



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name:** ROY H. MANN – I.S. 78  
**DBN (i.e. 01M001):** 22K078  
**Principal:** ANTHONY CUSUMANO  
**Principal Email:** [ACUSUMA@SCHOOLS.NYC.GOV](mailto:ACUSUMA@SCHOOLS.NYC.GOV)  
**Superintendent:** DR. RHONDA DAWN FARKAS  
**Network Leader:** JULIA BOVA

**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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Mr. Cusumano	*Principal or Designee	
Mr. Schoen	*UFT Chapter Leader or Designee	
Ms. Kroening	*PA/PTA President or Designated Co-President	
Ms. Hadgkiss	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Ms. Yefet	Member/ Teacher	
Mr. Stern	Member/ Teacher	
Ms. Dittman	Member/ Parent	
Ms. Tringali	Member/ Parent	
Ms. Prevette	Member/ Parent	
Ms. Berrios	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 which must be maintained on file at the school with the original SLT signature page.

# School Comprehensive Education Plan (SCEP) Requirements

## Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:**

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

## **Guidance for Developing Completing the Annual Goals and Action Plan Section**

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

### **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

## SCEP Checklist

### **All Schools**

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
<b>X</b>	<b>School Leadership Team Signature Page</b>
<b>X</b>	<b>The SCEP Overview</b>
<b>X</b>	<b>Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-</b>
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

### School Information Sheet for 22K078

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	914	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	29	# SETSS	3	# Integrated Collaborative Teaching	24
Types and Number of Special Classes (2013-14)					
# Visual Arts	22	# Music	14	# Drama	N/A
# Foreign Language	17	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	61.0%	% Attendance Rate			93.2%
% Free Lunch	66.1%	% Reduced Lunch			10.1%
% Limited English Proficient	4.4%	% Students with Disabilities			19.5%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.9%	% Black or African American			74.4%
% Hispanic or Latino	8.5%	% Asian or Native Hawaiian/Pacific Islander			3.3%
% White	12.6%	% Multi-Racial			0.3%
Personnel (2012-13)					
Years Principal Assigned to School	1.46	# of Assistant Principals			4
# of Deans	1	# of Counselors/Social Workers			4
% of Teachers with No Valid Teaching Certificate	1.3%	% Teaching Out of Certification			2.6%
% Teaching with Fewer Than 3 Years of Experience	10.4%	Average Teacher Absences			9
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	14.7%	Mathematics Performance at levels 3 & 4			13.9%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			40.6%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			92.3%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

### Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	Yes
White	Yes	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	No
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	Yes
White	No	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	No
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Science (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	Yes	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	N/A
Economically Disadvantaged	No		

### Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

## SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

### ***Reflecting upon the 2012-13 SCEP***

Answer the following questions regarding the 12-13 SCEP			
<b>Describe the strengths of your school's 12-13 SCEP.</b>			
Through a review of our 2012 – 2013 SCEP we have determined the following strengths:			
<ul style="list-style-type: none"> <li>• 100% of teachers at IS 78 received short snapshot observations</li> <li>• Created a school environment that is safe, conducive to learning and fostering a sense of ownership that lead to greater student outcomes through cultivating the development of overarching systems and partnerships that support and sustain social and emotional development as evidence through a reduction in Level 3, 4, 5, incidents, principal suspension and superintendent suspensions.</li> <li>• Improved the number of parent workshops from the previous year. We conducted seven parent workshops throughout the 2012 - 2013 school year</li> </ul>			
<b>Describe the areas for improvement in your school's 12-13 SCEP.</b>			
Through a review of our 2012 – 2013 SCEP we have determined the following areas to improve upon:			
<ul style="list-style-type: none"> <li>• To create an after-school and Saturday program focused on SWD and ELL students and measure their progress based on growth instead of overall student performance.</li> <li>• To establish systems where 100% of all teachers will use data to target learning needs for all students that are measureable and differentiated we will create a streamlined system for student inquiry monitored by a lead teacher and reviewed at extended cabinet meetings.</li> </ul>			
<b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>			
We were unable to anticipate the drop in overall student performance on the 2012 – 2013 New York State ELA and Math Exam.			
<b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>			
<ul style="list-style-type: none"> <li>• 100% of teachers at IS 78 received short snapshot observations</li> <li>• We created a school environment that is safe, conducive to learning and fostering a sense of ownership that lead to greater student outcomes through cultivating the development of overarching systems and partnerships that support and sustain social and emotional development as evidence through a reduction in Level 3, 4, 5, incidents, principal suspension and superintendent suspensions.</li> <li>• We improved the number of parent workshops from the previous year. We conducted seven parent workshops throughout the 2012 - 2013 school year</li> </ul>			
<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>			<input type="checkbox"/> Yes
<b>If all the goals were not accomplished, provide an explanation.</b>			<input checked="" type="checkbox"/> X
Do to our inability to anticipate the drop in overall student performance on the 2012 – 2013 New York State ELA and Math Exam our target to increase overall performance by at least .5% level of proficiency for students in the lowest third, .1% for self-contained students, .2% for integrated co-teaching students, and .3% for special education students who receive special education teacher support services on the New York State ELA exam and our target to increase by at least .5% level of proficiency for students in the lowest third, .2% for self-contained students, .4% for integrated co-teaching students, and .5% for special education students who receive special education teacher support services on the New York State Math exam were not met.			
<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>			<input checked="" type="checkbox"/> X
			<input checked="" type="checkbox"/> Yes
			<input type="checkbox"/> No

### ***Developing the 2013-14 SCEP***

Answer the following questions regarding the 13-14 SCEP			
<b>Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.</b>			

- To provide/match SWD and ELL students with appropriate UDL strategies so that they will show growth on the ELA and Math State exam.
- To provide additional targeted support to all students scoring 2 and 3 on State Exams in order to maximize their progress
- To develop, implement and monitor a streamlined system for teacher inquiry
- To develop, implement and monitor professional development opportunities for teachers

**List the 13-14 student academic achievement targets for the identified sub-groups.**

Our targeted groups are SWD and ELL students. Our goal is to increase by at least .2% level of student growth for students on the ELA and Math State Exam

**Describe how the school leader(s) will communicate with school staff and the community.**

We will communicate with school staff at monthly faculty meetings and professional development sessions. We will communicate with the community through letters backpacked home with students, School Messenger and through the school website [www.RoyHMann.com](http://www.RoyHMann.com)

**Describe your theory of action at the core of your school's SCEP.**

To improve the instructional core and school culture through implementing systems that support teaching and learning throughout the school.

