



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**SCHOOL NAME:** I.S. 78, ROY H. MANN

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

PRINCIPAL: ANTHONY CUSUMANO, I.A.

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SUPERINTENDENT: RHONDA FARKAS

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Mr. Cusumano	*Principal or Designee	
Mr. Schoen	*UFT Chapter Leader or Designee	
Ms. Kroening	*PA/PTA President or Designated Co-President	
Ms. 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	
Ms. Yefet	Member/ Teacher	
Ms. Mitchell	Member/ Teacher	
Ms. Dittman	Member/ Parent	
Ms. Ferrantelli	Member/ Parent	
Ms. Tringali	Member/ Parent	
Ms. Prevety	Member/Parent	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval.

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

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS**

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

## GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

### **Major Recommendation:**

"School leaders do not consistently monitor the evaluation process, thus the progress of some students is hindered." (2011-2012 Quality Review Page 6)

### **Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 2.2 School leader's vision	x	2.4 School leader's use of resources
_____ 2.3 Systems and structures for school development	x	2.5 Use of data and teacher mid-management effectiveness

### **Annual Goal #1**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 100% of teachers at I.S. 78 will have a minimum of two short snapshot observations using the Charlotte Danielson Framework for Teacher Effectiveness to establish more rigorous instructional practices.

### **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:

In order to deepen Roy H. Mann community's understanding of what high-quality teaching looks like, three competencies: Designing coherent instruction, Using questioning and discussion techniques and Using assessment in instruction will be selected from Charlotte Danielson's Framework for Teaching:

- a) By the end of December 2012, teachers will develop 3 personal goals, one for each of the three selected competencies.
- b) Principal and assistant principals will visit each teacher's classroom at least 3 times over the course of the year, and provide teachers with formative written or verbal feedback aligned to the Danielson Framework.
- c) Feedback will result in improvement in teacher practice as measured by competencies in the Danielson's Framework.
- d) Each grade level assistant principal will develop one goal around teachers setting personal goals and discussing them with their supervisors.
- e) Teachers will receive training, from school leaders and network representatives, on the components of Danielson's framework, and teachers will submit their goals using online form <http://tinyurl.com/RHM78MyGoals>
- f) Supervisors will discuss goals with teachers and decide on the preliminary strategies for achieving those goals and monitor teacher progress towards meeting them.
- g) Meetings with teachers after snapshot observations to discuss effective questions, effective instructional planning and effective teaching strategies
- h) Training in Danielson's Framework for Teaching by Lead Teacher, Ms. Souffarant.
- i) Teachers will be provided professional development monthly focusing on rigorous instructional practices, i.e. effective questioning, classroom management, depth of knowledge, assessment, the writing process and differentiated instruction
- j) Supervisors will perform brief observations that will provide quick feedback to each teacher.

**Budget and resource alignment**

- Indicate your school's Title I status: X School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy      X Title IA       Title IIA       Title III       Set Aside      X Grants      X Other-describe here: Focus Money

**Service and program coordination**

We will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principals ) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

- Fifty hours per session (2.5 hours per week) for data specialist to create and organize data reports :February- June 2013
- NYSTL/School Library allocation
- 150 ILearn Site Licenses

**GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)**

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

**Major Recommendation:**

"Although some teachers and teams use data to identify targeted learning needs and set goals for individual and groups of students, the goals are not measurable or differentiated." (2011-2012 Quality Review Page 6)

**Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<input type="checkbox"/> 3.2 Enacted curriculum	<input checked="" type="checkbox"/> 3.4 Teacher collaboration
<input type="checkbox"/> 3.3 Units and lesson plans	<input checked="" type="checkbox"/> 3.5 Use of data and action planning

**Annual Goal #2**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, all teachers will use data to target learning needs for all students that are measureable and differentiated with a targeted focus of SWDs and ELLs.

