplement</b>

<p>instructional materials.  - Must be clearly listed.</p>		<p><b>lessons. Test taking strategies, writing and higher order thinking skills will be sharpened through the use of instructional materials.</b></p>
<p><b>Educational Software (Object Code 199)</b></p>		
<p><b>Travel</b></p>		
<p><b>Other</b></p>	<p><b>\$1720.</b></p>	<p><b>2 dell laptops at \$860. each = \$1720. Computer programs and webcasts to improve 4 modalities of ELL development. Will serve to supplement lessons and enhancing learning.</b></p>
<p><b>TOTAL</b></p>	<p><b>\$15,000.</b></p>	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

#### **Part A: Needs Assessment Findings**

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

Languages Parents Speak	Grade 6	Grade 7	Grade 8	No. Requesting Translations Written/Oral
Albanian	0	0	0	0/0
Arabic	6	1	3	10/10
Bengali	1	0	0	1/1
Bulgarian	0	0	1	1/1
Chinese, Any	1	1	1	3/3
English	313	294	347	NA
French	1	2	3	6/6
French-Haitian Creole	3	5	4	12/12
Haitian Creole	21	14	21	56/56
Hebrew	0	2	1	3/3
Hindi	0	0	1	1/1
Korean	0	0	1	1/1
Niger-Congo	0	0	0	0/0
Philipino	0	0	0	0/0
Russian	0	4	9	13/13
Spanish	11	13	14	38/38
Ukrainian	1	0	0	1/1
Urdu	8	3	3	14/14
Unknown	1	0	0	1/1

**We assess the languages that parents speak and also those requesting translations using data that is collected and put into ATS upon registration of each child. We share these findings with our school community: the school leadership team, our school leaders including administrators, lead teachers, our PTA and our local community based organization at our opening fall leadership meetings, and we update during our midyear assessment meetings.**

**When a child is admitted to the school the parent is interviewed by the Guidance Counselor and also fills out the Native Language form. At that time the parent is asked if they wish any school documents to be sent home in a language other than English. If so, their request is given to the ELL Coordinator who is responsible for ensuring that the parent receives information given in the translated version.**

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

**At the start of the 2010-2011 school year, information was gathered at parent orientation to determine if parents requested translated documents. We continually offer this option to parents and assess their needs via Parent Newsletters, letters home, the Parent Message Board in the lobby and at individual conferences.**

### **Part B: Strategies and Activities**

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

**The school will make all parent notifications available in written translated form as requested at the student intake meeting. We will utilize an in-house teacher to interpret Spanish, French, or Haitian Creole (our major languages). For other languages we will utilize the DOE online documents and if needed a vendor. Parents will be provided with the translated Bill of Parents Rights and Responsibilities as well as key documents that are distributed throughout the school year. In order to ensure a timely delivery of services and turnaround we will have a dedicated staff member (our Parent Coordinator) oversee this process.**

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

**We will utilize in-school teacher translators for Spanish, French, or Haitian Creole for oral translations for meetings, events and phone contacts. We have parent volunteers for Russian, Chinese and Hebrew. For any language where we cannot locate a volunteer, we seek the assistance of our partnership support organization (PSO), Fordham University who helps us locate a speaker. For school events, our parent coordinator pre plans by communication with ELL parents to identify who will attend meetings and then she aligns a speaker of that language for the purpose of oral translation.**

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

**The Parent Bill of Rights will be provided to all parents on Open School Day and Evening. A translation sign is posted in the main lobby in a conspicuous location. The School**

**Safety Plan contains procedures for ensuring that all parents in need of language assisted services are not prevented from reaching the school’s administrative offices solely due to language barrier.**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		\$1,023,781	1,023,781
2. Enter the anticipated 1% set-aside for Parent Involvement:		\$10,238	\$10,238
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:     100%    

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

**Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Directions:** Attach a copy of the school’s **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes

the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

***Explanation – School-Parent Compact:*** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Distribution Date of the School Parent Involvement Policy is November 16, 2010.**

### **General Expectations**

I.S. 78 agrees to implement the following statutory requirements:

The school will put into operation programs, activities and procedures for the involvement of parents. These programs, activities and procedures will be planned and operated with meaningful consultation with parents. Monthly PTA Meetings, Parent Coordinator Meetings include:

- Workshops as per parental findings of survey
- Workshops as per parental SLT consultation
- Use of internet technology: safety
- Mathematics workshops – facilitated by the Asst. Principal of Math
- Assisting your child to pass the NYS exams

The school will ensure that the required school-level parent involvement policy meets the requirements and includes, as a component, as school-parent compact.

- PTA votes for a Title I Representative during the first general meeting
- PTA and Title I Representative will provide receipts for materials purchased only with approval of PTA at general meetings
- Parent Coordinator supplements this compact by distributing The Discipline Code and copies of pertinent NYCDOE Policies

The school will incorporate this parental involvement policy into its school improvement plan.

- Information will be accumulated by using: the present Comprehensive Educational Plan (CEP), School Quality Review feedback, School Leadership Team's minutes, PTA Meeting minutes, Parent Coordinator Meeting minutes, information from networking sessions of parents with school staff and other parents and mandated Title I NYCDOE Policies which have been reviewed.