**Describe the strategy for executing your theory of action in your school's SCEP.**

- We will improve the instructional core of the building through engaging in targeted informal observations, providing professional development for teachers, aligning curriculum maps to the Common Core Learning Standards and the New York City Curriculum and provided push-able level two and level three students with AIS afterschool and on Saturdays.
- We will improve school culture through providing professional development for teachers, through ensuring students are safe on school property outside the school building, through communicating with parents the areas of need to prepare their child for college, career and success in life after high school and through building a school website providing support for parents, teachers and students.
- We will improve our systems through the creation of a menu option professional development plan, a streamlined inquiry process, an observation calendar and observation monitoring system with next steps.

**List the key elements and other unique characteristics of your school's SCEP.**

- Establish rigorous instruction practices through observation and teacher professional development
- Revise curriculum maps to align with the Common Core Learning Standards and with the New Your City Curriculum
- Provide parent outreach and AIS Counseling to ensure that students are safe on school property outside of the school building

**Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.**

We will oversee and manage the improvement plan through:

- Monthly school leadership team meetings
- Weekly cabinet team meetings
- Bi-weekly extended cabinet team meetings

## Goal and Action Plan #1 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**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

Extend the strategic use of assessments and analysis of data in all content areas to inform goal setting and make ongoing adjustments to planning and instruction to ensure that progress is consistently made for all groups of students. (2.2).

<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012-2013	<b>Page Number:</b>	6	<b>HEDI Rating:</b>	D
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### **Tenet 2: School Leadership Practices and Decisions**

Indicate using an “X” the Standard(s) 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.

<b>2.2 School leader’s vision</b>		<b>2.3 Systems and structures for school development</b>
<b>2.4 School leader’s use of resources</b>	<b>X</b>	<b>2.5 Use of data and teacher mid-management effectiveness</b>

### **Annual Goal #1**

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

By June 2014, rigorous instructional practices will be established for 100% of teachers as evidenced by improvement in 3d (Using Assessment in instruction) and measured by the Danielson rubric for teacher effectiveness data from observational feedback.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **▪ Strategies/activities that encompass the needs of identified subgroups**

1. We will create a calendar scheduling informal observations and an observation tracking log including next steps for teachers based on the observation for the 2013-2014 school year.
2. We will create a menu option professional development plan based on teacher’s needs specifically for 3d – Using assessment data to drive instruction
3. We will analyze observational monitoring data for patterns and trends across school to identify further targets for additional PD
4. In addition, we will create teacher action plans for struggling teachers outline assistance offered.

#### **▪ Key personnel and other resources used to implement each strategy/activity**

1. The principal and assist principals will create a calendar to monitor observations and a tracking log to monitor observations.
2. The principal along with assist principals will create a menu option professional development plan.
3. The data specialist will work with the principal and the assistant principals to monitor data for patterns and trends across school to identify further targets for additional PD
4. Content area assistant principal will work in conjunction with the principal to create and monitor teacher action plans.

#### **▪ Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

6. Observation calendar and Observation tracking log to ensure observations are conducted and proper feedback is given with next steps
7. Professional development plan to ensure teachers receive targeted professional development throughout the course of the school year
8. Data meetings throughout the course of the year to ensure patterns and student trends are identified
9. Teacher action plans will be monitored during cabinet meetings to ensure teachers receive proper support throughout the school year

#### **▪ Timeline for implementation and completion including start and end dates**

1. We will schedule informal observations and track observations with next steps from September 2013 – June 2014
2. We will create a menu option professional development plan based on teacher needs and implement it from September 2013 – June 2014
3. will analyze observational monitoring data for patterns and trends across school to identify further targets for additional PD from September 2013 – June 2014
4. We will create teacher action plans for struggling teachers outline assistance offered from September 2013 – June 2014

#### **▪ Describe programmatic details and resources that will be used to support each instructional strategy/activity**

Once all pedagogical staff is assigned, we will accomplish the following through school funding:

1. All teachers will be observed a four – six times throughout the course of the school year and will engage in initial and end of the year planning conferences
2. Four to six week cycles beginning in September 2013 and ending in June of 2014
3. Beginning in September of 2013 and ending in June of 2014 lead teachers and administrators will hold one-two professional development sessions monthly

4. A minimum of fifteen professional development sessions between September 2013 and June 2014

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

<b>PF AIS</b>	<b>PF CTE</b>	<b>PF College &amp; Career Readiness</b>	<b>PF Common Core</b>
<b>PF ELT</b>	<b>PF Inquiry Teams</b>	<b>PF NYS Standards and Assessments</b>	<b>PF Parent Engagement</b>
<b>PF Positive Behavioral Management Programs</b>	<b>PF RTI</b>	<b>PF Supporting Great Teachers &amp; Leaders</b>	

**Goal and Action Plan #2 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**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Refine curricula and tasks in order to offer opportunities for the lowest and highest achievers in order to engage them in rigorous learning experiences that result in increasing levels of achievement.

<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012-2013	<b>Page Number:</b>	6	<b>HEDI Rating:</b>	D
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**Tenet 3: Curriculum Development and Support**

Indicate using an "X" the Standard(s) 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.

<b>X</b>	<b>3.2 Enact curriculum</b>	<b>X</b>	<b>3.3 Units and lesson plans</b>
	<b>3.4 Teacher collaboration</b>		<b>3.5 Use of data and action planning</b>

**Annual Goal #2**

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

By June 2014, 100% of content area curriculum maps will be aligned to the CCLS as indicated by an increase of student performance on the End of Year MOSL

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. We will form curriculum writing teams consisting of content specialist teachers to revise current curriculum maps to align with the Common Core Learning Standards and with the New York City Curriculum and DOK rubric to ensure rigor.
2. We will purchase the curriculum mapping tool, Atlas Rubicon, to assist teachers in writing curriculum maps.
3. Content specialist will provide professional development for teachers on how to use the new curriculum maps to plan effective instruction.

**B. Key personnel and other resources used to implement each strategy/activity**

1. We will utilize licensed content specialist in ELA, Math, Social Studies and Science to write and revise the new curriculum maps.
2. Those teachers will also provide the professional development.
3. We will purchase Atlas Rubicon as a tool to assist teachers in writing the new curriculum maps.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Units of study will be completed on and ongoing basis. Curriculum maps will be reviewed and revised during common planning time.
2. Teachers will review data during inquiry team meetings.
3. Teachers will analyze the effectiveness of the new curriculum maps and plan for next steps.