**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) The principal, department assistant principals and lead teachers will create a data-driven culture based on student needs, assessments, and analysis. The principal and department assistant principals will ensure that teachers collaborate weekly through their inquiry teams within and across grades and subjects throughout the school year to discuss student needs, review assessments, analysis student work and create aligned curriculum. This will ensure students have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities which will lead to improved student achievements by SWDs and ELLs.
  - b) Department assistant principals will work with subject area teachers to develop a set of guidelines, strategies and activities teacher collaboration. .
  - c) We will utilize interim benchmark assessment throughout the course of the school year. Inquiry teams will utilize a four step model which includes the presenter describing the task including samples of student work. Participants review and describe the student work and discuss. The last step includes the participants speculating about student thinking, organization of student thought and reasoning. Each team will also record minutes from their meetings which will be reviewed by the administration. These minutes include copies of student work, discussion notes, and participant's feedback. Department assistant principals will meet with teachers individually and as a department to discuss their progress, review their aligned curriculum and assessments.
  - d) September 2012-June 2013

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy      X Title IA       Title IIA      X Title III       Set Aside      X Grants      X Other-describe here: Focus Money

**Service and program coordination**

Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

- Fifty hours per session for two inquiry coordinator positions
- Fifty hours per session for data analysis by the data specialist
- Allocation for Supplies (Notebooks, Pens, Pencils, Paper, Rulers, Calculators, Folders, Markers, Highlighters, Tri-Fold Boards)
- Materials through vendor Curriculum Associations LLC to support Common Core test preparation - ELA Test Ready Kit, Math Test Ready Kit
- Materials through vendor Queue Incorporated (Susman Sales Company) to support Common Core test preparation PathFinder ELA Book, CCSS ELA Prep
- Materials through vendor Continental Press Incorporated to support Common Core test preparation - Finish Line Math CCSS ELA Prep
- Materials to support ELL – Rosetta Stone Site Licenses, ESL Reading Smart Site Licenses

**GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

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

**Major Recommendation:**

According to page 6 of the 2011-2012 Quality Review, "Instructional and curricula decisions do not always align to the needs of the students."

**Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

**Annual Goal #3**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Teachers will utilize effective instructional strategies to provide coherent, small group differentiated Common Core Learning Standards based English Language Arts and Math instruction that leads to increased student performance on the New York State ELA and Math exam. Our initiative will target students in the lowest third and students with disabilities. Our goal is to increase by at least .2% level of student growth for students on the ELA and Math State Exam.

**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) We will offer students in the lowest third, students with disabilities and English Language learning students after-school small group tutoring and a Saturday Academy focused on providing differentiated Common Core Learning Standard based English Language Arts and Math instruction to meet the needs of all attending students.
  - b) We will utilize licensed English Language Arts and Math teachers and order materials that offer students a focused understanding of the new Common Core Based English Language Arts and Math exam. Benchmark assessments will be created and administered at four key points throughout the school year. A school aide will work to ensure accurate attendance throughout the course of the programs.
  - c) We will utilize interim benchmark assessment throughout the course of the afterschool and Saturday programs. Teachers will evaluate the data received from the benchmark assessments to design and modify instruction that best meets the needs of their students.
  - d) The schedule for the afterschool program for students in the lowest third, SWDs and ELLS student is as follows: Monday – Thursday, February-April. Each student receiving three hours of academic support per week. The schedule for students in the lowest third, SWDs and ELLS for the Saturday Academy is as follows: Saturdays February-June contingent upon funding.
  - e) Supervisors will conduct snapshot observations during afterschool and Saturday academy and give feedback to ensure that all academic programs are rigorous and align with the curriculum.

**Budget and resource alignment**

- Indicate your school's Title I status: X School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy      X Title IA       Title IIA      X Title III       Set Aside      X Grants      X Other-describe here: Focus Money

**Service and program coordination**

Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

- Three math teachers for afterschool - 45 hours per teacher
- Three ELA teachers for afterschool - 39 hours per teacher
- Supervisor for afterschool – 50 hours
- Two paraprofessional for afterschool - 45 hours
- Supervising school aide for afterschool - 50 hours
- Assistant principal per session to conduct observations – 20 hours
- Three math teachers and three ELA teachers for Saturday Academy - 28 hours per teacher
- Social worker for Saturday Academy – 56 hours
- School psychologist for Saturday Academy - 56 hours
- Supervisor for Saturday programs – 36 hours
- Supervising school aide for Saturday Academy – 32 hours
- School secretary for Saturday Academy – 32 hours
- Two paraprofessional for Saturday Academy - 32 hours
- Guidance counselor for Saturday Academy – 32 hours
- Tentative dates for extended day learning are: February 11- April 23. Tentative dates for the Saturday program are: February 16 – April 20.
- Materials through vendor Curriculum Associations LLC to support Common Core test preparation - ELA Test Ready Kit, Math Test Ready Kit
- Materials through vendor Queue Incorporated (Susman Sales Company) to support Common Core test preparation PathFinder ELA Book, CCSS ELA Prep
- Materials through vendor Continental Press Incorporated to support Common Core test preparation - Finish Line Math CCSS ELA Prep
- Allocation for Supplies (Notebooks, Pens, Pencils, Paper, Rulers, Calculators, Folders, Markers, Highlighters, Tri-Fold Boards)

**GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

92% of the teachers according to the 2011-2012 school survey stated that order and discipline are not maintained at my school.

**Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

**Annual Goal #4**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

To create a school environment that is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes we will lower high level (level 3, 4 & 5) incidents from February – June 2013 based on the previous school year by 10% as measured through OORS data.

**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) We will utilize positive behavioral support strategies throughout the course of the building. Deans, in conjunction with their grade assistant principal and their grade guidance counselor will monitor and lead the Roy H Mann positive behavioral program on their grade. We will also utilize a three tier Response to Intervention system throughout the course of the building with monthly meetings by grade. Struggling students will be given academic support and recommend to the School Assessment Team (when previous interventions have failed to show improvement) for evaluation. School psychologist will conduct functional behavioral assessments and create behavioral intervention plans for struggling students with disabilities. The school social worker and guidance counselors will provide at risk counseling, family outreach and family counseling for struggling students.
  - b) The three deans and the assistant principal for safety will be tasked with creating, monitoring and adjusting the Roy H. Mann positive behavioral support program in the building. The Response to Intervention team will meet monthly to discuss students in need of intervention and create action plans for those students. The school assessment team will meet monthly and discuss students who have failed to show improvement from intervention strategies and make a plan to meet with the parent and discuss evaluation the student.
  - c) A dismissal team will monitor the perimeter of the building each day during and immediately after dismissal
  - d) A paraprofessional will monitor the hallways and assist in the lunchrooms
  - e) Progress will be evaluated monthly at RTI meetings, monthly at school safety meetings and weekly by the principal. The principal reviews OORS reports daily to analyze infractions, locations, time of incidents and cross check data in order to determine recidivist offenders.
  - f) Implementation will occur from February-June 2013.

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

X



X

**Service and program coordination**

Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

- Fifteen teacher for dismissal assist team members – 45 hours per teacher
- Funding for safety paraprofessional – full time position March-June
- Fifty six hours per session for school social worker to provide at risk and family counseling as well as attendance outreach for afterschool and on Saturdays
- Thirty two hours per session for guidance counseling to provide at risk counseling and family outreach as well as attendance outreach for afterschool and on Saturdays
- SAPIS worker allocation

We will work in conjunction with:

- the 63<sup>rd</sup> Police Precinct
- the NYPD Explorers Program
- Millennium Development
- Girls for Gender Equity
- Urban Leadership Program
- The School Assessment Team



- c) Utilize the school messenger system to contact parents regarding each workshop
- d) Content area lead teachers will work in conjunction with department assistant principals to create and facilitate parent workshops
- e) Survey for parents to gauge what topics interest them for workshops.
- f) October 2012-June 2013

**Budget and resource alignment**

- Indicate your school's Title I status: X School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy      X Title IA       Title IIA       Title III       Set Aside      X Grants      X Other-describe here: Focus Money

**Service and program coordination**

Once all pedagogical staff is assigned, we will manage funds to cover OPTS including:

- Forty hours per session for teachers to plan and facilitate parent workshops
- Title 1 parent involvement funds for parent workshop

### ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> <li>• Students receive 3 extra periods of instruction per week during the school day</li> <li>• Differentiated Instruction based on Common Core Standards in all ELA Classes</li> <li>• Morning ELA Tutorial Program</li> <li>• After school ELA Program</li> <li>• Saturday ELA Program</li> <li>• Use of ELA technology lab by students</li> </ul>	<ul style="list-style-type: none"> <li>• All students</li> <li>• All students during ELA instruction as a whole group and small group instruction during all classes</li> <li>• Small group and one-to-one tutoring targeting the lowest third and students with disabilities</li> <li>• Small group and one-to-one tutoring targeting the lowest third and students with disabilities</li> <li>• Small group and one-to-one tutoring targeting the lowest third and students with disabilities</li> <li>• Whole group by ELA class</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• During the school day</li> <li>• Before school</li> <li>• Afterschool</li> <li>• Saturdays</li> <li>• During the school day</li> </ul>

