



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME: ANNE HUTCHINSON - PUBLIC SCHOOL 78**

**DBN: 11X078**

**PRINCIPAL: CLAUDINA SKERRITT**

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**SUPERINTENDENT: ELIZABETH WHITE**

## 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
Claudina Skerritt	*Principal or Designee	
Tamika Tolliver	*UFT Chapter Leader or Designee	
Carol Richards	*Designated PTA Co-President	
Jeanette Roman	DC 37 Representative, if applicable	
NA	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
NA	CBO Representative, if applicable	
Stephanie Geary	Member/Teacher	
Jacquelyn Austin	Member/Teacher	
Ouriel Dussard	Member/Parent(PTA Co-President)	
Nikola Blake-Lopez	Member/Parent(Title1Chairperson)	
Natoya Saunders-Dussard	Member/Parent	
Diana Campbell	Member/Parent	
	Member/	

\*\* 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**

- Extend pedagogical practices to align with curricular goals to ensure optimal student engagement. (Quality Review – May 2012 page 5)

### **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

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

### **Annual Goal #1**

By June 2013 school leaders will conduct walkthroughs, class visits, frequent observations with formative feedback moving 80% of teachers one or more levels along the continuum in components 1e, 3b, & 3d as evidenced on the Danielson framework.

### **Instructional strategies/activities**

The Danielson Framework develops teacher pedagogy from a coherent set of beliefs about how students learn best. It also provides a clear format for teacher development, self-evaluation and self-reflection of practices leading to effective change. Teachers have expressed how the framework has provided clear expectations and specific next steps towards improving instructional practices. As a school utilizing this framework for the second year, we will be emphasizing Component 1: Planning and Preparation and Component 3: Instruction, as outlined in the Citywide Instructional Expectations. Teachers will actively pursue professional growth with an emphasis on the following elements of the framework: Designing Coherent Instruction (1e), Using Questioning and Discussion (3b) and Using Assessment in Instruction (3d).

From September 2012 – June 2013 the following strategies and activities that will be used to achieve the above goal are:

- Supervisors will meet with teachers in cycles (beginning mid and end of the year) to set, monitor and assess goal with action plans in their identified domains.
  - Supervisors will provide frequent observations with formative feedback, as well as, professional development focused on improving student learning.
  - Teachers will deepen their understanding of the framework through the implementation of their action plans and supervisory feedback. Action plans include opportunities for buddy activities, inter-visitations, attending afterschool workshops and viewing educational videos through PD 360 and ARIS Learn.
  - Teachers will reflect on and shift daily practice, aligned to Common Core units with an emphasis on student work and data driven instruction.
  - Teachers will participate in professional development sessions identified on school menu of PD opportunities (Charlotte Danielson Domain 1 Planning and Preparation/Designing Coherent Instruction, Use of Bloom's Taxonomy and Depth of Knowledge to Enhance Academic Rigor, Obtaining, Analyzing and Using Data to Inform Instruction, and to Adjust Instruction to Meet Student Needs)
- Key personnel and other resources utilized for implementation will include the Principal, Asst. Principal, teachers, coaches, data specialist and AIS teachers.

Targets to evaluate our progress, effectiveness and impact will include class visits, observations and goal review sessions utilizing the Danielson Rubric.

~By March 2013, using the Danielson rubric and internal learning walks, teachers should move 1 level or more along the continuum.

~By June 2013, we will use the following assessment tool to measure progress and plan next steps: Use of our school data base reporting system – School Pace, Task Bundles and Self-evaluation conducted by School Leadership Team.

**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.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: Title 1 Priority / Focus  
 SWP \_\_\_\_\_

**Service and program coordination**

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Online Web Based Program – PD 360, Observation 360 & CCLS (TL - FSF)

Afterschool Workshops / Per Session for teachers - 15 teachers X 12 days X 2 hours (Title 1 P/F)

**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**

- Further refine inquiry practices across teacher teams to ensure accurate identification of teaching assessment strategies that yield positive student outcomes and impact on school practices. (Quality Review – May 2012 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.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

**Annual Goal #2**

By June 2013, 90% of all teacher teams will engage in a structured professional collaboration using a refine inquiry approach. Teams will use student work, data tracking sheet and share best strategies to improve student progress and teacher practice.

**Instructional strategies/activities**

The Collaborative Inquiry Process has allowed us to grow as a professional learning community. We have a school-wide process comprised of facilitators and teacher teams on each grade (K-5), which has been a successful journey. Based on Teacher Team reflections from the previous year, teams met their SMART Goals and shared the benefits of the model in terms of improving student progress and teacher practice. We are continuing to use the process to effectively look at student work to inform instruction and share strategies to address student needs. Our Inquiry Team continues to work collaboratively making data informed decisions based on the Progress Report, Periodic Assessments, N.Y.S. Exams and ECLAS results. Through our present partnership with the American Reading Company (ARC) we are aligning daily instruction to Common Core Learning Standards (CCLS) focusing on Common Core Reading Anchor Standards 1, 2 & 3 while addressing grade specific standards that students must demonstrate. The ARC Coach provides classroom support in the implementation of CCLS and Response to Intervention initiatives utilizing School Pace to track student progress in reading.

From September 2012 – June 2013 the following strategies and activities that will be used to achieve the above goal are:

- The Inquiry Core Group, which is comprised of, data specialist, coaches, lead teachers and facilitator will analyze the data, monitor and track student progress, set goals for students based on ECLAS, indicators of the Item Analysis (2011-2012) and look at student work to improve the sub-groups as well as students in Tier 1 & 2. Teacher Teams will continue to meet regularly with the established protocol – an agenda and minutes present at each meeting and protocol in place for looking at student work.
- Each team member will have access to the team’s data tracking sheet which highlights pre (baseline) & post assessment, and skills or concept checkpoint results. Teams will consistently analyze assessment data, student work, lesson plans and note areas of strength, challenge and critical need for focused students. Teams will work collaboratively to make data informed decisions based on the Progress Report, Periodic Assessments, ELA and Math State Exams, ECLAS and the study of student work. Teams will conduct low inference observation.
- Greater emphasis will be made on sharing of best practices including discussion of teaching strategies that can move student to the next level. Each team will create and reinforce its SMART goals. Based on the SMART goals, short term goals will be created with a specific focus to improve student progress. The teams will then investigate the target population, develop differentiated instructional strategies then share their work with the school community.
- Teachers have lead into an inquiry of the Common Core Learning Standards developing the curricular aligned to CCLS while embedding the CCLS Literacy Tasks into Units of Study. Citywide Instructional Expectations emphasize rigorous daily learning experiences, looking at student work and adjusting teacher practice. Following the format of the Task Bundle, activities are now scaffold and each unit now has a formative and summative assessment. The Data Calendar is used to monitor and adjust curricular, instruction and assessment practices in response to student learning needs and to the expectation of CCLS.