**D. Timeline for implementation and completion including start and end dates**

1. December 2013 – June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

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

1. Teacher per session for curriculum writing – 2 hours X 5 teachers X 50 days
2. Teachers per session for curriculum professional development – 3 hours X 5 teachers X 2 days
3. Purchase Atlas Rubicon Curriculum Writing Software

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>X</b>	<b>PF Set Aside</b>		<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>	<b>X</b>	<b>PF Common Core</b>				
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>				
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>				

**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**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).											
Offer opportunities for the lowest and highest achievers in order to engage them in rigorous learning experiences that result in creating levels of achievement.											
<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012-2013	<b>Page Number:</b>	6	<b>HEDI Rating:</b>	D				

**Tenet 4: Teacher Practices and Decisions**

Indicate using an "X" the Standard(s) 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.											
<b>X</b>	<b>4.2 Instructional practices and strategies</b>					<b>4.3 Comprehensive plans for teaching</b>					
	<b>4.4 Classroom environment and culture</b>					<b>4.5 Use of data, instructional practices and student learning</b>					

**Annual Goal #3**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.											
By June 2014 100% of teachers will provide rigorous ELA and Math targeted small group instruction for all students including SWD & ELL resulting in a 5% increase in performance as measured by Performance Tasks.											

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.											
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>											
1. Teachers use instructional practices and strategies that are aligned to plans and include accommodations for groups of SWD & ELL student's afterschool to provide timely and appropriate instructional interventions and extensions for all students. Data specialist to review data and analysis student trends. Paraprofessional and supervising school aide to support instruction.											
2. Teachers use instructional practices and strategies that are aligned to plans and include accommodations for groups of SWD & ELL student's on Saturdays to provide timely and appropriate instructional interventions and extensions for all students. A Supervisor will observe teachers and ensure quality instruction. A supervising school aide, paraprofessional, Social Worker and Secretary will support instruction.											
3. Supplies (notebooks, pencils, pens for students) and materials (Ready Now Books) to support instruction											
<b>B. Key personnel and other resources used to implement each strategy/activity</b>											
1. We will utilize licensed English Language Arts and Math teachers to provide afterschool small group instruction. Data specialist to review data and analysis student trends. Paraprofessional and supervising school aide to support instruction.											
2. We will utilize licensed English Language Arts and Math teachers to provide Saturday small group instruction in addition to support staff (Guidance Counselor, School Social Worker, Paraprofessional, and School aide) to support students. A Supervisor will observe teachers and ensure quality instruction. A supervising school aide, paraprofessional, Social Worker and Secretary will support instruction.											

3. We will order materials (Ready Now Books) that offer students a focused understanding of the new Common Core Based English Language Arts and Math exam
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. We will utilize interim benchmark assessment throughout the course of the afterschool program. Teachers will evaluate the data received from the benchmark assessments to make design and modify instruction that best meets the needs of their students.
  2. We will utilize interim benchmark assessment throughout the course of the afterschool program. Teachers will evaluate the data received from the benchmark assessments to make design and modify instruction that best meets the needs of their students.
  3. Supplies (notebooks, pencils, pens)/Materials (Ready Now Books) ordered in January 2014 to support student learning exposing them to rigorous curriculum.
- D. Timeline for implementation and completion including start and end dates**
1. The schedule for the afterschool program for push-able level two and level three students as follows: Monday – Thursday, January 13, 2014 – April 29, 2014 (39 ELA Sessions & 49 Math Sessions). Each student will either attend on Mondays & Wednesday or Tuesdays and Thursdays. The program will run an hour and a half each day with each student receiving three hours of academic support per week.
  2. The schedule for the Saturday Academy is as follows: Saturdays January – April (12 Sessions). The program will run four hours per Saturday.
  3. January – April 2014
  4. Supplies ordered in January 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:
1. Teacher Per Session for ELA afterschool extended day learning program – 1.5 per-session hours X 3 teachers X 39 days, teacher Per Session for Math afterschool extended day learning program – 1.5 per-session hours X 3 teachers X 49 days, teacher Per Session to facilitate afterschool extended day learning program – 3 per session hours X 1 teacher X 49 days, data Specialist Per Session to create and monitor data reports for afterschool extended day learning program – 1.5 per session hours X 1 teacher X 49 days, paraprofessional Per Session for afterschool extended day learning program - 1.5 per-session hours X 1 paraprofessional X 49 days, supervising School Aide Per Session for afterschool extended day learning program - 1.5 per-session hours X 1 school aide X 49 days
  2. Supervisor Per Session for extended day learning – 50 hours X 2 supervisors, supervisor Per Session for Saturday Academy – 5 hours X 1 supervisor X 12 days, teacher Per Session for Saturday Academy – 4 hours X 8 teachers X 12 days, social worker Per Session for Saturday Academy – 4 hours X 1 Social Worker X 12 Days, paraprofessional Per Session for Saturday Academy – 4 hours X 1 Paraprofessional X 12 Days, supervising School Aide Per Session for Saturday Academy – 4 hours X 1 School Aide X 12 Days, secretary Per Session for Saturday Academy – 4 hours X 1 Secretary X 12 Days
  3. Tentative dates for extended day learning are: January 13 - April 29. Tentative dates for the Saturday program are: January – April.
  4. Supplies/Materials to support instruction. Including in this are common core ELA and Mathematics preparation trade books and workbooks.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>X</b>	<b>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
<b>X</b>	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>			
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>			
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>			

**Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).										
336 students were suspended during the 2012-2013 school year, 467 students were suspended during the 2011-2012 school year resulting in a 28% reduction in suspensions										
<b>Review Type:</b>	OORS	<b>Year:</b>	2012-2013	<b>Page Number:</b>	N/A	<b>HEDI Rating:</b>	N/A			

**Tenet 5: Student Social and Emotional Developmental Health**

Indicate using an "X" the Standard(s) 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.

	<b>5.2 Systems and partnerships</b>		<b>5.3 Vision for social and emotional developmental health</b>
<b>X</b>	<b>5.4 Safety</b>		<b>5.5 Use of data and student needs</b>

**Annual Goal #4**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.  
 By June 2014 we will continue to reduce the number of suspensions by 5% as evidenced by ORRS data

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. We will utilize positive behavioral support strategies throughout the course of the building. Ms. Hupart, the school social worker and all deans, in conjunction their grade guidance counselor under the supervision of their grade assistant principal will monitor and lead the Roy H Mann positive behavioral program on their grade. We will also utilize a three tier Response to Intervention system throughout the course of the building with monthly meetings by grade. Struggling students will be given academic and behavioral support and in some cases recommend to the School Assessment Team (when tried intention have failed to show improvement) for evaluation.
2. Dismissal team to monitor the school perimeter during dismissal
3. School psychologist will work afterschool to completed functional behavioral assessments and create behavioral intervention plans for struggling students with disabilities.
4. The school social worker and guidance counselors will provide at risk counseling, family outreach and family counseling for struggling students.