	<ul style="list-style-type: none"> <li>• Acuity</li> <li>• Ed Performance Assessments</li> <li>• Student Lunch and Learns</li> </ul>	<ul style="list-style-type: none"> <li>• Whole group by ELA class</li> <li>• Whole group by ELA class</li> <li>• Small groups of ELA teachers</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• During the school day</li> <li>• During the school day</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• Students receive 3 extra periods of instruction per week during the school day</li> <li>• Differentiated Instruction based on Common Core Standards in all Math Classes</li> <li>• Morning Math Tutorial Program</li> <li>• After school Math Program</li> <li>• Saturday Math Program</li> <li>• Use of Math technology lab by students</li> <li>• Acuity</li> </ul>	<ul style="list-style-type: none"> <li>• All students</li> <li>• All students during math instruction Whole group and small group instruction</li> <li>• Small group and one-to-one tutoring targeting the lowest third and students with disabilities</li> <li>• Small group and one-to-one tutoring targeting the lowest third and students with disabilities</li> <li>• Small group and one-to-one tutoring targeting the lowest third and students with disabilities</li> <li>• All students during math class as a whole group</li> <li>• All students during math class as a whole group</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• During the school day</li> <li>• Before school</li> <li>• Afterschool</li> <li>• Saturdays</li> <li>• During the school day</li> <li>• During the school day</li> </ul>

	<ul style="list-style-type: none"> <li>• Ed Performance Assessments</li> <li>• Student Lunch and Learns</li> </ul>	<ul style="list-style-type: none"> <li>• All students during math class as a whole group</li> <li>• Small groups of Math teachers</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• During the school day</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Focus on content enrichment, analytical skills and laboratory analysis</li> <li>• Differentiated Instruction based on Common Core Standards in all Science Classes</li> <li>• Morning Science Tutorial Program</li> <li>• After school Exit Project program</li> <li>• Saturday Exit Project Academy</li> </ul>	<ul style="list-style-type: none"> <li>• All students during science class</li> <li>• All students during science class as a whole group and small group instruction</li> <li>• Small group and one-to-one tutoring targeting the lowest third and students with disabilities</li> <li>• Small group and one-to-one tutoring targeting the lowest third and students with disabilities</li> <li>• Small group and one-to-one tutoring targeting the lowest third and students with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• During the school day</li> <li>• Before school</li> <li>• After school</li> <li>• Saturdays</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>• Focus on DBQ's, project based learning and service learning activities</li> <li>• Differentiated Instruction based on Common Core Standards in all Social Studies Classes</li> </ul>	<ul style="list-style-type: none"> <li>• All students during social studies class</li> <li>• All students during social studies instruction as a whole group and small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• During the school day</li> </ul>

	<ul style="list-style-type: none"> <li>• Morning Social Studies Tutorial Program</li> <li>• After school Exit Project program</li> <li>• Saturday Exit Project Academy</li> </ul>	<ul style="list-style-type: none"> <li>• Small group and one-to-one tutoring targeting the lowest third and students with disabilities</li> <li>• Small group and one-to-one tutoring targeting the lowest third and students with disabilities</li> <li>• Small group and one-to-one tutoring targeting the lowest third and students with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Before school</li> <li>• After school</li> <li>• Saturdays</li> </ul>
ELLs	<ul style="list-style-type: none"> <li>• Pull out small group ELL program</li> <li>• After school ELL program</li> </ul>	<ul style="list-style-type: none"> <li>• Small group and one-to-one tutoring targeting ELL students</li> <li>• Small group and one-to-one tutoring targeting ELL students</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• After school</li> </ul>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> <li>• Guidance Counseling Mandated and At-Risk Counseling</li> <li>• Social Worker Mandated and At-Risk Counseling</li> <li>• School Psychologist At-Risk Counseling</li> <li>• Peer Mediation</li> <li>• Classroom presentations</li> <li>• Incentive Programs</li> <li>• Social Worker Family Counseling</li> </ul>	<ul style="list-style-type: none"> <li>• One-to-one and small group</li> <li>• One-to-one and small group</li> <li>• One-to-one and small group</li> <li>• Small group</li> <li>• Whole class</li> <li>• Whole grade, small group one-to-one</li> <li>• One-to-one, whole family</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day and after school</li> <li>• During the school day and after school</li> <li>• During the school day</li> <li>• During the school day, after school, Saturdays</li> </ul>

