



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : IS 78, ROY H. MANN

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 22K078

PRINCIPAL: JACEK POLUBIEC EMAIL: JPOLUBI@SCHOOLS.NYC.GOV

SUPERINTENDENT: LINDA WAITE

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Jacek Polubiec	*Principal or Designee	
Tiffane Jones-Barrow	*UFT Chapter Leader or Designee	
Irene Lahbichi	*PA/PTA President or Designated Co-President	
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	
Dyonne Gordon	Member/Teacher	
Janice Mitchell	Member/Teacher	
Kerry Yefet	Member/Teacher	
Deica Johnson	Member/Parent	
Tonya Ores	Member/Parent	
Sylvia Riley	Member/Parent	
Rose Totillo	Member/Parent	
Lisa Dittman	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

To establish and support collaborative teacher teams that would “look closely at current student work to understand the steps needed to reach the level of performance that the Common Core demands.” Our initiatives will target that the level of proficiency of Black/African Americans will increase by at least 3% in grade seven mathematics and 1% in grade seven ELA. The proficiency of all seventh grade students will increase by 5% in mathematics and 3% in ELA on the 2012 NYS Exams.

Comprehensive needs assessment

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

Based on the school progress report, there is an indication that most of our students perform below our peer group average index. The majority of teachers have not been meeting regularly to look at student work. As a result, we have established structures and procedures to enable teachers to collaboratively and look more closely at student work.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) Collaborative Planning Time sessions will be built into teacher schedules.
 - b) Protocols on looking at student work will be introduced.
 - c) Teachers will be trained in the use of ATLAS Rubicon to access and modify curriculum according to the needs of specific student groups.
 - d) Materials and additional training will be provided as needed by the school staff or the network specialists.
 - e) School leaders will encourage, inspire and motivate teachers to take advantage of the Collaborative Planning Time in order to build a collaborative learning culture.

Activity #1

- Professional Development: Training in the use of ATLAS Rubicon started in the Spring of 2011. Several training sessions have taken place during the summer and start of the 2011-2012 school year.
- Target Population(s): All Teachers
- Responsible Staff Members: Principal, Assistant Principals, Teacher Leaders, Support Staff from Fordham PSO
- Implementation Timeline: August 2011 – July 2012

Activity #2

- Plan and program common planning time for staff: Create common planning time for specific groups of teachers to meet to plan together, create common assessments and participate in inquiry.
- Target Population(s): All Teachers
- Responsible Staff Members: Principal, Assistant Principals, Teacher Leaders, School Programmer
- Implementation Timeline: August 2011 – July 2012

Steps for including teachers in the decision-making process.

- Teachers will team to review student data gathered from classroom assessments
- Administration and teachers will collaboratively plan during the summer 2011
- Department meetings will be conducted to support the instructional planning
- Teachers will be provided with surveys and engage in group discussions in an effort to ensure collaborative decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities
- Teachers will work to enhance and design classroom assessments that support ELLs and Special Education students
- Teachers will meet to reflect upon, review and restructure the grading policy starting in September and quarterly thereafter

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - hosting educational family events/activities during and throughout the school year
 - encouraging meaningful parent participation on School Leadership Team, Parent-Teacher Association
 - providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress
 - Ensuring the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education
 - developing and distributing a school handbook designed to keep parents informed about school activities
 - using School-Messenger to inform parents of school activity updates, academic concerns and/or progress
 - arranging additional meetings at flexible times, e.g., morning, evening
 - providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information
 - ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents
 - assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress
 - providing weekly student goal sheets for parents review and monitor student progress

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

To recruit teachers we partner with the Office of Talent and Recruitment and traditional teacher education programs and alternative licensure programs. We have attended hiring fairs to identify and recruit highly-qualified teachers. The pupil personnel secretary works closely with the PSO HR point person to ensure that all required documentation and assessment deadlines are met. The school has a mentor plan in place that ensures mentors are assigned to support all new staff. The school also offers professional development to teachers on various topics provided by other teachers, administrators, as well as support staff from our PSO, Fordham University.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