- Exemplary pieces of student responsive work are displayed on exemplary bulletin boards inside and outside the classroom. In addition, an exemplar binder which includes two (2) exemplar student pieces from each teacher is created to serve as a model. Through our partnership with American Reading Company, Reading Lab-Sites have been created on each grade level to provide models of instruction aligned to the standards for classroom teachers.
- Teachers are currently participating in our professional Development Sessions. Before each session, a PD 360 video is shown relating to teacher practices and immersion of the CCLS. A menu of PD opportunities was distributed to staff. (PD 360 Videos: Question and Techniques-Questioning to Stimulate Learning and Thinking, Managing and Monitoring Student Learning, Designing Coherent Instruction-Teaching Strategies; School Based PD Opportunities: Obtaining, Analyzing and Using Data to Inform Instruction, and to Adjust Instruction to Meet Student Needs, Obtaining, Analyzing and Using Data to Inform Instruction, and to Adjust Instruction to Meet Student Needs, Alignment of Scoring Rubric and Feedback to CCLS / Identification of Students, Strengths and Next Steps, Using RTI Model to Support Student Academic Growth)
- Our Extended Day Programs (after school and Saturday Academy) materials (Crosswalk Coach and Reading Clinics) are fully aligned to CCLS. For each program, students are grouped by levels of ability to maximize and differentiate instruction. The structure for after school is: students will receive approximately two and half hours of rich literacy instruction on Tuesdays and Thursdays. At the beginning of each lesson or topic students are diagnosed. Based on the diagnostic results, appropriate lessons or skills are emphasized. At the end of the topic, a cumulative assessment is given to assess growth or mastery. The structure for Saturday Academy is: students will receive one and half hours of reading and one and half hours of math instruction. Students will be given a beginning, mid and end assessment.
- ELT - Project Read is a three day program (Tuesday – Thursday) that serves at risk kindergarten and first grade students in reading. The sessions are divided into to 45 minute periods (period one – one on one tutoring support for homework; period two – whole/small group instruction with one on one support).

The key personnel and other resources utilized for implementation will include the Principal, Asst. Principal, teachers, coaches, data specialist and AIS teachers. Targets to evaluate our progress, effectiveness and impact will include summative assessment, frequent classroom observation, a status report that will be created by each team highlighting Issues, Solutions and Follow up required, re-administration of baseline assessment. By June 2013, full alignment of assessment, curriculum and instruction to CCLS and professional development to generate school-wide change. During Team Meetings, teachers will collaborate and formulate common strategies across the grade to increase student progress and performance on state exams. In addition, as evidenced on each team's tracking form students will master or make progress in identified areas of need.

**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.  
 Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants     Focus \_\_\_\_\_ Other-describe here: Title 1 Priority /

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).  
iReady – (TL - FSF)  
Imagine Learning – (TL - FSF)  
Consultant Support - ARC (TL – FSF & Title 1 P/F)  
Jan. 2 – April 11; Afterschool Program – Per Session for Teachers – 12 teachers x 34 days x 2 hours; Instructional Materials: ELA: Crosswalk Coach to Common Core & Reading Common Core Clinics; Math: Crosswalk Coach to Common Core  
Jan. 12 – April 13; Saturday Classes – Per Session for Teachers - 10 teachers x 9 days x 4 hours; Instructional Materials: ELA: Crosswalk Coach to Common Core & Reading Common Core Clinics; Math: Common Core Clinics  
Feb. 12 – June 4; Project Read Expanded Learning – Per Session for Teachers – 2 teachers x 45 days x 2.5 hours; Program & Materials (Title 1 P/F)



### **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**

- Enhance processes for capturing current school wide data that results in greater efficiency in identifying school wide trends. (Quality Review – May 2012 page 5)

#### **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

X 4.5 Use of data, instructional practices and student learning

#### **Annual Goal #3**

By June 2013, using the RTI approach, 80% of our Tier 2 & 3 students will receive support in math through our research-based intervention programs matched to student needs.

#### **Instructional strategies/activities**

RTI is a state mandated approach used to provide interventions and support for struggling students. This approach was also outlined in the DOE Expectations 2011-2012 – All students including Students with Disabilities (SWD) must be cognitively engaged. Through the RTI Approach we are looking closely at our Students with Disabilities and Latino / Hispanic Student Groups. Push in and pull out support is provided based on need along with monitoring and tracking efforts through google.docs and the use of the Data Calendar. According to Renaissance Learning, in a Response to Intervention (RTI) framework, Accelerated Math serves two functions. It facilitates differentiated math practice, which boosts achievement for all students in all tiers. At the same time, it provides a stream of data that helps the teachers to evaluate their own instruction, identify student needs early and intervene quickly and effectively. In addition, teachers utilize the Everyday Math Program with modifications as we move towards full CCLS implementation. EDM is standard based and includes differentiated options for all lessons (readiness, enrichment, ELLS, Literacy and Art). The program also includes a checklist for Monitoring and Tracking student progress.

From September 2012 – June 2013 the following strategies and activities that will be used to achieve the above goal are:

- Utilization of the RTI approach to maximize the use of the research – based technology programs – Renaissance – Accelerated Math and Mind Research Math to target specific skills and reach students of all levels of academic and language proficiency. Teachers will closely monitor and track student progress, provide meaningful instruction in Tier 1, use each program with fidelity and document different strategies and techniques. Renaissance and Mind Research Math will allow students to demonstrate real, practical concepts that our students will need for college and career.
- Response to Intervention Committee will meet two times per month to discuss how to improve student outcomes. The focus of the meetings will be on student work, assessment results, monitoring students' progress and performance. Members will be assigned to specific students and or cohorts to track progress.
- Alignment of CCLS, UDL and Project-based activities (aligned to EDM Math) will be embedded into the math units. We will continue to use the math focus sheets aligned to CCLS with the added emphasis on the differentiated instructional component; the Everyday Mathematics (EDM) checklist to monitor and track individual progress, utilize all available data to provide differentiated instruction for whole / small groups; and math lab sites on each grade to provide a model for teachers.
- Teachers will meet on grade level and cross functional teams to review student data gathered from periodic assessments, student work, and Accelerate and ST Math reports. As a group we will decide the follow up activities and agenda for the next meeting.
- PD menu of opportunities will be provided to staff (Charlotte Danielson, Planning and Preparation / Designing Coherent Instruction, Incorporating Renaissance Report in the Curriculum, Using RTI Model to Support Academic Growth and Incorporating CCLS into EDM Math Lessons).
- Grading policies and practices across the school will be accessible to capture school wide trends about student mastery and performance trends through our school data base programs – google.docs.