**B. Key personnel and other resources used to implement each strategy/activity**

1. The Response to Intervention teams will meet monthly to discuss students in need of intervention and create action plans for those students. The school assessment team will meet monthly and discuss students who have failed to show improvement from intervention strategies and make a plan to meet with the parent and discuss evaluation the student.
2. A dismissal team will monitor the perimeter of the building each day during and immediately after dismissal
3. School psychologist to completed functional behavioral assessments and create behavioral intervention plans for struggling students with disabilities.
4. School Social worker and guidance counselors will provide at risk counseling, family outreach and family counseling for struggling students.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Progress will be evaluated monthly at RTI meetings,
2. Progress will be evaluated monthly at school safety meetings and weekly by the principal.
3. FBAs and BIPs will be reviewed at monthly RTI meetings
4. Counseling outreach will be reviewed at monthly RTI meetings

**D. Timeline for implementation and completion including start and end dates**

1. September 2013 - June 2014
2. December 2013 – June 2014
3. October 2013 – June 2014
4. October 2013 – June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

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

1. Teacher per session for dismissal assist team members – ½ hour per session hours X 10 teachers X 124 days
2. School Psychologist per session to conduct Functional Behavioral Assessments and create Behavioral Intervention Plans for struggling students – 50 per session hours X 1 School Psychologist
3. IEP teacher per session to review and monitor Functional Behavioral Assessments and Behavioral Intervention Plans for struggling students – 50 per session hours X 1 teacher
4. Guidance Counseling per session for at risk counseling and family outreach as well as attendance outreach for afterschool and on Saturdays – 50 per session hours X 2 Guidance Counselors
5. SAPIS worker allocation

**We will work in conjunction with:**

6. the 63<sup>rd</sup> Police Precinct
7. the NYPD Explorers Program
8. Millennium Development
9. Girls for Gender Equity
10. Urban Leadership Program
11. The School Assessment Team

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A.

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
<b>X</b>	<b>PF Positive Behavioral Management Programs</b>			<b>X</b>	<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

**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**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

18% of parent's feel they were not communicated with in the areas of need to prepare their child for college, career and success in life after high school.

<b>Review Type:</b>	Learning Environment Survey	<b>Year:</b>	2012-2013	<b>Page Number:</b>	6	<b>HEDI Rating:</b>	N/A
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**Tenet 6: Family and Community Engagement**

Indicate using an "X" the Standard(s) 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.

	<b>6.2 Welcoming environment</b>	<b>X</b>	<b>6.3 Reciprocal communication</b>
	<b>6.4 Partnerships and responsibilities</b>		<b>6.5 Use of data and families</b>

**Annual Goal #5**

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

By June 2014 we increase by 3% the number of parents satisfied with communication in regards to college and career readiness as evidenced by the 2013-2014 parent survey

**Strategies to Increase Parental Involvement and Engagement**

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Organize and run a series of teacher lead parent workshops throughout the course of the year which will address the following topics: High school application process, high school articulation process, the common core ELA and Math state exam overview and working with your adolescent child.
2. Utilize the school messenger system to contact parents regarding each workshop.
3. Create a school website that offers parents resources and support.

**B. Key personnel and other resources used to implement each strategy/activity**

1. The parent coordinator will work in conjunction with the PTA president, the principal, department assistant principals and lead teachers to provide meaningful workshops to parents that will help them best support their child in preparing their child for college, career and success in life after high school.
2. Content area lead teachers will work in conjunction with department assistant principals to create and facilitate parent workshops.
3. The assistant principal for technology will work with the technology coordinator to create, update and monitor the school website.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. 2013 – 2014 School Environment Survey
2. Feedback after workshops (Exit Slips, Parent Surveys), school messenger reports which will ensure all parents are contacted and school website feedback which is

emailed to the parent coordinator

3. Review school website at extended cabinet meetings

**D. Timeline for implementation and completion including start and end dates**

1. October 2013 – June 2014
2. September 2013 – June 2014
3. December 2013 – June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

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

1. Teacher per session for facilitation of parent workshops – 3 per-session hours X 5 teachers
2. Supervisor per session to update and monitor school website – 50 per-session hours X 1 supervisor
3. Funding for parent incentives

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>PF Set Aside</b>	<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

<b>PF AIS</b>	<b>PF CTE</b>	<b>PF College &amp; Career Readiness</b>	<b>PF Common Core</b>
<b>PF ELT</b>	<b>PF Inquiry Teams</b>	<b>PF NYS Standards and Assessments</b>	<b>PF Parent Engagement</b>
		<b>PF RTI</b>	<b>PF Supporting Great Teachers &amp; Leaders</b>

## Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

### Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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.)
<p><b>ELA</b></p>	<ul style="list-style-type: none"> <li>• Students receive 3 extra periods of instruction per week during the school day</li> <li>• Differentiated Instruction based on Common Core Standards in all ELA Classes</li> <li>• Morning ELA Tutorial Program</li> <li>• After school ELA Program</li> <li>• Saturday ELA Program</li> <li>• Use of ELA technology lab by students</li> <li>• Acuity</li> <li>• Ed Performance Assessments</li> </ul> <p>Lunch and Learns</p>	<ul style="list-style-type: none"> <li>• All students receive 3 extra periods of instruction per week during the school day</li> <li>• All students receive differentiated instruction based on Common Core Standards in ELA classes as a whole group and small group instruction during class</li> <li>• Morning ELA Tutorial Program utilizing small group and one-to-one tutoring targeting level one students</li> <li>• After school ELA Program utilizing small group and one-to-one tutoring targeting push-able level two and level three students</li> <li>• Saturday ELA Program utilizing small group and one-to-one tutoring targeting push-able level two and level three student</li> <li>• Use of ELA technology lab by students as a whole group by ELA class</li> <li>• Acuity completed as whole group by ELA class</li> <li>• Ed Performance Assessments completed as whole group by ELA class</li> </ul> <p>Lunch and Learns attended by small groups of ELA teachers</p>	<ul style="list-style-type: none"> <li>• All students receive 3 extra periods of instruction per week during the school day</li> <li>• All students receive differentiated instruction based on Common Core Standards in all ELA Classes as a whole group and small group instruction during the school day</li> <li>• Morning ELA Tutorial Program utilizing small group and one-to-one tutoring targeting level one students before school</li> <li>• ELA Program utilizing small group and one-to-one tutoring targeting push-able level two and level three students afterschool</li> <li>• ELA Program utilizing small group and one-to-one tutoring targeting push-able level two and level three student on Saturdays</li> <li>• Use of ELA technology lab by students as a whole group by ELA class during the school day</li> <li>• Acuity completed as whole group by ELA class during the school day</li> <li>• Ed Performance Assessments completed as whole group by ELA class during the school day</li> </ul>