The school will provide full opportunities with participation of parents with limited English Proficiency, parents with disabilities, And parents of migratory children, including providing information and school reports upon request, and to the extent practicable in a language understood by all:

- Providing parent questionnaires, conducting meetings in different languages and using different modalities
- The Parent Coordinator and the PTA will provide opportunities for all parents to network, collaborate and present their findings
- Parent Coordinator will coordinate travel arrangements for those who are physically challenged/disabled. Support will be encouraged from family members or friends to accompany them.

The school will inform parents in decisions about how the 1% of Title I reserve for parental involvement is spent:

- The PTA and Parent Coordinator consult with parents at general meetings as to the appropriation of the 1% of Title I funds reserved for parental involvement. The Title I Representative, nominated and voted by parents, has the responsibility to inform parents and to oversee parental confirmation of how funds will be spent. The Title I Representative and PTA confer with the DOE as dictated by DOE Title I.

The school will be governed by the following statutory definition of parental involvement and will carry out programs, activities and procedures in accordance with this definition: parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities including ensuring that parental play an integral role in assisting their children's learning by:

- Welcome parent breakfast to meet core teams working with their children
- Attending Open School Nights in the Fall and Spring terms to become aware of their child's progress and needs
- Checking nightly and long range homework assignments
- Meeting with the Parent Coordinator
- Attending PTA Meetings to network with other parents and teachers

Parents are encouraged to be actively involved in their child's education at school by:

- Monitoring their child's nightly and long range homework
- Asking their children about classroom tests and daily work
- Reviewing children's report cards with them
- Assessing online interim assessments and suggestions for mediation
- Attending awards assemblies to celebrate children's success

Parents are full partners in their child's education and are included as appropriate in decision making and on advisory committees to assist in the education of their child; the carry out of other activities by:

- Attending meetings and grade appropriate workshops to increase awareness of curriculum, standards, etc.
- Completing surveys to assess needs of all groups or individual students and to address these needs to the Parent Coordinator and others who are responsible
- Becoming a member of the School Leadership Team, Learning Leaders, and the PTA in order to keep abreast of school policies, curriculum, testing, etc.

### **Description of How School Will Implement Required Parental Involvement Policy Components**

I.S. 78 will take the following actions to involve parents in the joint development of its school's parents involvement plan:

- Schedule evening PTA Meetings to accommodate working parents
- Scheduling workshops to acquaint parents with Literacy/Mathematics curriculum, standards, assessments
- Encourage parents to join our School Leadership Team, the PTA and become trained Learning Leaders
- Encourage parental involvement by becoming a school volunteer

I.S. 78 will take the following actions to involve parents in the process of school review and improvement:

- At PTA Meetings we will present the School Report Card
- Address questions to provide a thorough understanding of the growth and needs of the students
- Issue bulletins to parents to make them aware of the activities of the School Leadership Team and new initiatives from the Department of Education and the school

I.S. 78 will provide the following necessary coordination, technical assistance and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Coordination of Community Based Organizations (CBO) to present effective parental involvement activities to improve student academic achievement and school performance.

I.S. 78 will coordinate and integrate Title I parental involvement, strategies such as:

- Scheduling a parent/student orientation at the beginning of the school year for parents of new students
- Reviewing with parents of new students the school policy and parent involvement opportunities, i.e. PTA, School Leadership Team.
- Reviewing grade appropriate curriculum and placement of English Language Learners in appropriate programs
- Scheduling grade appropriate parent breakfasts to disseminate important dates and upcoming events

I.S. 78 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.

- Distributing parent questionnaires
- Conducting parent interviews
- Coordinate travel arrangements for those who are physically challenged/disabled
- Encourage participation of family members and friends to accompany parents in need (disabled, etc.)

I.S. 78 will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with parents and the community to improve student academic achievement, through the following activities:

- The Parent Coordinator articulates with the administration and teachers. She reviews the content standards and presents information at workshops.
- The Parent Coordinator sets up workshops to model the use of technology to find out individual assessment data about the students in the school. She reviews

student report cards with parents and sets up additional parent-teacher conferences. The Parent Coordinator, along with Guidance Counselors, contacts parents who have not picked up their child's report card and makes appointments with them to come to the school to become aware of their child's academic achievement levels. The Parent Coordinator schedules workshops facilitated by teachers to help parents better understand how they can help their child at home to meet the standards. She encourages parents to monitor their children's daily progress by speaking with children about their school day and by looking at their notebooks and homework. She familiarizes parents with ways to access websites to know their child's strengths and weaknesses and to find necessary remediation activities.

The school will provide materials and training to help parents work with children to improve their children's academic achievement, such as Literacy training and using technology, as appropriate, to foster parent involvement by:

- Scheduling workshops using technology to motivate and foster parents' interest
- Model using technology to access their child's assessment data
- Provide ELL instruction using NYC Department of Education Office of English Language Learners materials and kit
- Schedule workshops to discuss the NCLB legislation and its impact on all children's achievement level

The school will educate its staff on how to implement and coordinate parent programs and build ties between parents and schools by:

- Scheduling PTA Meetings for parents, teachers and staff to network
- Encouraging parents to join the School Leadership Team and work hand in hand with teachers and other staff members to make educational decisions
- Facilitating at professional development sessions by the Parent Coordinator to present to the staff about the importance of building a strong relationship with parents as partners in their child's education
- Using an interdisciplinary approach as the Parent Coordinator articulates with the attendance teacher, pupil accounting secretary and custodial staff
- Inviting parents to attend honors events, assemblies, shows, concerts and trips

The school will take the following actions to ensure that information related to the school and parent programs, meetings and other activities are sent to the parents in an understandable and uniform format.