IS 78 is partnered with Fordham University which has written grants for the benefit of our students. We also have a partnership with Millennium Development, a local OST program that provides educational and recreational activities for our students from Tuesday to Thursday, 2:45pm-6:00pm. Educational activities include tutoring and homework help, field trips, interdisciplinary programs in photography, culinary arts, archery, chess, art, dance, drama, basketball and football.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- NYSTL Software
- NYSTL Hardware
- OTPS FSF for Asst. Principals supervision/PD
- Tax Levy Funds for Teacher Per-Session (Summer Planning 2011)
- Materials for use during the school day and during extended day programs

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- To use sections of Charlotte Danielson's Framework for Teaching in order to articulate clear expectations for teacher practice and serve as the focus for teacher development. By June 2012, 75% of teachers will complete this process.

Comprehensive needs assessment

- Based on our most recent progress report, there is a need to improve effectiveness of instruction in all content areas. Development of objectives will allow teachers to focus on specific areas and by focusing their efforts, improve their effectiveness. The majority of teachers will focus on specific self-developed goals and objectives that are based on the six indicators selected by the Chancellor.

Instructional strategies/activities

- a) Provide a framework for teachers developing their own goals and objectives.
- b) Use Google forms to submit individual goals.
- c) Arrange meetings between supervisors and teachers to discuss their goals.
- d) Facilitate collaborative goal review sessions led by teachers to reflect on the evidence of student learning.

Activity #1

- AP/Teacher Goals Meetings: Administrators will create a plan that focuses on A Framework for Teaching. Professional development in Charlotte Daniels Approach will occur as APs hold individual sessions with teachers to reflect on students learning styles and goals in all content areas.
- Target Population(s): All Teachers
- Responsible Staff Members: Principal, Assistant Principals, Teachers
- Implementation Timeline: September-October 2011.

Activity #2

- Working on the Work: The purpose is to connect Quality Review expectations with the Charlotte Danielson Approach- Enhancing Professional Practice: A Framework for Teaching. It also included Working on the Work and The Strategic Teacher
- Target Population(s): All Teachers
- Responsible Staff Members: Principal
- Implementation Timeline: November – January 2012
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Steps for Including teachers in the decision-making process

- Teachers will be provided with surveys and engage in group discussions in a effort to ensure collaborative decision-making regarding the use of Charlotte Danielson Approach- Enhancing Professional Practice: A Framework for Teaching
- Teachers will meet in department and grade teams to review student data gathered from periodic assessments.
- Administration and teachers will collaboratively plan

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - hosting educational family events/activities during and throughout the school year
 - encouraging meaningful parent participation on School Leadership Team, Parent-Teacher Association
 - providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress
 - Ensuring the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education
 - developing and distributing a school handbook designed to keep parents informed about school activities
 - using School-Messenger to inform parents of school activity updates, academic concerns and/or progress
 - arranging additional meetings at flexible times, e.g., morning, evening
 - providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information
 - ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents
 - assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress
 - providing weekly student goal sheets for parents review and monitor student progress

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

To recruit teachers we partner with the Office of Talent and Recruitment and traditional teacher education programs and alternative licensure programs. We have attended hiring fairs to identify and recruit highly-qualified teachers. The pupil personnel secretary works closely with the PSO HR point person to ensure that all required documentation and assessment deadlines are met. The school has a mentor plan in place that ensures mentors are assigned to support all new staff. The school has a mentor plan in place that ensures mentors are assigned to support all new staff. The school also offers professional development to teachers on various topics provided by other teachers, administrators, as well as support staff from our PSO, Fordham University.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

IS 78 is partnered with Fordham University who has written grants for the benefit of our students. We also have a partnership with Millenium Development, a local OST program that provides educational and recreational activities for our students from Tuesday to Friday, 2:45pm-5:30pm. Educational activities include tutoring and homework help, educational and recreational field trips, art, dance, drama, math, and science.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- PSO funding (Fordham University)
- OTPS utilized for research based materials and supplies for team work
- Materials or use during the school day and during extended day programs

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- School administrators will “engage in short, frequent cycles of classroom observations” and provide “timely, specific, evidence-based feedback so teachers can act on to increase the rigor and effectiveness of their instruction” as they are reaching all students, including students with disabilities and English language learners. By June 2012, 75% of teachers will complete this process.