			Lunch and Learns attended by small groups of ELA teachers during the school day
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Students receive 3 extra periods of instruction per week during the school day</li> <li>Differentiated Instruction based on Common Core Standards in all Math Classes</li> <li>Morning Math Tutorial Program</li> <li>After school Math Program</li> <li>Saturday Math Program</li> <li>Use of Math technology lab by students</li> <li>Acuity</li> <li>Ed Performance Assessments</li> </ul> <p>Lunch and Learns</p>	<ul style="list-style-type: none"> <li>All students receive 3 extra periods of instruction per week during the school day</li> <li>All students receive differentiated instruction based on Common Core Standards in Math classes as a whole group and small group instruction during class</li> <li>Morning Math Tutorial Program utilizing small group and one-to-one tutoring targeting level one students</li> <li>After school Math Program utilizing small group and one-to-one tutoring targeting push-able level two and level three students</li> <li>Saturday Math Program utilizing small group and one-to-one tutoring targeting push-able level two and level three student</li> <li>Use of Math technology lab by students as a whole group by ELA class</li> <li>Acuity completed as whole group by Math class</li> <li>Ed Performance Assessments completed as whole group by Math class</li> </ul> <p>Lunch and Learns attended by small groups of Math teachers</p>	<ul style="list-style-type: none"> <li>All students receive 3 extra periods of instruction per week during the school day</li> <li>All students receive differentiated instruction based on Common Core Standards in Math classes as a whole group and small group instruction during the school day</li> <li>Morning Math Tutorial Program utilizing small group and one-to-one tutoring targeting level one students before school</li> <li>Math Program utilizing small group and one-to-one tutoring targeting push-able level two and level three students afterschool</li> <li>Math Program utilizing small group and one-to-one tutoring targeting push-able level two and level three student on Saturdays</li> <li>Use of Math technology lab by students as a whole group by ELA class during the school day</li> <li>Acuity completed as whole group by Math class during the school day</li> <li>Ed Performance Assessments completed as whole group by Math class during the school day</li> </ul> <p>Lunch and Learns attended by small groups of Math teachers during the school day</p>
<b>Science</b>	<ul style="list-style-type: none"> <li>Focus on content enrichment, analytical skills and laboratory</li> </ul>	<ul style="list-style-type: none"> <li>All students will focus on content enrichment, analytical skills and</li> </ul>	<ul style="list-style-type: none"> <li>All students will focus on content enrichment, analytical skills and</li> </ul>

	<p>analysis</p> <ul style="list-style-type: none"> <li>• Differentiated Instruction based on Common Core Standards in all Science Classes</li> <li>• Morning Science Tutorial Program</li> <li>• After school Exit Project program</li> </ul> <p>Saturday Exit Project Academy</p>	<p>laboratory analysis during science class</p> <ul style="list-style-type: none"> <li>• All students will receive Differentiated Instruction based on Common Core Standards in all Science Classes during science class as a whole group and small group instruction</li> <li>• Morning Science Tutorial Program will be offered to small groups and through one-to-one tutoring targeting push-able level two and level three students</li> <li>• After school Exit Project program will be offered to small groups and through one-to-one tutoring targeting push-able level two and level three students</li> </ul> <p>Saturday Exit Project Academy will be offered to small groups and through one-to-one tutoring targeting push-able level two and level three students</p>	<p>laboratory analysis during science class during the school day</p> <ul style="list-style-type: none"> <li>• All students will receive Differentiated Instruction based on Common Core Standards in all Science Classes during science class as a whole group and small group instruction during the school day</li> <li>• Morning Science Tutorial Program will be offered to small groups and through one-to-one tutoring targeting push-able level two and level three students before school</li> <li>• After school Exit Project program will be offered to small groups and through one-to-one tutoring targeting push-able level two and level three students after school</li> </ul> <p>Saturday Exit Project Academy will be offered to small groups and through one-to-one tutoring targeting push-able level two and level three students on Saturdays</p>
<p><b>Social Studies</b></p>	<ul style="list-style-type: none"> <li>• Focus on DBQ's, project based learning and service learning activities</li> <li>• Differentiated Instruction based on Common Core Standards in all Social Studies Classes</li> <li>• Morning Social Studies Tutorial Program</li> <li>• After school Exit Project program</li> </ul> <p>Saturday Exit Project Academy</p>	<ul style="list-style-type: none"> <li>• All students will Focus on DBQ's, project based learning and service learning activities during social studies class</li> <li>• All students will receive Differentiated Instruction based on Common Core Standards in their Social Studies Classes during instruction as a whole group and small group instruction</li> <li>• Morning Social Studies Tutorial Program will be offered to small group and one-to-one tutoring targeting push-able level two and level three students</li> <li>• After school Exit Project program</li> </ul>	<ul style="list-style-type: none"> <li>• All students will Focus on DBQ's, project based learning and service learning activities during social studies class during the school day</li> <li>• All students will receive Differentiated Instruction based on Common Core Standards in their Social Studies Classes during instruction as a whole group and small group instruction during the school day</li> <li>• Morning Social Studies Tutorial Program will be offered to small group and one-to-one tutoring targeting push-able level two and level three students before school</li> </ul>

		<p>will be offered to small group and one-to-one tutoring targeting push-able level two and level three students</p> <p>Saturday Exit Project Academy will be offered to small group and one-to-one tutoring targeting push-able level two and level three students</p>	<ul style="list-style-type: none"> <li>• After school Exit Project program</li> <li>• will be offered to small group and one-to-one tutoring targeting push-able level two and level three students after school</li> </ul> <p>Saturday Exit Project Academy will be offered to small group and one-to-one tutoring targeting push-able level two and level three students on Saturdays</p>
<p><b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b></p>	<ul style="list-style-type: none"> <li>• Guidance Counseling Mandated and At-Risk Counseling</li> <li>• Social Worker Mandated and At-Risk Counseling</li> <li>• School Psychologist At-Risk Counseling</li> <li>• Classroom presentations</li> <li>• Incentive Programs</li> <li>• Social Worker Family Counseling</li> </ul> <p>SAPIS Program</p>	<ul style="list-style-type: none"> <li>• Guidance Counseling Mandated and At-Risk Counseling offered one-to-one and in small group</li> <li>• Social Worker Mandated and At-Risk Counseling offered one-to-one and in small group</li> <li>• School Psychologist At-Risk Counseling one-to-one and small group</li> <li>• Classroom presentations offered to the whole classes</li> <li>• Incentive Programs offered to whole grades, small group one-to-one</li> <li>• Social Worker Family Counseling offered one-to-one, whole family</li> </ul> <p>SAPIS Program offered to whole classes, one-to-one, small group</p>	<ul style="list-style-type: none"> <li>• Guidance Counseling Mandated and At-Risk Counseling offered one-to-one and in small group during the school day and after school</li> <li>• Social Worker Mandated and At-Risk Counseling offered one-to-one and in small group during the school day and after school</li> <li>• School Psychologist At-Risk Counseling one-to-one and small group during the school day</li> <li>• Classroom presentations offered to the whole classes during the school day</li> <li>• Incentive Programs offered to whole grades, small group one-to-one during the school day</li> <li>• Social Worker Family Counseling offered one-to-one, whole family during the school day</li> </ul> <p>SAPIS Program offered to whole classes, one-to-one, small group During the school day and after school</p>