- Parent Coordinator distributes calendars, letters and bulletins to parent well in advance of scheduled workshops or events
- Parent Coordinator makes sure that all flyers, letters, etc. are easy to read and understand

### **Adoption**

The School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title I, Part B, Program.

### **Required School-Parent Provisions**

#### **School Responsibilities:**

I.S. 78 will: provide high-quality curriculum and instruction in a supportive and effective learning environment that enable children to meet the State's student academic achievement standards by:

- Familiarizing students/teachers/parents with content and academic achievement standards
- Researching the best practices for instruction in all subject areas

- Provide support to facilitate professional development workshops/training to model best strategies and skills to help student to meet academic achievement standards
- Building on strengths and weaknesses of students by using results from formal and informal assessments
- Create a supportive learning environment for language acquisition by English Language Learners

Hold parent/teacher conferences during which this compact will be discussed as it relates to the individual child's achievement:

- Parent/teacher conferences are held in the fall and spring terms
- Parent/teacher conferences are scheduled during the afternoon and evening to accommodate all parents
- Parents review individual report cards and portfolios noting children's progress, strengths and weaknesses and learn how to support their child to meet achievement levels.
- Parents discuss this compact at parent/teacher conferences upon parental request

Provide parents with frequent reports on their child's progress. Specifically, the school will provide reports as follows:

- Report are distributed to parents at parent/teacher conferences in the fall and spring
- Teachers send home letters regarding student progress before the marking periods end
- Teachers make individual phone calls to inform parents of child's class work, homework, behavior, etc.

Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- The Parent Coordinator initially meets with the parent and determines the parents need or concern
- The Parent Coordinator sets up a meeting with the parent and the teacher at a convenient time for both
- The teacher and parent can articulate during the teacher's preparation period or before or after school hours
- Meetings are often held in the Parent Coordinator's office

Provide parents opportunities to volunteer and participate in their child's education and to observe class room activities as follows:

- The Parent Coordinator encourages parents to become school volunteers at a Parent Coordinators Meeting early in the school year
- Flyers are sent home with students at the beginning of the school year to encourage parent participation
- Parents receive training to be parent volunteers such as Learning Leaders
- Parents receive training from the Parent Coordinator as to the policies of the school to the policies of the Department of Education
- Class room teachers communicate with parents to encourage them to accompany the class on trips, attend celebrations, parent breakfasts, and assist with small group activities as Learning Leaders
- The Parent Coordinator can arrange visitation to a child's classroom to observe classroom activities, classroom environment and to assess student's progress.

Involve parents in the planning, review, and improvement of the school's parental involvement policy in an organized, ongoing, and timely way by:

- The Parent Coordinator disseminates information at monthly PTA Meetings, School Leadership Meetings and workshops to review and update the parental involvement policy
- New concerns are addressed i.e., cell phone policy, school attire/uniforms

Involve parents in the joint development of any School-wide Program Plan (for SWP Schools), in an organized, ongoing and timely way:

- Parents on the School Leadership Team review the Comprehensive Educational Plan (CEP)
- Parents meet with the Parent Coordinator at monthly meetings to discuss school needs, school programs, and curriculum by grade, achievement data, etc.
- Parent Coordinator establishes an "open door" policy with parents and is available to discuss the school-wide program with them.

Hold an annual review meeting March 31, 2011 to inform parents of the school's participation in Title I, Part B Program and to explain the Title I, Part B requirements and the right of parents to be involved in the Title I, Part B Program

- Annual PTA Meetings are held to fully explain the Title I, Part B Program requirements, etc.
- The PTA has an internal meeting to discuss Title I Programs
- PTA Executive Board schedules a General PTA Meeting to share information and to elect a PTA Representative as mandated. The General PTA Meetings are scheduled in the evenings to accommodate all parents.
- The PTA and the Parent Coordinator provide calendars, flyers, and e-mail reminders to give appropriate advance notice of meetings.

Provide information to parents or students in an understandable and uniform format, including alternative formats upon the request of parents.

- The Principal sends home a monthly calendar and newsletter to parents
- Parents are provided with information that is easy to read
- Upon request, parents can arrange one to one meetings with the Parent Coordinator to clarify information
- The Parent Coordinator using e-mail, calendars, notices and phone calls to disseminate information

Provide to parents information in a timely manner about Title I, Part B Programs that includes a description and explanation of the school's curriculum and the proficiency levels the students are expected to meet:

- Workshops are facilitated by teachers/parent coordinators to inform parents of curriculum, forms of assessments, and an expected academic achievement level
- Grade supervisors facilitate workshops so that parents can better understand assessment levels and expectations for all students

Upon the request of parents, we will provide opportunities for regular meetings for parents to formulate suggestions, and to participate as appropriate in decisions about the education of their children. The school will respond to any such suggestions as soon as practically possible:

- The Parent Coordinator facilitates monthly meetings in conjunction with the PTA and meets individually with parents upon request

Provides each parent and individual student report about the performance of his/her child on the State assessment in Math and ELA upon request:

- Parent Coordinator uses the individual student's report card and interim reports generated from the computer to provide information about the student's performance on State assessments, i.e., ARIS.
- The Parent Coordinator assists parents in understanding the level that the child is attaining in New York State assessments

Provide each parent timely notice when his/her child has been assigned or has been taught for "4" or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in Section 200.56 of the Title 1

- The administration strives to hire the most qualified teachers and substitute teachers to provide a rigorous learning environment
- We are aware that Section 200.56 from the Title I provisions state that parents must receive timely notice when their child has been assigned or has been taught for "4" or more consecutive weeks by a teacher who is not highly qualified and will adhere to that policy.