Comprehensive needs assessment

- Based on the school progress report, there is a need to increase effectiveness of instruction. There is a need for teachers to receive accurate and concise feedback. School administrators will provide timely, specific and evidence-based feedback to increase effectiveness of instruction, and promote a culture of learning and personal growth that will meet the degree of rigor that the Common Core demands. The teachers will access Teachscape training materials and reflect on reports generated by this system.

Instructional strategies/activities

- a) Purchase of 5 iPads to use for accessing online data collection tools
- b) Staff attending training in using Teachscape
- c) Teachers learning how to access Teachscape in order to explore online resources: videos and articles.
- d) Student academic outcomes improved as a result increased effectiveness of the teachers

Activity #1

- Create a schedule of snapshots/observations: The purpose is to frequently observe and provide meaningful feedback to teachers quickly and efficiently to increase rigor to meet the Common Core Standards.
- Target Population(s): All Teachers
- Responsible Staff Members: Principal and Assistant Principals
- Implementation Timeline: November 2011-June 2012

Activity #2

- Train staff in the use of Teachscape: Professional development sessions on the use of Teachscape as a tool for school improvement. It is specifically designed to give staff immediate and accurate feedback.
- Target Population(s): All Teachers
- Responsible Staff Members: Principal, Assistant Principals, Teachers
- Implementation Timeline: November 2011-June 2012

Steps for Including teachers in the decision-making process

- Teachers will meet with administrators to review data gathered from Teachscape visits.
- Administration and teachers will collaboratively plan teacher inter-visitations using Teachscape
- Department meetings will be conducted to support the instructional planning

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - hosting educational family events/activities during and throughout the school year
 - encouraging meaningful parent participation on School Leadership Team, Parent-Teacher Association
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Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

IS 78 is partnered with Fordham University who has written grants for the benefit of our students. We also have a partnership with Millenium Development, a local OST program that provides educational and recreational activities for our students from Tuesday to Friday, 2:45pm-5:30pm. Educational activities include tutoring and homework help, educational and recreational field trips, art, dance, drama, math, and science.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- OTPS for Teachscape training
NYSTL Hardware for purchase of IPAD 2 (5)
NYSTL Software
OTPS utilized for research based materials and supplies for team work

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	168	120	0	0	20	6	10	5
7	220	219	0	0	27	6	2	7
8	255	170	100	60	40	7	26	5
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<p>Students receive 3 extra periods of instruction per week during school Differentiate instruction in all ELA classes Small group, one-to-one tutorials during Extended Day program. Afterschool and Saturday Academy. Use of technology lab by students Wilson reading program Acuity Ed Performance assessments Student lunch and learns</p>
<p>Mathematics</p>	<p>Students receive 3 extra periods of instruction per week during school Differentiate instruction in all Math classes Use of technology lab by students Small group, one-to-one tutorials during Extended Day program, Afterschool and Saturday Academy Ed performance assessments Acuity Student lunch and learns</p>
<p>Science</p>	<p>Morning and Afterschool tutorials Differentiate instruction in all Science classes Saturday Academy Focus on content enrichment and analytical skills and laboratory analysis Exit Project support</p>
<p>Social Studies</p>	<p>Morning and Afterschool tutorials Differentiate instruction in all Social Studies classes Saturday Academy Focus on DBQ's, project based learning and service learning activities.</p>