- A protocol for looking at data and student work is embedded in the culture of the building. This process for looking at student work identifies instructional strategies to meet individual needs.
- Our Extended Day Programs (after school and Saturday Academy) materials (Crosswalk Coach and Reading Clinics) are fully aligned to CCLS. For each program, students are grouped by levels of ability to maximize and differentiate instruction. The structure for after school is: students will receive approximately two and half hours of rich literacy instruction on Wednesdays and Thursdays. At the beginning of each lesson or topic students are diagnosed. Based on the diagnostic results, appropriate lessons or skills are emphasized. At the end of the topic, a cumulative assessment is given to assess growth or mastery. The structure for Saturday Academy is: students will receive one and half hours of math instruction. Students will be given a beginning, mid and end assessment.

The key personnel and other resources utilized for implementation will include the Principal, Asst. Principal, teachers, math coach, data specialist and AIS teachers, and external staff developers.

Targets to evaluate our progress, effectiveness and impact will include performance from the afterschool beginning, mid and end assessments, results from the Task Bundles #1 & 2 formative and summative results, daily reports generated from Accelerated and ST Math and patterns and trends from school-wide tracking system – Google.doc. In addition, assessing personalized assignments generated by Accelerated Math based on student performance, progress monitoring and diagnostic data will also serve as out targets for effectiveness. By June 2013, students in Tier 2 & 3 will perform at level 2 or above on the NYS Math Exam.

**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.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Renaissance – (TL – FSF); Materials: Scanners 9 @ \$611.00 Totaling \$5,500.00; Supplies: \$10,000.00 copy paper, notebooks, folders, pencils  
ST Math – Laptops & Cart (TL- FSF)

**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**

- No major recommendations were cited in the SCRA or the 2011/2012 DOE Quality Review.

**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**

- By June 2013, there will be a 10% decrease or more of our students needing support in the development of their social and emotional growth.

**Instructional strategies/activities**

Our goal will be accomplished through the continued implementation of PBIS (Positive Behavioral Interventions and Supports) a three tier intervention model. Students are supported as follows: Tier 1 whole school; Tier 2 (including Tier 1 interventions) on a case by case basis for students who need more targeted interventions; and Tier 3 (including Tier 1 & 2 interventions) for students who need more intensive interventions. In addition, PBIS is embedded in our culture through our four Zone Expectation components to be safe, respectful, responsible and prepared. On a daily basis the entire school community utilizes The Behavior Expectation Matrix, which incorporates the Zone Expectations. To further support our efforts we have formed a partnership with Astor Child Guidance Center providing students and families with on site services.

From September, 2012 – June, 2013, the following strategies will be implemented to support our goal:

- PBIS Parent & Staff Handbook will be distributed (September, Tier 1)
- Staff will review The Behavior Expectation Matrix with students reinforcing the Zone Expectations to be safe, responsible, respectful and prepared (September – June, Tier 1)
- Rewards for following the Zone Expectations are: Movie Incentive (once a month), Cubz Tickets issued to students in the Zone to purchase prizes at the Butterfly Store (once a month), Incentive Trips (three times a year), Butterfly Gram Award (students selected weekly to receive award and name announced on the PA), Principal’s Luncheon for students consistently in the Zone throughout the year (June, Tier 1)
- SWIS (School Wide Information System) to monitor and track student behavior; forms are submitted by staff to the Dean. The Dean reviews the information and in conjunction with the Assistant Principal determines the appropriate consequence. The Dean analyzes the data and records the types of behaviors occurring and the frequency. (Tier 2)
- Check In / Check Out, Staff are assigned a Tier 2 student providing positive reinforcement and immediate feedback (Tier 2)
- RTI Committee (Response to Intervention) utilizing a multi-tiered collaborative problem-solving intervention model to provide increased interventions based upon student needs. BIC Committee (Behavior Intervention) a subcommittee of the RTI Committee focused specifically on student behavior using the multi-tiered approach (committees meet bi-weekly. Tier 2 & 3)
- At Risk counseling by Guidance Counselor (eight week cycles, Tier 2)
- Astor Child Services; Clinician on school cite (Tuesday & Thursday weekly, September - June) to help students with problems such as negative self-concept, problems controlling behavior and emotions, sibling or parental conflicts; Psychiatric and psychological evaluations also available (Tier 3)

The strategies indicated above will be implemented by the Principal, Assistant Principals, Guidance Counselors, School Based Support Team, RTI and BIC Committees, Classroom Teachers, Dean, Parent Coordinator and Outside Agency.

Targets to evaluate the progress, effectiveness and impact of the strategies and activities indicated above are SWIS Forms (School Wide Information System) and OORS (DOE ON-line Recording System). Based upon the data collected next steps will be determined.

**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.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

SWISS (School Wide Information System – Monitoring & Tracking) – (TL – FSF)

## **GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

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**

No major recommendations were cited in the SCRA or the 2011/2012 DOE Quality Review.

### **Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

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

6.2 Welcoming environment                       6.4 Partnerships and responsibility  
 6.3 Reciprocal communication                       6.5. Use of data and families

### **Annual Goal #5**

By June, 2013, to increase parent involvement by 8%, School Leaders and Staff will engage families in an open exchange of information regarding students' progress and school wide initiatives evidenced by Parent Activity Logs.

### **Strategies to increase parental involvement and engagement**

Through our School Leadership Team and Parent Involvement Committee, school leaders and staff will engage families in an open exchange of information regarding students' progress toward state, city and school expectations. The School Leadership Team works closely with the Parent Involvement Committee, PTA Executive Board and Title 1 Executive Board to promote all school initiatives encouraging parent and child engagement. It is our strong belief with the support and consistent involvement of parents, our students will achieve high academic standards and become lifelong learners.

From September, 2012 – June, 2013, the following strategies will be implemented to increase parent engagement:

- Monthly Parent Involvement Committee Meetings comprised of School Leaders, Staff, PTA Executive Board & open to all parents
- PS 78 Newsflash Newsletter created by the Parent Involvement Committee (monthly)
- Parent Handbook (distributed in September) outlining all school programs and pertinent information
- School Calendar (distributed in September) outlining all school events for the year; and monthly calendar
- Full time Parent Coordinator
- School Messenger (Phone Messenger System)
- Parent Open House (September) teachers provide parents an overview of the grade / class expectations, school policy
- Recognition of Student Achievement via Awards' Programs (November, March & June)
- Class Celebrations for ELA & Math Units of Study (every 6 to 8 weeks)
- Parent Workshops attached to Monthly PTA Meetings (morning and or evening) topics: CCLS, ELA & Math Task Bundles, ELA & Math State Exam, ARIS, School Pace Monitoring and Tracking, Progress Report, Learning Environment Survey
- School Share Fair (Fall & Spring) highlighting student success, academic and extra-curricula activities
- Family Game Night (Fall & Spring)
- Parent and Child Movie Night (Winter & Spring)
- Seasonal Programs highlighting Students' talents (December, February & May)
- Fabulous Fridays' Enrichment Culminating Activity – In three cycles (September – December; January – March; April – June) students in Grades K-5, participate in enrichment activities focused on the arts and sports. Each cycle ends with a culminating activity showcasing their talent for parents. (December, March & June)

The strategies indicated above will be implemented by the Principal, Assistant Principals, School Leadership Team, Parent Involvement Committee, Literacy Coach, Math Staff Developer, ESL Teacher, Data Specialist, Classroom Teachers, Parent Coordinator and Network Support.