### **Parent Responsibilities**

We, as parents, will support our children's learning in the following ways:

Monitoring attendance:

- Keeping accurate records of absences at home
- Calling back the school's Attendance Coordinator when are called by the school about their child's absence
- Advise the school of absences

Making sure that homework is completed:

- Asking children about their daily and long range assignments
- Contacting the school if homework assignments are questionable
- Requesting a school-issued progress sheet to be brought home daily noting any homework concerns

Monitoring the amount of television their children watch

- Limiting the amount of television to educational programs
- Limiting the amount of nightly use to the internet
- Speaking with the Parent Coordinator to become aware of parental controls available for internet use

Volunteering in my child's school

- Parents are encouraged by the Parent Coordinator to volunteer in their child's school (PTA), join the School Leadership Team, become a Learning Leader and chaperone on field trips

Participating as appropriate in decisions relating to my children's education

- Parents are encouraged to attend orientations, breakfasts, and monthly meetings to learn about opportunities, after school programs and available services

Providing positive use of my child's extra-curricular time

- The Parent Coordinator can assist parents in enrolling students in after school programs
- The Parent Coordinator can familiarize parents with programs available through their community based organization
- The Parent Coordinator has established a Parent Information Center to distribute literature and assist parents to acclimate to middle school

Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district, either received by my child or by mail and responding as appropriate:

- The Parent Coordinator encourages parents to review the monthly newsletter and calendar to note upcoming events at the school

Serving, to the extent possible, on policy advisory group, such as being the Title I, Part B parent representative on the School Leadership Team, the Title I Policy Advisory Committee, the District-wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups:

- The Parent Coordinator encourages parents to become members of the PTA, School Leadership Team, and to attend meetings of the Community Education Council (CEC) in order to become involved in school policies and opportunities

**SIGNATURES:**

\_\_\_\_\_  
**SCHOOL**

\_\_\_\_\_  
**DATE**

\_\_\_\_\_  
**PARENT(S)**

\_\_\_\_\_  
**DATE**

\_\_\_\_\_  
**STUDENT**

\_\_\_\_\_  
**DATE**

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards. **Pg: 11-20**
  
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - Are consistent with and are designed to implement State and local improvement, if any. **Pg:11-20**
  
3. Instruction by highly qualified staff. **Pg: 6,8,18,35**
  
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.  
**Pg: 5,6,12,16,17,18,19, 20, 21,22,23,26,27**

5. Strategies to attract high-quality highly qualified teachers to high-need schools. **Pg 5,8,21-23**
6. Strategies to increase parental involvement through means such as family literacy services. **Pg: 36-43**
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. **N/A**
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. **Pg: 6,11,12,16,17,18,19,20,22**
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.  
**Pg: 26-28**
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.  
**Pg: 20, 36-43**

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY’11 school allocation amounts)	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal			✓			
Title I, Part A (ARRA)	Federal	✓			\$1,023,781	✓	4-12, 20-27, 36-43
Title II, Part A	Federal			✓			
Title III, Part A	Federal		✓				
Title IV	Federal			✓			
IDEA	Federal	✓			\$485,071	✓	4-12, 38-45
Tax Levy	Local	✓			\$6,518,420	✓	4-12, 20-28, 30, 36-43

**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

## **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

in this plan, you may refer to the page numbers where the response can be found.

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR Phase/Group (if applicable):** \_\_\_\_\_

**Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

**Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SUEE Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

**9 students on register are STH as of October 12, 2010**

2. Please describe the services you are planning to provide to the STH population.

**Before school and After School tutorials**

**Individual outreach to engage students in clubs and activities**

**Individual counseling**

**Family counseling**

**Incentives and rewards for scholarship and attendance**

**One-to-one match with a teacher/dean who track academic and social support**

**Materials, supplies, backpacks, uniforms and basic needs provided as needed**

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR  
2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	J.H.S. 078 Roy H. Mann					
<b>District:</b>	22	<b>DBN:</b>	22K078	<b>School</b>		332200010078

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded	v	
	2		6		v	10			

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		94.0	95.0	94.2
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		95.0	95.8	94.8
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	380	341	370	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	384	387	341		51.2	68.6	68.6
Grade 8	384	408	407				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		15	6	5
Grade 12	0	0	0				
Ungraded	6	9	8	<b>Recent Immigrants - Total Number:</b>			
Total	1154	1145	1126	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					11	12	8

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	67	68	73	Principal Suspensions	226	236	478
# in Collaborative Team Teaching (CTT) Classes	83	81	86	Superintendent Suspensions	44	39	33
Number all others	47	41	45				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	83	83	84
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	16	21	13
# receiving ESL services only	44	46	TBD				
# ELLs with IEPs	7	13	TBD				

These students are included in the General and Special Education enrollment information above.