At-risk Services provided by the Guidance Counselor	One on one counseling/small group counseling/Mandated counseling Bilingual counselor for Spanish speaking students and families Classroom room presentations/peer mediation Recognition and incentives program Afterschool counselor available and Saturday Academy counseling services
At-risk Services provided by the School Psychologist	One-to one counseling/Family counseling/Small group counseling during school Classroom presentations Peer mediation
At-risk Services provided by the Social Worker	One-to one counseling/Family counseling/Small group counseling during school Classroom presentations Peer mediation Identification of service providers for at-risk students and their families
At-risk Health-related Services	One-to one counseling/Family counseling/Small group counseling during school Classroom presentations SAPIS services to individual, small group and classes during school Peer mediation

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 078D22 **School Name:** I.S. 78

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

In the 2010-2011 school year I.S. 78 did not make Adequate Yearly Progress in both English Language Arts and Mathematics in two subgroups. The subgroups that the school did not make Adequate Yearly Progress were Black or African American and Limited English Proficient. I.S. 78 also did not make Adequate Yearly Progress in English Language Arts in the Students with Disabilities subgroup. In mathematics I.S. 78 made Adequate Yearly Progress in the Students with Disabilities subgroup using the Safe Harbor Target.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

In order to improve academic achievement will initiate an After School Academic Intervention Program. The programs will be offered to students from each grade focusing on students from subgroups (Black or African American, Limited English Proficient and Students with Disabilities) who did not meet AYP in the 2010-2011 school year.

Part B: For Title I SINI Schools Only

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 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Debra Maldonado/Marge Struk	District 22	Borough Brooklyn	School Number 078
School Name Roy H. Mann			

B. Language Allocation Policy Team Composition [?](#)

Principal Jacek Polubiec	Assistant Principal Linda Gold
Coach -	Coach -
ESL Teacher Stephen Puleo	Guidance Counselor Kristin Finegan
Teacher/Subject Area Ian Dougherty, Sp. Ed.	Parent Irene Lehbichi
Teacher/Subject Area Kim Gottesman, ELA	Parent Coordinator Dorothy D'Aleo
Related Service Provider Sam Anokye	Other Kendrick Barnett, Math/Data
Network Leader Marge Struk	Other Michael Diesa, Sp. Ed.

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	1085	Total Number of ELLs	45	ELLs as share of total student population (%)	4.15%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. 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](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
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. 

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, 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 these tests are shared with content area teachers.

Students are evaluated annually using data taken from the NYSESLAT. ATS reports including the RLER are generated to ensure that every ELL is administered the NYSESLAT annually. Attendance and check lists are also maintained to ensure that each ELL takes all four components of the NYSESLAT including reading, writing, listening and speaking. 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 additional lesson planning and alternate forms of 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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	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					
All ELLs	45	Newcomers (ELLs receiving service 0-3 years)	32	Special Education	6
SIFE	3	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	5

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	
TBE										0
Dual Language										0
ESL	32	1		8	2		5			45
Total	32	1	0	8	2	0	5	0	0	45

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
TOTAL	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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	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

**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
Other									0	0
TOTAL	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								6	3					9
Chinese														0
Russian														0
Bengali														0
Urdu							1							1
Arabic									1					1
Haitian							6	7	4					17
French							2	4	8					14
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	2						3
TOTAL	0	0	0	0	0	0	10	19	16	0	0	0	0	45

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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 45 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 modifications and will 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. ESL instructor, Puleo, works with the staff and programmer Epstein to ensure that each ELL receives mandated services as per CR Part 154. Group sizes range from 8 to 15 ELLs per class instructed by one fully certified ESL teacher.

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.

A. Programming and Scheduling Information

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 Ed Performance and Acuity. 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 Ed Performance and Acuity programs 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 work 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 that encourages participation and risk taking and aims to alleviate feelings of anxiety and trepidation.

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. The ESL classroom is also equipped with an extensive library of novels in languages including Creole and Spanish. Translated copies of state exams as well as bilingual dictionaries are readily available to our ELLs.

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 programs, Ed Performance and Acuity which includes ITAs and Predictives. These students will also be offered the opportunity to attend Saturday School, our 37 1/2 minute tutorial, as well as our extra tutorials and an after school program through Title III funding.