Targets to evaluate the progress, effectiveness and impact of the strategies and activities indicated above are the Parent Activity Logs and Learning Environment Survey. Based upon the data collected from these documents, our strengths and next steps will be determined.

**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.

Tax Levy   
 Title IA   
 Title IIA   
 Title III   
 Set Aside   
 Grants   
 Engagement \_\_\_\_\_

Other-describe: Title SWP &  
Title 1 Priority Focus SWP Parent

**Service and program coordination**

Funding will be allocated to engage parents as follows: Identified Staff will conduct a series of four workshops (two hours per workshop) from March, 2013 through April, 2013. The focus of each session will be: Session 1 - Promotion in Doubt, strategies and techniques to support their child; Session 2 – Alignment of the new Common Core Learning Standards to ELA; Session 3 - Alignment of the new Common Core Learning Standards to Math; and Department of Education Citywide Expectations. All parents from Kindergarten through Fifth Grade will be invited to attend, emphasizing the importance of attending all sessions. For each session parents will receive materials and or supplies (as indicated below). In addition, funds will be allocated to implement the parent workshops (topics indicated above) attached to monthly Parent Teaching Meetings and or initiatives stated above.

Title 1 – Parent Workshops (attached to PTA Meetings, topics indicated above) 8 sessions x 12 Hours x 4 teachers + 1 supervisor - \$2,544.00;

Materials & Supplies (handouts for test prep, task bundles, CCLS, etc; copy paper, folders, pencils, markers) – \$2,000.00; Refreshments - \$313.00

Title 1 Priority – Leadership Training - \$1,000 PC & PTA President; School Messenger - \$1,650.00;

Parent Workshops (Four Session Series, March – April, topics indicated above) 4 sessions x 8 hours x 2 teachers + 1 supervisor - \$1,024.00

Materials & Supplies for Workshops (100 Book Challenge Skills Cards CCLS Classroom Packs 2 packs @ \$39.20 (Gr.K-2) & 2 packs @ \$64.80 (Gr.3-5), Read at Home Family Involvement Kits 5 @ \$49.00, Calendar of Home Activities 25 @ \$2.85; Understanding NY ELA & Math Common Core Learning Standards ELA-3 Packs of 25 @ \$172.00, Math-3 Packs of 25 @ \$390.00; handouts ELA & Math Units of Study, copy paper, pencils, markers, folders –I materials- \$2,210.25 + supplies \$300.00 total \$2,510.25

Materials for Scheduled Activities (Share Fair, Game Night, Monthly Newsletter) - \$678.75 ; Refreshments - \$500.00

**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	<p>-Imagine Learning Computer based Instructional Program that strengthens reading ability and develops literacy skills (Grades K-5)</p> <p>-Foundations lessons focus on sequenced skills that include print knowledge, alphabet awareness, phonological awareness, decoding, vocabulary, fluency and spelling (Grades K-3)</p> <p>-iReady web based program that identifies and addresses student's needs. It diagnoses, instructs and monitors student progress in these domains- Phonological Awareness, Phonics, High Frequency Words, Vocabulary and</p>	<p>Independent</p> <p>-Whole Group</p> <p>-Independent</p>	<p>-During the School Day available to all students as needed, presently servicing 280 students</p> <p>-During the School Day to 450 students</p> <p>-During the School Day to 450 students</p>



	<p>for Intervention (web-based) The program includes a baseline assessment that gives the teacher immediate feedback so that the teacher can provide targeted instruction for whole class, small groups and individuals. Students work online and pencil and paper.</p> <p>-ST Math for Grades 2 &amp; 3 (web-based) math program that allows students to problem solve in all areas and utilize Spatial temporal reasoning.</p> <p>-Ladders to Success-the High Interest Workbooks are Designed to Help Struggling Students Master 10 Fundamental Grade Appropriate Math Skills</p> <p>-Extended Day Program – Crosswalk to Coach for the Common Core</p> <p>-Saturday Program Common Core Clinic Books</p> <p>-21<sup>st</sup> Century Grant – Five day program that will allow us to provide more students additional instruction in ELA and Math; and Enrichment Activities</p>	<p>-Independent</p> <p>-Small Group</p> <p>- Whole &amp; Small Group</p> <p>-Whole &amp; Small Group</p> <p>-Whole &amp; Small Group</p>	<p>-During the School Day to 200 students</p> <p>-During the School Day</p> <p>-During the After School Program (Tuesday-Thursday) to 300 students</p> <p>-Saturday to 150 students</p> <p>During the School Year, After School (Monday-Friday) to 100 students</p> <p>-During the Summer (Monday-Friday)</p>
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Science	-Harcourt (Grades 4 & 5); Foss (Grades K-3); Units of Study aligned to the Science Scope and Sequence	-Whole & Small Group (flexible groups based upon needs)	-During the School Day to 150 students
Social Studies	-Units of Study aligned to the Social Studies Scope and Sequence and are paced based on the curriculum used on each grade.	-Whole & Small Group (flexible groups based upon needs)	-During the School Day to 150 students
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	BIC (Behavior Intervention) (subcommittee of RTI-Response to Intervention) students are provided At-risk services as needed by Guidance Counselors & or on site Clinician (partnership with Astor Child Services)	-Small Group and or One on One	- During the School Day At Risk Services are available to all students as the needed

### **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.

The Anne Hutchinson School – PS 78, is committed to providing a nurturing environment which will enable all students to learn and achieve high academic standards. It is with this goal in mind that we thrive to ensure our staff is highly qualified. To achieve this goal the Leadership Team (Principal, Assistant Principals, Coaches, IEP Teacher) private consultant and CFN Network to provide differentiated professional development to support staff. Based upon the needs of the Staff, a menu of Professional Development Opportunities conducted during Grade Meetings and after school (September through June) is distributed to the staff. In addition, the Supervisors meet with staff throughout the school year to set/monitor goals (based upon the Charlotte Danielson Framework); consistent and timely feedback via informal and formal observations; and for data conferences to monitor and track student progress. Also to further support non-tenured staff mentors are assigned. Lastly recruitment and staffing assignments are made based upon the needs of the school. Therefore prior to interviewing candidates, resumes are reviewed carefully, to identify the qualifications of the candidate and if they meet the needs of the school.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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**

The Anne Hutchinson School – Public School 78, 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/Ben Waxman</b>	District <b>11</b>	Borough <b>Bronx</b>	School Number <b>078</b>
School Name <b>The Anne Hutchinson School, PS 78</b>			

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

Principal <b>Claudina Skerritt</b>	Assistant Principal <b>Geraldine Mastropolo</b>
Coach <b>Tamika Tolliver</b>	Coach <b>Kerry Ann Roberts</b>
ESL Teacher <b>Aida Hernandez</b>	Guidance Counselor <b>Digna Rozon, Bilingual</b>
Teacher/Subject Area <b>Yvonne Mitchell, Data Speciali</b>	Parent
Teacher/Subject Area <b>Samatha Rizzi, AIS</b>	Parent Coordinator <b>Melissa Perez</b>
Related Service Provider <b>Yvonne Lewis-Weatherhill, SET</b>	Other <b>JoAnne Lori, Teacher</b>
Network Leader	Other <b>Geraldine Buckle</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>771</b>	Total Number of ELLs	<b>47</b>	ELLs as share of total student population (%)	<b>6.10%</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. 