**Title I Information Page (TIP)  
For School Receiving Title I Funding**

5. All elements of the *All Title I Schools* section must be completed\*.
5. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
6. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

To ensure all teachers are highly qualified the payroll secretary will review the certification and licensing of all teachers ensuring that all teachers have all degrees completed and are certified by the state in their subject area. Teachers are assigned based on the area that they are highly qualified to teach. In order to recruit teachers the Principal along with subject area Assistant Principals interview potential candidates on a rolling basis throughout the course of the year. The Principal along with department Assistant Principals attend recruit fairs in the summer in order to recruit highly qualified teachers. In addition, teachers receive direct support from the department Assistant Principals and lead teachers throughout the course of the year.

Department Assistant Principals and lead teachers will provide subject area professional development throughout the course of the school year. Network 602 will provide professional developments by subject area throughout the course of the year. Teachers will also attend professional development workshops offered by the department of education and network 602 throughout the course of the year.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Through an analysis of our Progress Report, NYS Accountability Report, Quality Review, Danielson's Framework, Citywide Instructional Expectations, 2013-2014 Quality Review Rubric, Teacher Observation Reports, Benchmark Assessments, and individual student progress, we have identified areas in need of improvement. In order to provide each teacher with the training necessary to provide engaging instruction that allows for multiple points of entry based on student data, we are offering a "menu" option professional development system that will allow teachers to receiving training in:

- Cognitive rigor
- Assessment
- Classroom management
- Collaborative planning
- College and career readiness
- Curriculum mapping
- Danielson's Framework
- Data analysis
- Differentiated instruction
- Inquiry
- Questioning
- Use of technology

**The Roy H. Mann "menu" plan for professional development**

- 1) Teachers will identify one instructional planning goal, one classroom environment goal and one instructional interaction goal based on the attached Danielson's Framework for Teaching at the start of the year and meet with their subject area supervisor to discuss their goals for the year.
- 2) After goals have been discussed with their subject area supervisor, teachers will select from a "menu" of professional development opportunities that best support the teacher's ability to reach his/her goals. The teacher will then create a

professional development plan in collaboration with his/her subject area supervisor.

- 3) Teachers will record/document their professional development activities throughout the year (making adjustments to their plan as needed). In the spring, teachers will meet with their subject area supervisor to reflect on their progress towards meeting their goals. The teachers' record of the professional development experience will become part of the year-end evaluation process. Subject area supervisors will "check in" on each teacher's progress at least three times during the school year and provide assistance when needed.
- 4) Although the professional development "menu" is a significant part of each teacher's professional development, monthly faculty conferences will be selected and planned by the administrative team in order to provide additional support to teachers.
- 5) Paraprofessionals will also have the opportunity to attend all Professional Development sessions.

The Principal and Assistant Principals will receive Professional Development through the network.

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Students in Temporary Housing are given preference in all AIS programs offered at the school. In addition, Students in Temporary Housing are given at risk counseling and are monitored by their grade guidance counselor.

**SWP Schools Only**

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

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

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

MOSL and End of unit assessments would be examples of what could be entered here

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required 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.

---

**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**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

## **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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



**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>22</b>	Borough <b>Brooklyn</b>	School Number <b>078</b>
School Name <b>Roy H. Mann</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Anthony Cusumano</b>	Assistant Principal <b>Michael Diesa</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Stephen Puleo</b>	Guidance Counselor <b>Kristen Finegan</b>
Teacher/Subject Area <b>Ian Dougherty/Special Ed</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Kim Gottesman/ELA</b>	Parent Coordinator <b>Dorothy D'Aleo</b>
Related Service Provider <b>Sam Anokye</b>	Other <b>Kendrick Barnett-Math/Data</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>Linda Gold-AP</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 currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<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>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>921</b>	Total number of ELLs	<b>35</b>	ELLs as share of total student population (%)	<b>3.80%</b>
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## Part II: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Pull-out							13	12	10					35
Pull-out														0
<b>Total</b>	0	0	0	0	0	0	13	12	10	0	0	0	0	35

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	35	Newcomers (ELLs receiving service 0-3 years)	24	ELL Students with Disabilities	
SIFE	2	ELLs receiving service 4-6 years	9	Long-Term (completed 6+ years)	2

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	24	2		9	0		2	0		35
Total	24	2	0	9	0	0	2	0	0	35

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**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
<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								1						1
Chinese														0
Russian														0
Bengali														0
Urdu							3		1					4
Arabic							1	1						2
Haitian							4	5	3					12
French							2	2	4					8
Korean														0
Punjabi														0
Polish							1							1
Albanian														0
Other							2	3	2					7
<b>TOTAL</b>	0	0	0	0	0	0	13	12	10	0	0	0	0	35

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)							3	4	4					11

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							2	3	1					6
Advanced (A)							8	5	5					18
Total	0	0	0	0	0	0	13	12	10	0	0	0	0	35

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	5	2			7
7	9				9
8	7				7
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	8	0	1	0	1	0			10
7	4	5							9
8	5	2							7
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		3		8				13
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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								

## After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

The NYSESLAT continues to be an integral tool used to assess the literacy skills of our ELLs. We also rely on ELL Periodic Assessments as well as the more general ELA Periodic Assessments to help us gather data on the progress of our ELLs. The computer program Scantron Ed Performance is also used to assess the early literacy skills of our ELLs. ITA exams align with curriculum and predictive exams are aligned with and mirror the state ELA exam. Scantron Ed Performance is also used to assess literacy skills of ELLs. Data reports and assessment reports are generated by class on a monthly basis. Item skill analysis reports for class and individual students are also available.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

In the spring, each ELL is administered the NYSESLAT to determine English language proficiency. This exam determines whether or not the student continues to qualify for ESL services. Based on the student's performance on the spring 2013 NYSESLAT, the proficiency level of the total number of students is as follows: 19 are at the advanced level, 6 are at the intermediate level, and 3 are at the beginner level. More specifically, the 2013 NYSESLAT reveals the following:

- in the 6<sup>th</sup> grade, there is 1 beginner, 1 intermediate, and 9 advanced level ELLs.
- in the 7<sup>th</sup> grade, there are 2 beginners, 4 intermediate, and 5 advanced level ELLs.
- in the 8<sup>th</sup> grade, there is 1 intermediate, and 5 advanced level ELLs.