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. Texts such as the Empire State NYSESLAT Series and the Getting Ready for the NYSESLAT and Beyond Series are grouped according to grade and are therefore grade appropriate. Teachers collaborate to make content and curriculum aligned so as to ensure correspondence to ELLs age and grade level.

New Programs	N/A		
B. Programming and Scheduling Information--Continued			
<ol style="list-style-type: none"> 8. 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. 9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT. 10. What new programs or improvements will be considered for the upcoming school year? 11. What programs/services for ELLs will be discontinued and why? 12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. 13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)? 14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL) 15. Do required services support, and resources correspond to ELLs' ages and grade levels? 16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year. 17. What language electives are offered to ELLs? 			
<p>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 Scantron and Acuity and Ed Performance. 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 modes of communication will continue to be made to these students and parents.</p> <p>I.S. 78 ensures the smooth transition for former limited English proficient students. Instructional and support services such as Academic Intervention Services (AIS), content area support, ESL instruction or regular consultation between the ESL teacher and main stream teachers are included. Transitional services are provided for up to two years after the child has scored proficient on the NYSESLAT.</p> <p>Newly enrolled ELLs are paired with students who speak the same language so as to make for a smoother transition. 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.</p> <p>Programs that will be discontinued for ELLs this school year include the computer program Achieve 3000. While the program has proven to be effective, budget issues have left us unable to continue its use. Should the funding allow Achieve 3000 will be strongly considered for use in the future. The computer program, Rosetta Stone, will also be considered for use by our new comer ELLs. This program has shown to be an effective tool in learning a new language. New comers will be able to use this software while in their general ed and content area classes as well as at home.</p> <p>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. Translators will be on hand to further meet the needs of parents and ELLs alike. Paste response to questions 8-17 here</p>			

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

C. Schools with Dual Language Programs
<ol style="list-style-type: none"> 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)?
<p>Paste response to questions 1-5 here</p>

FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
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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.

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. Records are maintained and are available for review in our ESL files. Our ESL instructor Puleo and a literacy teacher will also receive additional training through Fordham University. Counselors are trained by the ESL instructor and through the Fordham Network in how to properly accommodate new comers and their families. This includes everything from the initial meeting, completion of the HLS, parent orientations and helping ELLs complete their high school applications so as to ensure a smooth transition.

Assitant Principals, paraprofessionals, guidance counselors, psychologists, occupational and speech therapists, secretaries and parent coordinator are well versed in the screening process of ELLs and will recieve 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.

Paste response to questions 1-3 here

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

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?

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 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 and keep them up-to-date with student progress.

Parent needs are evaluated through formal and informal interviews and orientations. Language preference forms are sent home to

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Parent needs are evaluated through formal and informal interviews and orientations. Language preference forms are sent home to determine what language the parent prefers to use when communicating both verbally and in the written form with our school.

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. Paste response to questions 1-4 here

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

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 Scantron and Acuity and Ed Performance. 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 modes of communication will continue to be made to these students and parents.

I.S. 78 ensures the smooth transition for former limited English proficient students. Instructional and support services such as Academic Intervention Services (AIS), content area support, ESL instruction or regular consultation between the ESL teacher and main stream teachers are included. Transitional services are provided for up to two years after the child has scored proficient on the NYSESLAT.

Newly enrolled ELLs are paired with students who speak the same language so as to make for a smoother transition. 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.

Programs that will be discontinued for ELLs this school year include the computer program Achieve 3000. While the program has proven to be effective, budget issues have left us unable to continue its use. Should the funding allow Achieve 3000 will be strongly considered for use in the future. The computer program, Rosetta Stone, will also be considered for use by our new comer ELLs. This program has shown to be an effective tool in learning a new language. New comers will be able to use this software while in their general ed and content area classes as well as at home.