<b>Number of Educational Paraprofessionals</b>			
2007-08	2008-09	2009-10	
12	10	20	

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	8	9	46	% fully licensed & permanently assigned to this school	100.0	100.0	98.7
				% more than 2 years teaching in this school	78.3	79.5	83.3
				% more than 5 years teaching anywhere	56.6	62.7	72.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	83.0	84.0	91.7
American Indian or Alaska Native	0.3	0.2	0.4	% core classes taught by "highly qualified" teachers	89.4	91.6	95.3
Black or African American	71.5	68.0	71.0				
Hispanic or Latino	7.8	8.3	8.2				
Asian or Native Hawaiian/Other Pacific	2.9	3.1	3.5				
White	15.5	18.8	16.6				
Male	50.1	50.0	50.4				
Female	49.9	50.0	49.6				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
----------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-				
Black or African American	v	v				
Hispanic or Latino	v	v	-			
Asian or Native Hawaiian/Other Pacific Islander	v	v	-			
White	v	v				
Multiracial	-	-	-			
Students with Disabilities	v	v				
Limited English Proficient	vsh	v	-			
Economically Disadvantaged	v	v				
<b>Student groups making</b>	<b>8</b>	<b>8</b>	<b>1</b>			

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>				
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>	NR			
<b>Overall Score:</b>	42	<b>Quality Statement Scores:</b>				
<b>Category Scores:</b>		Quality Statement 1: Gather Data				
School Environment:	6	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	7.5	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	24					
<i>(Comprises 60% of the</i>						
Additional Credit:	4.5					

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>Fordham PSO</b>	District <b>22</b>	School Number <b>078</b>	School Name <b>Roy H. Mann</b>
Principal <b>Phyllis F. Reggio</b>	Assistant Principal <b>Linda Gold</b>		
Coach <b>N/A</b>	Coach <b>N/A</b>		
Teacher/Subject Area <b>Stephen Puleo/ESL</b>	Guidance Counselor <b>Kristin Finegan</b>		
Teacher/Subject Area <b>Ian Dougherty/Sp. Ed.</b>	Parent <b>Jack Falzone</b>		
Teacher/Subject Area <b>Kim Gottesman/ELA</b>	Parent Coordinator <b>Dorothy D'Aleo</b>		
Related Service Provider <b>Sam Anokye</b>	Other <b>Kendrick Barnett/Data</b>		
Network Leader <b>Marge Struk</b>	Other		

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>1118</b>	Total Number of ELLs	<b>42</b>	ELLs as Share of Total Student Population (%)	<b>3.76%</b>
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## Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

Upon enrollment, a fully certified ESL teacher will meet with parents to make an initial determination of the child's home language. This process is formalized through a Home Language Identification Survey (HLIS), offered in 9 different languages. Parents complete this form to show what language the child speaks at home. An informal interview with the student and parent is also conducted and translators are brought in if needed. Once this process is completed and it is determined that a language other than English is primarily spoken in the child's home, then the child is administered a Language Assessment Battery-Revised (LAB-R), which is a test that establishes English proficiency level. The LAB-R is administered within 10 days of a student's registration. Spanish speakers are administered the Spanish version of the LAB-R. Those children that score at or below proficiency on the LAB-R become eligible for state mandated services for ELLs. All ELLs receive entitlement letters which are available in a myriad of languages at the start of the school year.

I.S. 78 makes every effort to stay in close contact with ELL parents, from administering the HLIS and informing them of their child's eligibility for ELL services, to collecting the forms that indicate the parent's program choice for his/her child. To encourage informed choice, I.S. 78 offers a number of parent orientations which include a video and literature offered in many different languages. Translators are also on hand to offer additional support. Parent's choice, coupled with program availability, determines program placement for ELLs. ESL teacher Puleo and translators Ms. Sanders and Mr. Conde are on hand to offer explanations of programs available to our ELLs. The ESL teacher follows up on each student so as to ensure all forms are returned. ESL instructor Puleo collects the forms from students and or parents and secures them in his office. Often, multiple forms must be sent home and phone calls made to ensure that all forms are returned. Students are placed in the appropriate program within 10 days of enrollment. Trends in parent choice letters at I.S. 78 indicate that the overwhelming majority of parents select an ESL model for their children. The ESL teacher Puleo keeps records of these trends and parent choice letters. They are available for review in his files. Continued entitlement is based upon the NYSESLAT (New York State English As a Second Language Achievement Test), which is given each spring. Beginner and intermediate level learners are entitled to 8 periods or 360 minutes of ESL per week. Advanced level ELLs receive 4 periods or 180 minutes of ESL per week. Those deemed proficient are no longer entitled to receive ESL services, however, they will still receive testing modifications and are welcome to join our Title III after school program. Students who are absent for this exam will have their continued entitlement eligibility and proficiency levels based on their previous years scores. Newly enrolled ELLs entitlement and proficiency level is based upon their performance on the LAB-R. Data gathered from this test is shared with content area teachers.

Students are evaluated annually using data taken from the NYSESLAT. The ESL instructor Puleo collaborates with all content area teachers and scores are disseminated and analyzed so as to differentiate and individualize instruction for our ELLs. ESL instructor Puleo will also work closely with CTT Sett and others on lesson planning and assessment for our ELLs.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

### ELL Program Breakdown

	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</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>	42	<b>Newcomers (ELLs receiving service 0-3 years)</b>	26	<b>Special Education</b>	8
<b>SIFE</b>	1	<b>ELLs receiving service 4-6 years</b>	7	<b>Long-Term (completed 6 years)</b>	8

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 special education.