	<ul style="list-style-type: none"><li>• SAPIS Program</li></ul>	<ul style="list-style-type: none"><li>• Whole class, one-to-one, small group</li></ul>	<ul style="list-style-type: none"><li>• During the school day and after school</li></ul>
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### **HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

To ensure that all teachers are highly qualified, the payroll secretary will review their certification and licensing to make sure that all teachers have all of the appropriate degree(s) completed and are certified by NY State in their subject area. Teachers are assigned based on the area that they are highly qualified to teach. In order to recruit teachers, the Principal along with subject area Assistant Principals, interview potential candidates on a rolling basis throughout the year. The Principal, along with department Assistant Principals, attend recruiting fairs in the summer in order to recruit highly qualified teachers. To ensure the retention of highly qualified teachers the school administration works in conjunction with the Fordham Partnership Support Organization to provide teachers with professional development throughout the course of the year that will improve teacher pedagogy. In addition, teachers receive direct support from the department Assistant Principals and lead teachers throughout the course of the year. First and second year teachers meet with their mentors who are assigned by the principal. Quarterly professional development sessions are also provided for first and second year teachers.

## **PARENT INVOLVEMENT POLICY (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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 <b>Debra Maldonado/Marge Struk</b>	District <b>22</b>	Borough <b>Brooklyn</b>	School Number <b>078</b>
School Name <b>Roy H. Mann</b>			

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

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

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

### D. School Demographics

Total number of students in school	<b>1085</b>	Total Number of ELLs	<b>45</b>	ELLs as share of total student population (%)	<b>4.15%</b>
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
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
<b>Total</b>	<b>32</b>	<b>1</b>	<b>0</b>	<b>8</b>	<b>2</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>45</b>

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
<b>TOTAL</b>	<b>0</b>													

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
<b>TOTAL</b>	<b>0</b>																			

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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish								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
<b>TOTAL</b>	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.

## A. Programming and Scheduling Information

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

ELL-SWDs are exposed to a wide variety of instructional strategies and grade level materials that provide access to academic content areas while improving their English language proficiency. Sheltered instruction is an approach for teaching contents to ELLs in ways that make the subject matter comprehensible while promoting the student's English language development. There is a high level of student engagement and interaction with the teacher, with other students and with text which leads to elaborated discourse and critical thinking.

Students are taught functional language skills as well as how to negotiate meaning, argue, persuade, disagree and how to ask for clarification. ELL-SWDs are taught in a non-threatening environment where students feel comfortable taking risks with language. Lessons are supplemented with a myriad of materials that are grade and age appropriate including related texts, graphs, models, audio visual and computer based resources.

I.S. 78 uses curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWDs. ESL instructor Puleo is an active part of an IEP team working with special education teachers Sarris and Dougherty to create attainable goals and effective instructional strategies to properly meet the needs of our ELL-SWDs. Teachers and programmer Epstein work together to create scheduling flexibility that allows us to provide the services that meet the critical needs of our ELL-SWDs. I.S. 78 offers flexible programming so that our ELL-SWDs receive their mandated ESL instruction as well as the maximum exposure possible to a general education setting.

Flexible scheduling benefits both students and teachers. Blocks of time can enhance teaming by providing time for teachers to plan together during a common planning time and to develop various learning activities. With blocks of time to facilitate involvement, students benefit from less fragmentation and more engagement in project based learning and interdisciplinary activities, promoting skill application, interpersonal relations and decision making skills related to concrete, relevant problems. This leads to increased student engagement and achievement and positive social ramifications.