1a. During registration, parents/guardians of students who enter a New York City Public School are given a Home Language Identification Survey (HLIS) to fill out. An oral interview is given to the student/family in English or native language by the ESL teacher or a pedagogue to assist in determining the home language. If the student is transferring from another public school, transfer folders and testing history are viewed.

1b. The ESL teacher, Mrs. Aida Hernandez, who speaks both English and Spanish, review the HLIS. If questions 1-4 and any two responses to questions 5-7 indicate a language other than English is used at home, these students are flagged. The ESL teacher administers the Language Assessment Battery Exam (LAB-R) within ten days of registration. The ESL teacher then conducts an informal oral interview in English and in the Native Language to determine if the student is eligible for the LAB-R assessment. If the student is unable to understand more than three questions in English, the English LAB-R is stopped and then LAB-R is administered in Spanish. The LAB-R is hand scored, reviewed and students who score below the grade specific benchmark are identified as ELLs. The ESL teacher determines the correct placement for each individual student.

1c. During the spring, ELL students are given the New York State English as a Second Language Achievement Test (NYSESLAT) and are evaluated annually. The ATS report used to determine NYSESLAT eligibility is the NYSESLAT Exam history report (RLAT).

2. When a student is identified as an ELL, parents/guardians are notified via written in their native language. Each parent receives a "Parent Entitlement Letter" and is invited to attend a Parent Orientation session conducted by Mrs. Aida Hernandez, the ESL teacher. parents/guardians attend the orientation session where they view the orientation video and receive information on the different program options that are available. The options are: Transitional Bilingual, Dual Language and Freestanding ESL. Materials and parent orientation are provided in the native language and are explained orally and in writing to the parents/guardians. Also discussed at the orientation are the support programs that are available for the ELLs such as after school programs, Saturday classes and summer school. The Parent Survey and Program Selection forms are completed at this time.

3. Once a student is determined an ELL, the entitlement letters are sent to the parents along with the parent survey and program selection form regarding the orientation. After the orientation, copies of the selection letters, parent surveys and selection forms are collected and placed in a binder. Parents/guardians who didn't attend the Parent Orientation and/or haven't completed the Parent Survey and Program Selection forms are notified in writing. Follow up phone calls are made to contact parents/guardians to ask them to come to school. As a last resort, if the parents/guardians still hasn't responded, the child is placed in our Freestanding ESL Program and a list is kept of students that do not have Parent Survey and Program Selection. When we have enough students in two consecutive grades a bilingual program is opened. Copies of the Parent Survey and Parent Selection Forms are maintained on file by the ESL teacher, Mrs. Aida Hernandez.

4. After the student is entitled for an ESL program, a placement letter is sent to the parent/guardian in their native language and copies are kept on file. For students who continue to received ELL services from last year, continued entitlement letters are sent to their

parent/guardian in their native language and copies are also kept on file. An ELL is entitled to placement in a bilingual program if there are enough entitled ELL's with the same native language in the same grade(s) or two consecutive grades in the school. The option to select a dual language program, transitional bilingual class or a freestanding English as a Second Language program are all discussed during the orientation process in the parents/guardian native language. The majority of our parents/guardians at PS 78 select a freestanding ESL program. However, we keep a list of parent's choice for Bilingual programs and when there are enough students to open a bilingual program in two consecutive grades, we would open a Bilingual class.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, the surveys indicate that 100% of parents select and prefer Freestanding English as a Second Language as their first choice, rather than dual language or transitional bilingual programs.

6. The program models offered at PS 78 are aligned with parent requests. Currently at PS 78, all ELL students are placed in Freestanding English as a Second Language Program.

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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#### 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	To t #
<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	47	Newcomers (ELLs receiving service 0-3 years)	25
Special Education			12

Number of ELLs by Subgroups					
SIFE	0	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	1

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. ①

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	25	0	6	9	0	5	1	0	1	35
Total	25	0	6	9	0	5	1	0	1	35

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	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0

**Dual Language (ELLs/EPs)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

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

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

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

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	5	7	7	4	6								34
Chinese			1											1
Russian														0
Bengali														0
Urdu	1													1
Arabic														0
Haitian						1								1
French						1								1
Korean														0
Punjabi														0
Polish														0
Albanian														0

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other	2	2	1		1									6
<b>TOTAL</b>	<b>8</b>	<b>7</b>	<b>9</b>	<b>7</b>	<b>5</b>	<b>8</b>	<b>0</b>	<b>44</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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?

1a. ELL instruction is delivered primarily by the school's ESL teacher with support from identified classrooms on each grade. The organizational models used at PS 78 is a pull-out (PO). This organization facilitates the plan for academic language development, as the strategies being taught in the grade level classroom will be reinforced by the ESL teacher within our balanced literacy instructional model. While working within the construct of this model, the ESL teacher utilizes methodologies and approaches recommended for our language learners such as, total physical response and language experience approach. These approaches are supported with a variety of technological approaches (computers, personal audio recorders, etc.).

The Principal, Assistant Principal and the ESL teacher meet on a monthly basis with the designated ELL classroom teachers.

1b. The PO model utilizes a primarily homogeneous grouping of students with the same proficiency levels in one group. The student's proficiency levels are based on the LAB-R and NYSESLAT results.

2a. In order to meet the linguistic needs of our ELL's, parental choice and CR part 154 mandates, PS 78's language allocation policy will consist of an ESL program in which beginners and intermediate level students will receive 360 minutes of ESL instruction and those students who tested at the advanced level of proficiency will receive 180 minutes per week. The advanced students are seen in a PO model during the skills block where writing skills are strengthened. Beginning and intermediate level students receive both PI and PO support. PI takes place during the intervention block while PO occurs throughout the school day.

## A. Programming and Scheduling Information

3. The methodology used in the PO model includes explicit content area instruction according to the specific grade standards and instruction. ESL teachers, classroom and intervention teachers plan together. The ESL teacher supports vocabulary, sentence structure, word study, and phonemic awareness in the appropriate daily lessons. This provides focused consistency of learning. Because content area instruction is so interwoven into our English Language Arts Program, the strategies that will be used are part of the balanced literacy effective teaching practices. These practices include: individual assessment through conferencing, scaffolding, use of glossaries and artifacts, multi-cultural and literature-rich classroom libraries in English (with texts available in the native language) lending libraries for home, audio/listening centers, word wall (with visual aids), flow of the day (with visual aids), charts modeling correct language use, and strategy charts reflective of current units of study in reading, writing, math, science and social studies.