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

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMA tool](#))

The 2013 NYSESLAT combined modality sets data (RMNR) is not available as of the writing of this LAP.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

In the spring, each ELL is administered the NYSESLAT to determine English language proficiency. This exam determines whether or not the student continues to qualify for ESL services. Based on the student's performance on the spring 2013 NYSESLAT, the proficiency level of the total number of students is as follows: 19 are at the advanced level, 6 are at the intermediate level, and 3 are at the beginner level. More specifically, the 2013 NYSESLAT reveals the following:

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- in the 8<sup>th</sup> grade, there is 1 intermediate, and 5 advanced level ELLs.

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

Periodic assessments reinforce data gathered in the NYSESLAT. Results are disseminated to all teachers of ELLs through use of Aris. Teachers use these results to differentiate their instruction so as to better meet student's individualized needs. The ESL instructor, content area teachers and school leadership including Principal Cusumano and Assistant Principals Gold and Diesa work together in reviewing data provided by periodic assessments. Our data reveals that reading and writing are the weakest modalities followed by listening then speaking. School leadership collaborate with teachers to provide the framework for the instruction that is necessary to ensure the adequate progress of our ELLs. Planning and various methods of assessment are based upon data from these periodic assessments. The ELL periodic assessments enable us to strategically deliver differentiated instruction and group our students accordingly. It further enables us to set both teacher and student goals that are monitored and adjusted regularly. Periodic assessments provide data to

administrators and teachers alike regarding the skills in which students show strengths and weaknesses. All of our teachers will analyze data taken from the periodic assessments and target their lessons to meet the specific needs of our ELLs.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Paste response to question here:

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

The staff at I.S 78 works together to make content comprehensible to ELLs by using a variety of strategies and materials. Instruction of ELLs is cognitively demanding, but is scaffolded so as to ensure student success. Learning is organized into topics and themes so that students can build upon previous learning of vocabulary and grammatical structures as well as academic concepts and skills. Our students work in groups which affords them the opportunity to see other learners' styles of problem solving while developing an appreciation for each person's contribution to the group. Students are grouped heterogeneously or homogeneously as is needed to meet their needs. In working with each other, ELLs can reinforce the material within themselves while helping their peers improve their English proficiency. Instruction is differentiated for each ELL sub group. Modes of differentiation include tiered assignments, use of different modalities, use of visual and listening aides as well as a wide variety of books aimed at benefiting beginner, intermediate and advanced level ELLs alike.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

Paste response to questions here:

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

Each programs success will be based upon its effectiveness in helping our ELLs improve their English proficiency and achievement levels, both in the classroom and on standardized exams. Such effectiveness is measured by data gathered from state exams, periodic assessments and the NYSESLAT. Our data indicates that in 2013, the overwhelming majority of our ELLs scored higher on the NYSESLAT than the previous years. All but four of our students tested scored higher on the 2013 NYSESLAT than in 2012. We also had five 6<sup>th</sup> graders reach proficiency based on their scores. Continued improvement is expected with the implementation of current programs and interventions.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).) Upon enrollment, a fully certified ESL teacher will meet with parents to make an initial determination of the child's home language. This process is formalized through a Home Language Identification Survey (HLIS), offered in 9 different languages. Parents complete this form to show what language the child speaks at home. An informal interview with the student and parent is also conducted and translators are brought in if needed. Once this process is completed and it is determined that a language other than English is primarily spoken in the child's home, the child is administered a Language Assessment Battery-Revised (LAB-R), which is a test that establishes English proficiency level. The LAB-R is administered within 10 days of a student's registration. Spanish speakers are administered the Spanish version of the LAB-R. Those children that score at or below proficiency on the LAB-R become eligible for state mandated services for ELLs. All ELLs receive entitlement letters which are available in a myriad of languages at the start of the school year. It should also be noted that effective February 1, 2014 students will be assessed using the NYSITELL which will replace the LAB-R as the approved means of initially identifying ELLs in New York State.
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.

I.S. 78 makes every effort to stay in close contact with ELL parents, from administering the HLIS and informing them of their child's eligibility for ELL services, to collecting the forms that indicate the parent's program choice for his/her child. To encourage informed choice, I.S. 78 offers a number of parent orientations which include a video and literature offered in many different languages. Translators are also on hand to offer additional support. Parent's choice, coupled with program availability, determines program placement for ELLs. ESL teacher Puleo and translators Ms. Sanders, Ms. Michel and Mr. Conde are available to offer explanations of programs available to our ELLs. The ESL teacher follows up on each student so as to ensure all forms are returned. Parents are also informed that should they desire a different dynamic, they have the option for alternate placement. Through use of our outreach program, parents are informed that should they request a TBE/DL program, they will be provided with a list of schools that provide one. This outreach programs include individual meetings, group orientations, translated modes of communication/parent letters and phone calls. As always, the process of identifying, testing, meeting with and informing parents and ultimately placing these ELLs, all take place within the first 10 days of each child's enrollment to the school.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

ESL instructor Puleo distributes all entitlement letters and collects all parent surveys and program selection forms from students and/or parents and secures them in his office. Copies are made and are readily available for review. Often, multiple forms must be sent home and phone calls made to ensure that all forms are returned. Students are placed in the appropriate program within 10 days of enrollment.

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.

I.S. 78 makes every effort to stay in close contact with ELL parents, from administering the HLIS and informing them of their child's eligibility for ELL services, to collecting the forms that indicate the parent's program choice for his/her child. To encourage informed choice, I.S. 78 offers a number of parent orientations which include a video and literature offered in many different languages. Translators are also on hand to offer additional support. Parent's choice, coupled with program availability, determines program placement for ELLs. ESL teacher Puleo and translators Ms. Sanders, Ms. Michel and Mr. Conde are on hand to offer explanations of programs available to our ELLs. The ESL teacher follows up on each student so as to ensure all forms are returned. ELLs are placed within 10 days of their enrollment in the school. Placement letters are distributed to inform parents that their child will be receiving services. Copies of these letters are maintained and are available for review in Mr. Puleo's office. The ELPC screen in ATS is also updated within 20 days of enrollment.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Students are evaluated annually using data taken from the NYSESLAT. ATS reports including the RLER are generated to ensure that every ELL is administered the NYSESLAT annually. Attendance and checklists are also maintained to ensure that each ELL takes all four components of the NYSESLAT including reading, writing, listening and speaking. Students absent for one or more of the NYSESLAT subtests will be administered a make-up within the testing window. The ESL instructor Puleo collaborates with all content area teachers and scores are disseminated and analyzed so as to differentiate and individualize instruction for our ELLs. ESL instructor Puleo will also work closely with CTT Sett and others on additional lesson planning and alternate forms of assessment for our ELLs.