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
<b>TBE</b>											0
<b>Dual Language</b>											0
<b>ESL</b>		1	2			4			2		0
<b>Total</b>	0	1	2	0	0	4	0	0	2		0

Number of ELLs in a TBE program who are in alternate placement:

### 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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0

**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
<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																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			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

**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
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							5	4	2					11
Chinese														0
Russian														0
Bengali														0

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Urdu									1					1
Arabic							1		2					3
Haitian							8	5	2					15
French							1	3	4					8
Korean									1					1
Punjabi														0
Polish														0
Albanian														0
Other							2		1					3
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>17</b>	<b>12</b>	<b>13</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>42</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

I.S. 78 follows a 42 minute, 8 period a day schedule. There is a 13 minute a.m. homeroom and a 4 minute p.m. homeroom. The additional 37 minutes of instruction for extended day students takes place before school Mondays through Thursdays. I.S. 78 offers a freestanding ESL pull-out program consisting of 42 English Language Learners. The students are heterogeneously mixed in their classes and instruction is provided in English by a fully certified ESL teacher. Schedules and student proficiency levels are provided to all teachers. Beginner and intermediate ELLs are mandated to receive 360 minutes of ESL per week as per CR Part 154. Advanced level ELLs are mandated to receive 180 minutes of ESL per week. Those deemed proficient are no longer entitled to receive ESL services, however, they will receive continued support for two years in the form of testing modification and also be invited to continue to take part in our after school Title III Program. Bilingual libraries and translated modes of communication will continue to be made available to these students.

I.S. 78's staff is able to make content comprehensible to ELLs using a variety of strategies and materials. ESL instructor Puleo works closely with content area teachers in planning lessons. Materials and supplies are shared amongst teachers of ELLs. Professional development is also made available to these teachers with topics including lesson planning, differentiating and alternate forms of assessment. Content area books intended especially for our ELLs are also utilized. These include the Longman ESL Edition of math, science and social studies texts.

Instruction of ELLs will be cognitively demanding, but will be scaffolded so as to ensure student success. Learning will be organized into topics and themes so that students can build upon previous learning of vocabulary and grammatical structures as well as academic concepts and skills. Our students will work in groups, which affords them the opportunity to see other learners' styles of problem solving while developing an appreciation for each person's contribution to the group. Advanced level ELLs will be grouped with beginner and intermediate level learners so that they may help their peers improve their English proficiency. In working with each other, advanced level ELLs can reinforce the material within themselves while helping their peers improve their English proficiency. Cooperative grouping allows ELLs to work with native English speakers, which affords them the opportunity to hear and produce English and negotiate its meaning with others.

Instruction is differentiated for each ELL sub group. Modes of differentiation include tiered assignments, use of different modalities, use of visual and listening aides as well as a wide variety of books aimed at benefiting beginner, intermediate and advanced level ELLs alike.

Long term ELLs will be provided with a high level of instruction aimed at getting them proficient in the four modalities of the English language – reading, writing, speaking and listening. The ESL teacher will also work diligently with the content area teachers so that instruction is aligned, and will therefore better prepare our students to succeed in all academic areas. Long term ELLs benefit from taking part in our use of Achieve 3000. Data reports including individual item skill analysis are used to assess students and guide instruction. These students are also encouraged to join our after school ESL program as well as our Saturday Academy. They are also encouraged to take part in our after school ELA and math programs.

ELLs receiving services for 4 to 6 years are exposed to sheltered instruction as an approach for teaching content to ELLs in strategic ways that make the subject matter concepts comprehensible while promoting the students English language development. Content is made comprehensible through techniques such as the use of texts, visual aides, modeling, demonstrations, graphic organizers, vocabulary previews, adaptive text, cooperative learning, peer tutoring, native language support and the use of technology. These students are also using our Achieve 3000 program and are encouraged to participate in our after school Title III ESL program.

Newcomers will also be provided with instruction aimed at developing their reading, writing, listening and speaking skills. They will together and with more advanced level ELLs in a small group setting that will utilize a myriad of instructional materials. These materials include a wide variety of books, manipulatives, flash cards, posters, videos, audio tapes and games designed to improve their English proficiency. Book titles include the 'True stories' series and 'Grammar Essentials' by Longman. Although all instruction will be in English, students may use their native language to help each other and negotiate the meanings of words, phrases or concepts. Student libraries will include books in their native languages as well. Letters sent home to parents will also be available in a variety of languages so as to keep them informed and fully involved in their child's education. Beginners are explicitly instructed in an age appropriate manner in the 5 components of reading - phonemic awareness, phonics, fluency, vocabulary and comprehension. Students have access to a literacy rich environment and print materials. As always they are taught in a non-threatening environment.

Native language support is delivered in our ESL program through a variety of methods. Native language speakers including teachers Ms. Michel and Mr. Conde and paraprofessional Ms. Sanders work with our ELLs to offer support and translations when needed. Bilingual libraries including the Longman series of bilingual picture dictionaries and translated versions of computer programs are readily available to these students.