Paste response to questions 1-7 here

### Courses Taught in Languages Other than English ⓘ

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

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

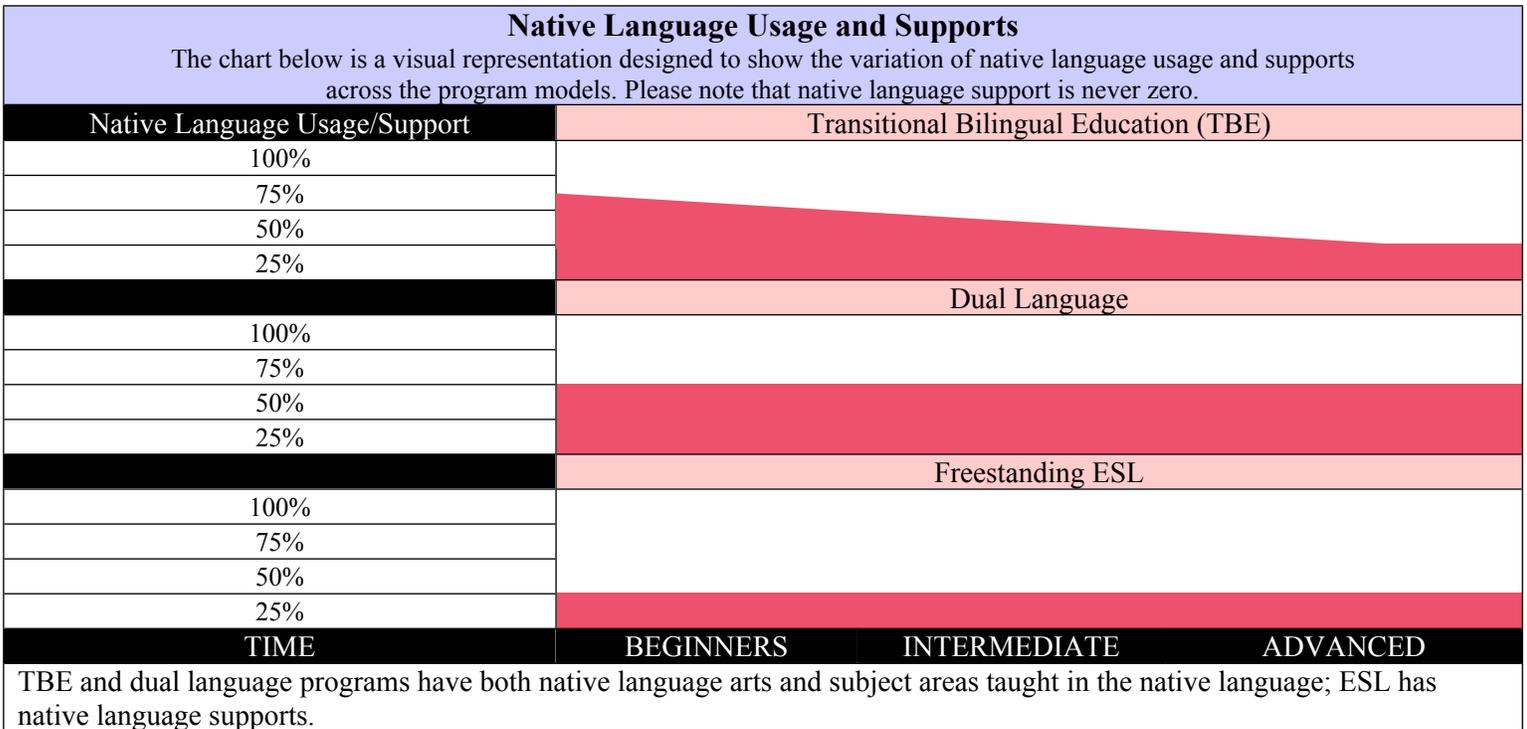
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	N/A			
Social Studies:	N/A			
Math:	N/A			
Science:	N/A			

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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## 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

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

Paste response to questions 1-5 here

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

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

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

## 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 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

## 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
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 G	B							1	0	0				
	I							3	2	2				

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>A</b>							3	7	7				
	<b>P</b>							1	9	6				
READING/ WRITING	<b>B</b>							3	2	7				
	<b>I</b>							2	4	4				
	<b>A</b>							1	6	2				
	<b>P</b>							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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