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. Translators will be on hand to further meet the needs of parents and ELLs alike. Paste response to questions 8-17 here

C. Schools with Dual Language Programs

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2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
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Additional Information

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

Paste additional information here

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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	6	11					22

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							2	4	3					9
Advanced (A)							4	8	2					14
Total	0	0	0	0	0	0	11	18	16	0	0	0	0	45

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	4	4			8
7	7	6			13
8	5	2			7
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	1	2	4	1					8
7	6	3	5	1					15
8	2	7	2						11
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	1		1						2
8	0		n/a		0		0		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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 551 School Name: IS 78

Cluster: _____ Network:

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

Part A: Needs Assessment Findings

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

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, coach, lead teachers, our pta and our local community based organization or 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 2011-2012 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

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, 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, 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 school support organization (SSO), ICI who helps us to 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 barriers.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Roy H.Mann	DBN: 551
Cluster Leader: Debra Maldonado	Network Leader: Marge Struk
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: 45 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: 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 1040 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 45 English Language Learners. Of the total number of students, 14 are at the advanced stage of English language development, 9 are at the intermediate stage and 22 are at the beginning stage of English language development. More specifically, of the 6th graders, 5 are beginners, 2 students are at the intermediate stage, and 4 are advanced level ELLs. In the 7th grade, there are 6 beginners, 4 intermediate and 8 advanced level ELLs. Finally, the 8th grade is comprised of 11 beginners, 3 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, Twi, Arabic, Wolof and Urdu.

Our instructional program is aimed at improving the ELA, Math and NYSESLAT scores of our ELLs on NYS assessments. All ELLs as well as former ELLs will be eligible to participate. The program will take place on Tuesdays and Thursdays from 2:45 to 4:15 pm from late September through June 2012. Students will be instructed by a fully certified teacher of ESL. An extra ESL tutorial period will be offered to 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

Part B: Direct Instruction Supplemental Program Information

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. Materials used include a wide variety of books, manipulatives, flashcards, posters, videos, audio tapes, computer programs and games designed to improve our ELLs English proficiency. Books titles include "Achieving on the NYSESLAT" by Longman and the Empire State NYSESLAT Series.

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.

Part C: Professional Development

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

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

Begin description here: Meaningful professional development will be provided to all teachers throughout the year by an Asst. Principal, an ELA lead teacher and a licensed ESL instructor. ICI, our SSO 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 and collaboration and strategy sharing. Teachers will be encouraged to take part in QTEL training, NYSABE, and the annual TESOL Conference.

Part D: Parental Engagement Activities

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

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

Begin description here: 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 the school. Parental involvement supports, encourages and provides opportunities for parents and educators to work together on behalf of our students. Maintaining this relationship is of utmost importance at I.S. 78. Parent needs are evaluated through formal and informal interviews and conferences. Language preference forms are sent home to determine what language the parent prefers to use when communicating both verbally and in the written form with our school. Translators are made available to ensure active participation and clear communication between the school and parents of our ELLs. Events celebrating the diverse cultural makeup of our school will be held throughout the year. Children and parents are encouraged to contribute music, posters, food, flags, poems, and history celebrating their backgrounds.

Adult ESL books including bilingual picture dictionaries and phonics workbooks will be offered to the parents of our ELLs so that they may improve their language proficiency. Off site adult ESL programs will be recommended upon request. Visuals and literature will be provided in a myriad of languages at all events and meetings so as to ensure understanding and full participation.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$8645.00	97 hours (teacher per session) x \$45.00 = \$4365.00 122 Periods of push-in = \$4280.00 Total = \$8645.00
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$555.00	Assistant Principals of literacy and ESL will assist the ESL teacher in the implementation of best practices, planning and delivery of instruction through modeling, common planning and alternate assessments. PD sessions will be offered throughout the year.

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.	\$2000.00	Books, general supplies, manipulatives, video/audio will be purchased to enhance and supplement lessons. Test taking strategies, writing and higher order thinking skills will be sharpened through use of instructional materials.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$11200.00	IS 78 2011-12 Title III LEP Spending Plan