4. Our ELL students are appropriately evaluated in their native language by using a calendar that is included in the memorandum with the answer document submission dates. the Spanish LAB is also administered once to first time enrollees who do not test out on the English LAB-R and who have a home language of Spanish.

5. At PS 78 ELL subgroups are differentiated as follows:

### 5a. SIFE:

Currently we do not service students with Interrupted Formal Education(SIFEs). If we did, our plan would provide for these students to receive after school and Saturday intervention programs to support additional enrichment.

### 5b. Newcomers:

Instruction of ELLs is differentiated based upon the individual needs of students. The new comer students at PS 78 are given opportunities to work independently as well as working cooperatively with peers. All ELLs are offered the opportunity to participate in Supplemental Education Services (SES), as well as extended learning opportunities (ELO). These activities are scheduled after the school day. The programs provide support in math and literacy. Homework assistance is provided and independent reading is encouraged to support our 100 Book Challenge Reading and writing program. This program fosters the love of reading and increases reading stamina while students individually read books at their independent levels. In addition, ELL students expected to participate in the ELA testing (after one year of English Language Instruction) in grades 3, 4, and 5 will have the opportunity to participate in our school's Saturday Test Preparation Program, beginning January and culminating in April to address grade specific needs in reading, writing and listening and math. A wide range of materials will be used to support instruction such as visual aids, manipulatives (particularly to reinforce letter-sound relationships), big books, vocabulary cards, various word study activity kits and texts with audio supplement.

### 5c. ELLs 4-6 Years:

For our 4-6 year Ells, students are supported in their literacy skills as well as their skills in English language acquisition. Individualized intervention plans are developed to support their academic success. The students work more in the area of writing and it includes: exploring text organization, developing complex sentences, intergrating the teaching of language skills with subject matter content and expanding range of vocabulary through root and affix analysis. We also offer the ELL students a computer based program, IMAGINE LEARNING ENGLISH PROGRAM. Our ELL population will access this program on a daily basis for 20 minutes. The program provides individual instruction and monitoring in the areas of phonemic awareness, vocabulary, listening skills and reading comprehension. In addition, ELL students can access the web based computer program, ONE MORE STORY. Here students can listen and read along a story they have selected. Words are highlighted as they read.

### 5d. Long Term ELLs:

Currently, we do not service any long term ELLs. We do, however, have a program in place to support those students when the need arises. Long term ELLs continue to receive academic support through small group intervention, after school and Saturday school programs.

### 6. ELLs SWD:

ELL special needs students are intergrated with the general education ELL population during mandated minutes. The ESL teacher will have a copy of the IEP for each child, to help understand the learning needs of these students. In addition, ELL special needs students who continue to have signifciant difficulty in area of encoding and decoding, will participate in small group instruction using the Wilson

## A. Programming and Scheduling Information

Reading Program.

### 7. LRE:

Our school is part of the Phase 1 Special Education initiative to support our ELLs and SWDs. We offer ICT classes presently on grades Kindergarten, Third, Fourth and Fifth grade. We also offer SETSS services to students in general education. Furthermore, our Response To Intervention (RTI) Committee meets weekly to discuss and review identified students and provide research based instruction and interventions that address the individual, linguistic, and academic needs of our students. The curriculum that is used is aligned with General Education using Imagine Learning and technology programs that are differentiated to address the different learning styles (visuals, tactile, auditory, kinesthetic learning styles.)

### 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

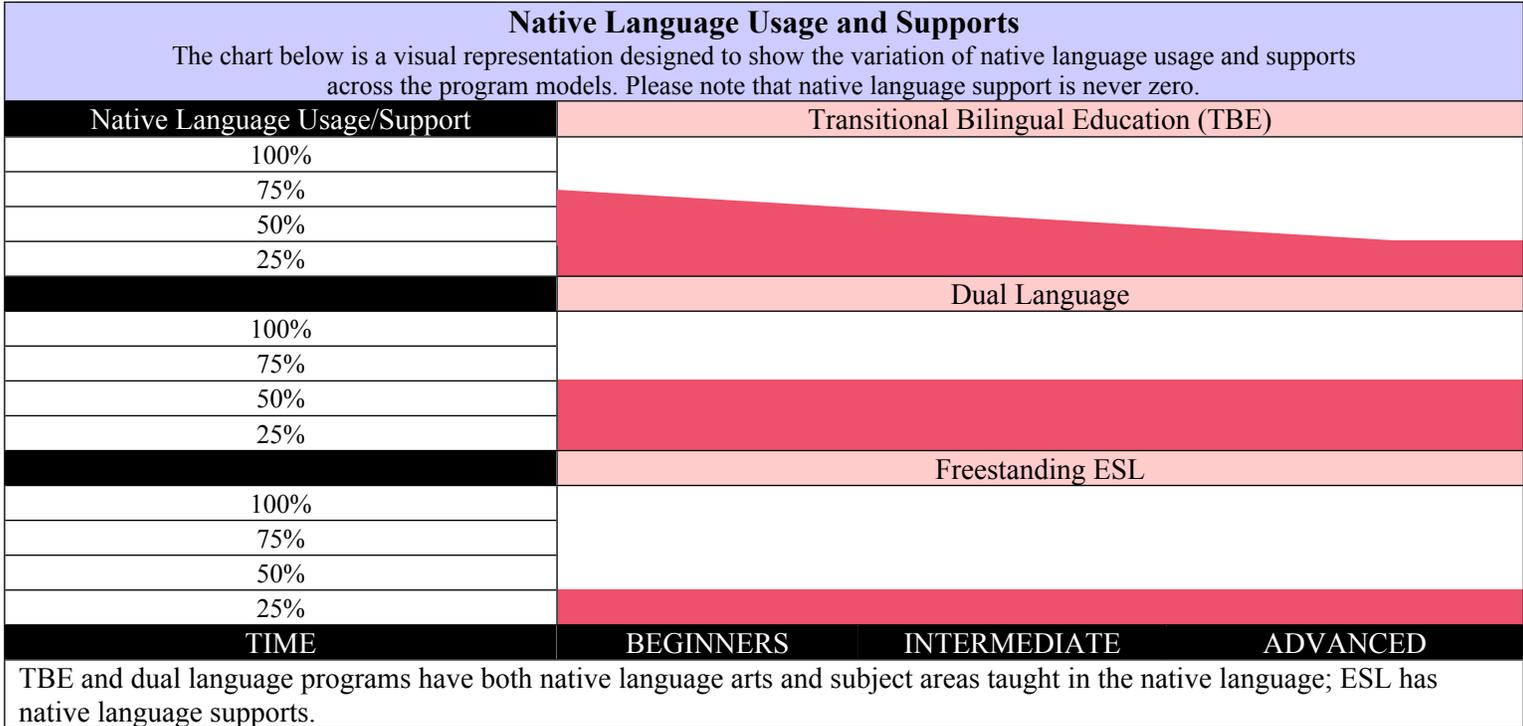
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

### 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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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?