Students in need of additional or alternative services such as Special Education will be referred to the School Assessment Team for further evaluation. We currently do not have Special Education students mandated for bilingual services. However, if a student is mandated for bilingual services we will provide a bilingual alternate placement paraprofessional and the student will receive mandated ESL service as per CR Part 154. Students identified as SIFE will receive the additional support they need so that they can perform at grade level. In order to facilitate and fully enable our students who have interrupted formal education (SIFE), we seek to build supportive environments that respond to the immediate social, cultural and linguistic needs of our ELLs with limited schooling. Newcomer centers and the buddy system are implemented to ease their transition. Collaboration takes place across all academic departments and content areas to support simultaneous linguistic and academic development that is age and grade appropriate. Sheltered instruction is used. This is English language instruction that is modified so that the subject matter is more comprehensible to students with limited vocabularies. The SIOP model, visuals and technology are also used to help these students. As always, all of our ELLs and former ELLs will be encouraged to take part in our Title III after school ESL program. Targeted interventions for all ELLs including newcomers, SIFE and long term ELLs will include the computer program Achieve 3000.

Required services as well as the resources used are in correspondence with ELLs ages and grade levels. All materials and technology are

grade and age appropriate including student libraries. The SIOP model shows that background building and scaffolding are key components to ensuring the effectiveness such materials and methods of teaching.

The ESL instructor Puleo works with programmer Epstein to ensure the ELLs are represented in all programs within the school day including band, drama, culinary arts, physical education and art. Our ELLs also attend Saturday academy, extended day and all of our after school programs. Translated copies of notices are available to these students and their parents.

New programs that will be considered for the school year include the computer literacy program Achieve 3000. This program gives students the opportunity to enhance their skills in the four modalities of English language proficiency including reading, writing, listening and speaking. Achieve 3000 offers ELLs differentiated opportunities to learn and approve the English proficiency. Translations are also available on this program.

### B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

ESL instruction will be coupled with the balanced literacy workshop model. In math students will be taught by content area math teachers well versed in ESL methodologies during double period blocks of math. Our ELLs will use the Impact Math Curriculum. Language electives offered to ELLs include French and Spanish. Lap tops, books and manipulatives have also been purchased to aid in our ELLs development of the English language. Programs and websites, including Better English and ESL Café will be explored to supplement and enhance lessons. Targeted interventions for all ELLs including newcomers, SIFE, and long term ELLs will include Achieve 3000 and Ramp up. All of our ELLs are invited to take part in our after school Title III Program. ELLs who have scored proficient according to the NYSESLAT are still entitled to testing modifications. They will also be invited to continue their enrollment in our after school ESL program as well as make use of the bilingual libraries available to them. Translated materials and information will continue to be made to these students and parents.

Newly enrolled ELLs are paired with students who speak the same language. Bilingual libraries will also be made available to these students. Student orientations are held through Project Jump Start so that newly enrolled ELLs have the opportunity to meet teachers and students and become familiar with the building and facilities. Through this initiative we seek to alleviate any tension or anxiety that our ELLs may be experiencing.

Several parent conferences and orientations will be arranged throughout the year so that parents can tour the school, meet teachers, see student work and progress first hand, as well as obtain a better understanding of the school's expectations and standards.

100%

### C. Schools with Dual Language Programs

50%

25%

TIME

BEGINNERS

INTERMEDIATE

ADVANCED

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

Paste response to questions 1-5 here

#### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

Meaningful professional development will be provided to all teachers by a licensed ESL instructor. Instruction will include methods aimed to better equip teachers to help our ELLs succeed. Professional development blocks will be used to pass on ESL teaching strategies, identification procedures and testing modifications. Model lessons, common planning, and alternate assessment methods will also be thoroughly explored. Trips will be scheduled to provide alternate settings for our ELL students to further develop their language skills learned in the classroom and enrich their curriculum and cultural experiences. Professional development will be provided throughout the duration of the school year so that all teachers will be better equipped to meet the needs of our ELLs. Teachers will collaborate and work together to create and implement an effective instructional, monitoring and assessment system for our ELLs. Professional development sessions will begin in October and further dates will be tentatively scheduled for professional days, including Election Day and Brooklyn-Queens Day. Common preps will also be utilized for training and planning. The ESL instructor will take part in multiple workshops throughout the year where new strategies will be explored. Topics will include developing literacy in ELLs, academic/content area development, and alternate forms of assessment and evaluation. All content area, special education, and common branch teachers will be invited to attend these workshops. All new general education teachers will receive their mandated 7.5 hrs of professional development. Special education teachers will receive 10 hours of training in ELL teaching strategies. Surveys are distributed to help determine the needs of those teachers in need of such support. Our ESL instructor Puleo and a literacy teacher will also receive training in the SIOP model through Fordham University.

Assitant Principals, paraprofessionals, guidance counselors, psychologists, occupational and speech therapists, secretaries and parent coordinator are well versed in the screening process of ELLs as well as the continued support that they require. The beforementioned staff also take part in a number of offsite professional development opportunities throughout the year.

Support is provided to staff to assist ELLs as they transition from school level to another. Grade and age appropriate materials are available to all staff members. These include texts, visual aids, graphic organizers, adapted texts and the use of technology such as computer programs. Lesson planning and best teaching practices are also explored.