In the spring, each ELL is administered the NYSESLAT to determine English proficiency. This exam determines whether or not the student continues to qualify for ESL services. Based on the students' performance on the spring 2010 NYSESLAT the proficiency levels of the total number of students are as follows: 13 are at the advanced level, 9 are at the intermediate and 12 are at the beginning of English language development. Two students' scores came back as invalid because they were absent for parts of the exam as well as the subsequent make up sessions. More specifically,

- in the 6th grade there are 3 beginners, 2 intermediate and 3 advanced level ELLs.
- in the 7th grade there are 2 beginners, 4 intermediate and 8 advanced level ELLs. Two student scores came back as invalid.
- in the 8th grade there are 7 beginners, 3 intermediate and 2 advanced level ELLs.

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

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

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

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

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

Each programs success will be based upon its effectiveness in helping our ELLs improve their English proficiency and achievement levels, both in the classroom and on standardized exams. Such effectiveness is measured by data gathered from state exams, periodic assessments and the NYSESLAT. Our data indicates that in 2011, 32 out of 35 of our ELLs scored higher on the NYSESLAT than the previous years. Continued improvement is expected with the implementation of current programs and interventions.

Paste response to questions 1-6 here

## 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

<b>School Name:</b> _____		<b>School DBN:</b> _____	
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: 6      Network: 551**

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

**Part A: Needs Assessment Findings**

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

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

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

The school will make all parent notifications available in written translated form as requested at the student intake meeting. We will utilize an in house teacher to interpret Spanish, French, 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.

## 2012-13 Comprehensive Education Plan (CEP)

### 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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Roy H. Mann	DBN: 22K078
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 38
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 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 38 English Language Learners. Of the total number of students, 13 are at the advanced stage of English language development, 13 are at the intermediate stage and 12 are at the beginning stage of English language development. More specifically, of the 6th graders, 4 are beginners, 3 students are at the intermediate stage, and 8 are advanced level ELLs. In the 7th grade, there is 1 beginner, 4 intermediate and 1 advanced level ELL. Finally, the 8th grade is comprised of 7 beginners, 6 intermediate and 4 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 45 minute 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 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. This extra ESL tutorial allows us to effectively reduce class size. ESL instructor Puleo provides services six periods daily so that each group is smaller in size and instruction can be further individualized and each student's specific needs are effectively met. A student/teacher ratio of 8:1 affords students the opportunity to thrive in a small group setting. This extra ESL tutorial will take place on a daily basis during period 2 from 9:23 to 10:05. This also allows us to provide our ELLs with assistance beyond what is mandated as per CR Part 154. Instruction aimed at improving English Language Proficiency is provided each day until the 122 periods allotted in the Title III budget is exhausted.

## Part B: Direct Instruction Supplemental Program Information

Attendance records, assessments and supplementary student portfolios are kept for each of our participating ELLs. Former ELLs are also invited to participate.

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

Performance indicators reveal that the weakest modalities of our current ELLs' English Language development are reading and writing. Instruction will be especially focused on addressing these critical areas.

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 Asst. Principals Gold and Cusumano, ELA lead teacher Gottesman and fully licensed ESL instructor Puleo. 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 are scheduled for professional days including Election Day and Brooklyn/ Queens Day. Common prep time is also be utilized for further

### Part C: Professional Development

training and collaboration and strategy sharing and will run from September through June. Teachers will be encouraged to take part in QTEL training, NYSABE, and the annual TESOL Conference. In addition, common planning time, which takes place every Thursday from 7:45-8:22 a.m., will also be utilized for professional development blocks. These weekly sessions are ongoing throughout the entire school year.

### 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. ESL instructor Puleo, parent coordinator D'Aleo, and community outreach director and school counselor Ms. Rivera work together in the planning and implementation of parent activities and orientations. Letters informing parents of such events are sent home with students. Translated versions are available so that information is sent in each student's home language. Follow-up phone calls are made to ensure notification and full parental engagement and participation. Parents and guardians of all of our current and former ELLs are invited to participate in such events. Topics and themes include multicultural celebrations, festivals, award ceremonies, periodic orientations and information nights where assessments, curriculum, promotional criteria, accommodations and learning strategies are thoroughly explored and discussed.

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