8. At PS 78, targeted intervention programs are offered in reading, writing, math, social studies and science. All intervention services are provided in English and are targeted to address the needs of the learners in each specific group. For example, for beginning students the program usually includes use of manipulatives, visual and auditory supplements, vocabulary and working on letter-sound correspondence placing heavy emphasis on total physical response. Students on the intermediate level use many of the same techniques but focus more on developing word study and academic vocabulary. Advanced students focus on written English including developing sophisticated sentence structure and the exploration of a variety of genres in reading and writing.

9. ELL students who scored at proficient levels on the NYSESLAT are provided with continued support by the ESL teacher. They are grouped with the current advanced ELL students and are accommodated for extended time during testing.

10. This year, one of our goals is to "Raise the Bar". We expect that students will be able to verbalize their academic goals and have a clearer understanding of their strengths and weaknesses.

11. We do not expect to discontinue any services for our ELL students this school year.

12a. All ELLs are provided with the same opportunities to participate in all after school and SES services. All students are invited to join and participate in all curricular and extracurricular programs with an effort made by all teachers and parents to encourage the students to participate.

12b. In addition, our school is part of the "Project Read Program" for Kindergarten and first graders. The program provides 1:1 tutoring. Under supervision, high school students read with children, provide homework assistance and use a prescribed phonics program.

13a. ELL students will be utilizing the web based computer program, "Imagine Learning English". In addition, the ESL teacher has access to, but not limited to, the Rigby Reading Program, ELL Intervention Kits, and "Preparing for the NYSESLAT and Beyond". The ELL students are also given access to books and magazines in their native language to support each child's continued academic growth.

13b. Lessons in science and social studies are made as "hands-on" as possible, posters, videos, illustrated books, partner interviews, glossaries, dictionaries, group projects and include experiments, school trips and a variety of tactile experiences meant to support all learners including ELLs in our classrooms. Smartboards are in grades 4-5 classrooms and more will be installed in grades 1, 2, and 3 in the near future. Smartboards enable teachers to easily incorporate visual and auditory cues in their lesson that in turn, more fully support our ELLs vocabulary and concept acquisition.

14. All our ELL classrooms have multi cultural libraries, glossaries, dictionaries, literature and illustrated big books in their native language, visual cues, posters, games and songs. The ELL classrooms also provide cooperative learning giving our ELL students an opportunity to think/pair and share with other students.

15. Yes, services for our ELLs are arranged around proficiency level and grade level. If a great disparity between levels of language acquisition occur between one or more students in a given class or on a given grade, care is taken to reschedule that student to be included in the ESL instruction in another grade or with another group (working at a more appropriate level). The rescheduling will only be for one 50

minute instructional period, making sure that students are working with the ESL teacher during their second period of instructional time which focuses on grade appropriate content.

16. We currently do not have activities to assist newly enrolled students before the beginning of the school year, as they are usually registered once the school year has begun.

17. Our school does not provide language electives to our ELLs as we are an elementary school.

### 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 - Not applicable.

### 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.

1. Many of our students speak another language other than English in their home, therefore, we consider most of our students as English Language Learners whether they're entitled to services or not. All teachers in our school are considered as teachers for English Language Learners and have various opportunities to participate in our school focus of differentiated instruction for professional development. Resources include CEI-PEA CFN 534 support organization, as well as the NYCDOE Regional Special Education Technical Assistance Support Center. Classroom teachers receive site-based, in-class staff development through out the course of the year in core curricula from school-based coaches, support staff and consultants. Opportunities are available during grade meetings and common planning sessions to discuss student work and review assessment data. Staff will continue to be exposed to research in second language learning acquisition, best practices for ELL students and techniques to improve communication between home and school. Professional workshops are provided throughout the school calendar year.

2. The ELL population has equal opportunities as non-ELLs to help make the transition to middle school. They visit their feeder schools to help ease the adjustment with the guidance counselor, classroom teacher and support staff.

3. All staff receive training during professional development day and faculty meetings to gain knowledge of the ELL identification process, mandated services, as well as the components of this policy. Parent coordinators and school secretaries are supported through separate staff development offered by the school, the network and the DOE. The staff who is involved with the Title III are trained in ESL techniques and methodologies by the ESL teacher, Assistant Principal, and outside sources. Also, our Network offers additional ESL Professional Development sessions as per Jose P. mandate in Sheltered Instruction Observation Protocol Model.

## 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?

1. It is our school's goal to increase parental involvement. Parents of ELLs are invited to attend all activities provided by the Parent-Teacher Association. In addition, they are invited to attend school performances and class literacy celebrations which are held every six to eight weeks. Parents are also encouraged to attend parent teacher conferences and school trips.

2. We currently do not partner with other agencies or community based organizations to provide workshops or services to ELL parents.

3. The needs of our ELL parents are determined through parent surveys and questionnaires, feedback during PTA meetings, parent participation on our school's leadership team, direct contact with school's parent coordinator and meetings and phone conversations with teachers.

4. Translation services are provided and school notices are translated into Spanish. In addition, the staff includes a school aide who is fluent in French and Haitian Creole. She is able to translate for parents as needed.

## 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)	2	6	3	4	2	4								21
Intermediate(I)	0	2	5	3	3	2								14
Advanced (A)	6	0	2	0	0	3								11
Total	8	8	10	7	5	8	0	0	0	0	0	0	0	46

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				

### New York State Regents Exam

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

### Native Language Tests

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

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

- 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.

1. In addition to the NYSESLAT and LAB-R, P.S. 78 uses the ECLAS-2, Running Records using Fountas and Pinnell scores, as well as the 100 Book Reading Challenge leveling system (aligned to the Common Core Learning Standards) to determine literacy skills of all students, including the ELL population. This information helps identify the individual needs of students, as well as strategy groups.

2. Analysis of the 2011 assessment data, including the NYSESLAT and LAB-R for new admits, indicate students performing at the following levels: 20 at beginning proficiency, 15 at intermediate proficiency, and 12 at advanced levels. Grades K through 2 show most students are at beginning levels, while the majority of students in the third and fourth grades are at intermediate and advanced levels.

3. According to the results of NYSESLAT, modality data indicateds that our ELL students typically perform higher in terms of their

English language proficiency in Listening/Speaking. They also tend to perform lowest in terms of their writing proficiency, a finding which staff confirms being consistent with prior years. This information helps our teachers and ESL teacher to focus on differentiated instruction and continued use of explicit ESL strategies. This strength in Listening and Speaking provides our instructional program a valuable resource upon which to build by using the strengths in these modalities to help develop students' reading and writing skills. For example, oral language work such as "Read Alouds" and listening centers, and multi-media programs such as "One More Story" and "Imagine Learning English Program", are used to help scaffold student's understanding of English, which then helps them write in response to what they hear. (see distribution chart on page 12 on this document.)