#### E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

Forging a strong partnership between school and home is vital to nurturing the academic and social growth of our students. Strong parental involvement is one factor that research has shown time and time again to have positive effects on academic achievement and the overall culture of a school. Parental involvement supports, encourages and provides opportunities for parents and educators to work together on behalf of our students. Maintaining such a relationship is of utmost importance at I.S. 78. An explicit open door policy will be established so

that parents always know they are welcome. Written information about classroom assignments, goals, assessments and school events and notices will be translated and parents will be encouraged to reply. Several parent conferences and orientations will be arranged throughout the year so that parents can tour the school, meet teachers, see student work and progress first hand, as well as obtain a better understanding of the school's expectations and standards. The parent coordinator will be available at these conferences to answer questions and provide further information regarding school matters. Visuals and literature will be provided in a myriad of languages at these meetings so as to ensure understanding. Adult ESL books including bilingual picture dictionaries will be offered to these 2 parents of our ELLs so as to improve their English proficiency. Off site adult ESL programs will be recommended upon request. Finally, calls will be made periodically to parents to further their involvement in their child's education.

Translators are made available to ensure active participation and clear communication between the school and parents of our ELLs. I.S. 78's LAP committee will work together to provide our ELLs with a relaxed and nurturing learning environment with small group settings where our ELLs will be provided with the individualized instruction they need to improve their English proficiency. We will also seek to maintain the continued enhancement of an appreciation of the cultural diversity existent in an ESL classroom as well as all classrooms within our school.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							5	4	2					11
Intermediate(I)							5	2	9					16
Advanced (A)							7	4	2					13
Total	0	0	0	0	0	0	17	10	13	0	0	0	0	40

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
5					0
6	2	6	1	0	9
7	3	1	0	0	4
8	5	3	0	0	8
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6		6	6		3		1		16
7		2	2	1	1				6
8	1	3	4		2		0		10
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?

subsequent make up sessions. More specifically,

- in the 6<sup>th</sup> grade there are 5 beginners, 5 intermediate and 7 advanced level ELLs.
- in the 7<sup>th</sup> grade there are 4 beginners, 2 intermediate and 4 advanced level ELLs. Two student scores came back as invalid.
- in the 8<sup>th</sup> grade there are 2 beginners, 9 intermediate and 2 advanced level ELLs.

Test results and classroom performance indicate that listening and speaking are the strongest modalities. Test results and classroom performance also indicate that reading and writing are the weakest modalities. Based on the trends in modalities, six 8<sup>th</sup> graders scored proficient on listening and speaking which is due in part to the fact that these students have been receiving ESL services for at least 3 years. The majority of 6<sup>th</sup> graders scored either advanced or proficient. Many of our 7<sup>th</sup> graders are intermediate level learners and thus their scores were indicative of that. IS 78 had one 6<sup>th</sup> grader score proficient in reading and writing while the majority of our ELLs scored either intermediate or advanced. Given this data, instruction will be aimed at addressing each ELLs individualized needs. Prior knowledge, past experiences and cultural background will be incorporated into classroom activities. ELLs will be immersed in a print rich environment, where comprehension, participation, and higher order thinking skills will be emphasized through the use of a wide variety of teaching methods and tests, including graphic organizers, response groups and writing workshops. ESL instruction will be provided in English by a fully certified teacher, who will work collaboratively with content area teachers so as to better meet the needs of our ELLs. Periodic assessments reinforce the data gathered in the NYSESLAT. Results are disseminated to all teachers of ELLs through use of ARIS. Teachers use these results to differentiate their instruction so as to better meet students individualized needs. The weaker modalities continue to be reading and writing. Given this reality, instruction will continue to be focused on improving our students' proficiency in these areas. Strategies including brain storming, making predictions, literature response groups, journals and writing workshops will be employed to improve student performances.

The ESL instructor, content area teachers and school leadership including Principal Reggio and Assistant Principals Gold and Cumumano work together in reviewing data provided by periodic assessments. Our data reveals that reading and writing are the weakest modalities followed by listening then speaking. School leadership collaborate with teachers to provide the framework for the instruction that is necessary to ensure the adequate progress of our ELLs. Planning and various methods of assessment are based upon data from these periodic assessments.

Data patterns across proficiency levels on the LAB-R reveal that all of those that took the exam scored at the beginner level of English language proficiency. Not surprisingly, the weakest modalities are reading and writing. It is important to note that most of our ELLs were tested but unable to answer any questions. These students are automatically entered as beginners and enrolled in our ESL program upon receipt of parent choice letters.

First year ELLs are exempt from the ELA exam although they will in fact participate in all other state exams. Translated copies and bilingual dictionaries will be made available to our ELLs. They will also receive time and a half while taking these examinations. Test results indicate that those receiving translated versions of state exams do not perform quite as well as those who take tests in English. This may be a result of the language barrier still existent in our new comers and the fact that instruction is entirely in English. As the English language proficiency improves, so does their scores. Native language reading tests are not given to our ELLs.

Acuity is used to assess the early literacy skills of our ELLs. ITA exams align with curriculum and predictive exams are aligned with and mirror the state ELA exam. Achieve 3000 is also used to assess literacy skills of ELLs. Data reports and assessment reports are generated by class on a monthly basis. Item skill analysis reports for class and individual students are also available.

Each programs success will be based upon its effectiveness in helping our ELLs improve their English proficiency and achievement levels, both in the classroom and on standardized exams. Such effectiveness is measured by data gathered from state exams, periodic assessments and the NYSESLAT. Our data indicates that in 2010, 26 out of 34 of our ELLs scored higher on the NYSESLAT than the previous years. Continued improvement is expected with the implementation of current programs such as Achieve 3000.

## **Additional Information**

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

## Additional Information

Paste additional information here

## Part VI: LAP Assurances

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

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

	Other		
	Other		
	Other		