4a/b Our school administers assessments in English only. Our staff, including teachers (general education, special education and ESL) supervisors and coaches examine our monthly end of unit assessments in reading, writing and math. When reviewing this data, we can see deficits in the English Language Learners, specifically in the area of writing. In the area of reading, we look at a student's growth in making connections, visualizing, inferring and determining monitoring and importance for meaning. In writing, we look at content, craft, spelling, mechanics and organization. Our ELLs are also assessed in September and October using the NYSESLAT and our upper grade ELL's are assessed using the standardized tests in ELA and Math. Our teachers use all of this data to consider curriculum calendars for the entire school year. Also, monthly assessments are studied and considered when making revisions to our curriculum calendar. During our monthly grade meetings, the teachers make the appropriate adjustments from the assessment data and compare their goals for the unit.

4c. The ELL Periodic Assessment is administered to grades three, four and five. Based upon the analysis of 2011 results, more focused instruction is required. Materials that meet the need are incorporated into instruction. Data has indicated that they are progressing along the continuum from Beginning to Intermediate to Advanced to Proficiency.

5. We do not have a dual language program at P.S. 78

6. Success of our ELL program is evaluated by studying longitudinal trends for the ELLs we serve in order to determine if students are making progress in terms of the English language acquisition (e.g., NYSESLAT) or through the New York State Testing Program for students in grades 4, and 5 who are testing in English for more than one year.

### **Additional Information**

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** PS 78 Anne Hutchinson School

**School DBN:** 11X078

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Claudina Skerritt	Principal		11/8/11
Geraldine Mastropolo	Assistant Principal		11/8/11
Melissa Perez	Parent Coordinator		11/8/11
Aida Hernandez	ESL Teacher		11/8/11
	Parent		11/8/11
Yvonne Mitchell/Data Specialis	Teacher/Subject Area		11/8/11
Samatha Rizzi/AIS	Teacher/Subject Area		11/8/11
Kerry Ann Roberts	Coach		11/8/11
Tamika Tolliver	Coach		11/8/11
Digna Rozon	Guidance Counselor		11/8/11
	Network Leader		11/8/11
JoAnn Lori	Other <u>IEP teacher</u>		11/8/11
Geraldine Buckle	Other <u>Assistant Principal</u>		11/8/11
	Other		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:** 11X078      **School Name:** PS 78

**Cluster:** CEI/CFN 538      **Network:** CEI 538

**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.

Our needs assessment was determined by using the Home Language Survey and or an oral interview at the time of registration.

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.

The languages spoken by our ELL population parents are as listed: Spanish, Spanish and English, Arabic and English, Haitian Creole and English and Fulani and English. Interpretation is needed for several of the Spanish speaking parents. These findings will be distributed to the staff via a memorandum.

## 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.

Written translation of school notices will be translated into Spanish by school staff and will be attached to English notices.

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.

In house school staff will provide Spanish translations. Translations will be completed before notices are distributed to parents.

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>.

When the need arises as per Chancellor's Regulation A-663, oral interpretation is provided. Information about how to obtain translations and interpretations are posted in the lobby for parents. These findings will be distributed to school staff via a memorandum.

## 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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: PS 78	DBN: 11X078
Cluster Leader: CEI/538	Network Leader: Ben Waxman
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 type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1
# of certified ESL/Bilingual teachers: 1
# of content area teachers:

## 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:

Rationale:

PS 78 Saturday Academy Program will provide additional academic and linguistic support to our ELL students. The supplementary program will focus on: vocabulary, comprehension and language development in the content areas of English Language Arts and mathematics. The targeted groups are ELL students in grades 3-5 who will be taking the NYS ELA test in the spring.

Subgroups and grade levels of students to be served: Grades 3, 4 and 5

Grade 3: 9 ELL students functioning at the Beginner/Intermediate levels

Grade 4: 4 ELL students functioning at the Beginner/Intermediate levels

Grade 5: 5 ELL students functioning at the Beginner/Intermediate and Advanced levels

Total: 18

Students were identified based on the data: NYSESLAT, ELA and Math tests.

Schedule and duration: Beginning January 2013, ELL students will have opportunity to attend Saturday Academy support services for a three and half hour session on Saturdays for 8 weeks, from 8:30 a.m. to 12:00 p.m.

Language of instruction: English

# and types of certified teachers: Certified ESL teacher and General Education teachers

Materials:

New York State Coach English Language Arts Empire edition Practice Test, New York State Coach English Language Arts Empire edition Workout and New York State Workout Mathematics Empire Edition for grades 3-5.

## Part C: Professional Development

### 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:

Rationale:

Many of our students speak another language other than English in their home, therefore, we consider most of our students as English Language Learners whether they're entitled to services or not. All teachers in our school are considered as teachers for English Language Learners and have various opportunities to participate in our school focus of differentiated instruction for professional development.

Our Saturday Academy classes are opened to all students including ELLs from grades 3-5 which will run for eight weeks starting January of 2013. There will be three workshops: Incorporating the Common Core state Standards into the Curriculum for mathematical and language practices, Looking at Student Work and Analyzing Student Data, and Ways and Strategies to increase Student Engagement during the months of January, February and March conducted by our ESL teacher, Mrs. A. Hernandez, Literacy and Math coaches, Ms. Tolliver and Ms. Roberts. These workshops will be held on a Saturday for one hour and teachers will be paid per session. The workshops will help teachers to adjust their instruction and group students accordingly based on the results from their pre, mid and post practice exams by using the New York State English Language Arts and Math Practice books and New York State Workout English Language Arts and Math Practice Empire Edition books for grades 3-5.

During our Saturday Academy classes the following topics will be covered: utilizing the common core state standards for direction instruction, academic and math vocabulary, comprehension, language development, math games to practice skills, writing and testing strategies.

**Part C: Professional Development**

**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:

Rationale:

It is our school's goal to increase parental involvement all year round and support the instruction of all students.

For those ELL students attending the Saturday Academey classes, our ELL parents are invited to attend three workshops for two hours during the months of January-March 2013 introducing the ELA and Math State exams which will be conducted by our ESL teacher, Mrs. A. Hernandez, Literacy and Math coaches: Ms. Tolliver and Ms. Roberts paid per session. The following topics will be discussed: Helping your child prepare for ELA and Math State exams aligned with the Common Core Standards and Practicing testing strategies.

All parents are notified by mail, distribution of flyers and parent monthly calendar in their native language. Translation services are provided and school notices are translated into Spanish. In addition, the staff includes a school aide who is fluent in French and Haitian Creole. She is able to translate for parents as needed.

**Part E: Budget**

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

Allocation Amount: \$

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

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> <li>Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		