6. 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.) 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. [①](#)

Trends in parent choice letters at I.S. 78 indicate that the overwhelming majority of parents select an ESL model for their children. The ESL teacher Puleo keeps records of these trends and parent choice letters. They are available for review in his files. During the current school year, all of the parents of our 7 newcomers selected the ESL model for their children and thus alignment is commensurate with request. If parents do indicate a desire for a program that we do not offer, it is noted on their preference form. Should the numbers indicate a need for another program, our school will work to put one in place. As per the ASPIRA consent decree, should parents of 15 or more students of common home language on 1 or 2 contiguous grades request an alternate program such as TBE or DL, the school will work to put one in place immediately.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

I.S 78 follows a 42 minute, 8 period a day schedule. There is a 13 minute A.M advisory period and a 4 minute P.M homeroom. The additional 37 minutes of instruction for extended day students takes place before school Mondays through Wednesdays. I.S 78 offers a freestanding ESL pull-out program consisting of 33 English Language Learners. The students are heterogeneously mixed in their classes and instruction is provided by a fully certified ESL instructor. Students in contiguous grades are grouped together-6<sup>th</sup> and 7<sup>th</sup> graders/ 7<sup>th</sup> and 8<sup>th</sup> graders. This helps to further ensure that students are being instructed using both grade and age appropriate materials.
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)?

Student schedules, home languages, proficiency levels, test results and accommodations are provided to all staff members. Beginner and intermediate level ELLs are mandated to receive 360 minutes or 8 periods of ESL per week as per CR Part 154. Advanced level ELLs are mandated to receive 180 minutes or 4 periods of ESL per week. Those deemed proficient based upon their NYSESLAT scores are no longer entitled to receive ESL services, however they will receive continued support for two years in the form of testing accommodations and will also be invited to continue to take part in our Title III after school program. Bilingual libraries and translated modes of communication will also continue to be made available to these students. ESL instructor Puleo works closely with the staff and programmer Epstein to ensure that each and every ELL receives mandated services as per CR Part 154. Group sizes range from 5 to 12 ELLs per class instructed by one fully certified ESL teacher.
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 foster language development and meet the demands of the Common Core Learning Standards.

As a means of providing our ELLs with access to academic content areas and to meet the demands and rigors of the Common Core, teachers use a myriad of ESL strategies including scaffolding, use of graphic organizers, visuals, glossaries and laptops for reading and writing. ESL instructor Puleo works closely with content area teachers in planning lessons and promoting best practices. Materials and supplies are shared amongst teachers of ELLs. Professional Development is also made available to these teachers with topics including lesson planning, differentiating, and alternate forms of assessment. Content area books intended especially for our ELLs are also utilized. These include the Longman ESL Editions of math, science and social studies texts. As previously noted, instruction of ELLs will be cognitively demanding but will be scaffolded so as to ensure student success. Learning is organized into themes and topics so that students can build upon previous learning of vocabulary and grammatical structures as well as academic concepts and skills. All instruction takes place in English but is supplemented by use of bilingual libraries and computer programs. As always I.S 78 provides our ELLs with a relaxed and nurturing learning environment with small group settings where instruction is individualized and risk taking and participation are encouraged.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
To ensure that ELLs are appropriately evaluated in their native language, the Spanish LAB is administered to determine dominant language of those students whose HLS indicate the need to do so. I.S 78 also provides translators, bilingual glossaries and translated versions of the state math and science exams so that students will have the benefit of their native language on these tests. Translators include but are not limited to Ms. Michel and Ms. Austin. Additional translators may also be hired for lower incidence languages. ELLs are also assessed throughout the entire school year using their native languages. Activities and modes of assessment include having our ELLs read books and articles in their native language and answer questions and provide feedback in English. They will also engage in conversations with their peers and teachers in NL, while giving opinions and providing written responses in English.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
ELLs are evaluated in all four modalities of English Language development including reading, writing, listening and speaking, throughout the school year. Students are constantly being assessed both formally and informally. Informal assessment includes on the spot, on going opportunities to determine the extent to which students are learning content. This includes teacher observations, anecdotes, teacher to student, student to student conversations, quick writes, discussions, and brainstorming activities. Authentic assessment applies to real life, where students are engaged in meaningful tasks that take place in real life contexts. These are multidimensional and include written pieces, audio tapes, group projects, and discussion and group responses. In addition to the annual NYSESLAT, our ELLs are also formally evaluated using a number of periodic assessments throughout the school year. Using such forms of assessment allow us to constantly monitor our students' progress and further tailor instruction to better meet their individual needs.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Instruction is differentiated for each ELL subgroup. Modes of differentiation include tiered assignments, use of different modalities, use of visual and listening aides, as well as a wide variety of texts aimed at benefiting beginner, intermediate and advanced ELLs alike. Students identified as SIFE receive the additional support they need so that they can perform at grade level. In order to facilitate and fully enable our students who have interrupted formal education (SIFE), we seek to build supportive environments that respond to the immediate social, cultural and linguistic needs of our ELLs with limited schooling. Newcomer centers and the buddy system are implemented to ease their transition. Collaboration takes place across all academic departments and content areas to support simultaneous linguistic and academic development that is age and grade appropriate. Sheltered instruction is also used. This is English language instruction that is modified so that subject matter is more comprehensible to students with limited vocabularies. The SIOP model also uses visuals and technology to help these students gain proficiency. Additionally SIFE students are provided with AIS which includes Rosetta Stone, Reading Smart, one to one tutoring and small group instruction.

Newcomers are also provided with instruction aimed at developing their reading, writing, listening and speaking skills. They work together and with more advanced level ELLs in a small group setting that utilizes a myriad of instructional materials. These materials include a variety of books, manipulatives, flash cards, posters, videos, audio tapes and games designed to improve their English proficiency. Students also benefit from using the computer programs Rosetta Stone and Reading Smart to enhance their development. Book titles include the "True Stories" series and "Grammar Essentials" by Longman. Although all instruction is English, students may use their native language to help each other and to negotiate meanings of words, phrases and/or concepts. Student libraries include books in their

native language as well. Letters sent home to parents are available in a variety of languages so as to keep them informed and fully involved in their child's education. Beginners are explicitly instructed in an age appropriate manner in the 5 components of reading-phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students have access to a literacy rich environment and print materials. They are also encouraged to attend our morning tutorial as well as our after school Title III program. As always our students are taught in a small group and non-threatening environment that encourages participation and risk taking and aims to alleviate feelings of anxiety and trepidation.

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

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

Students in need of additional or alternative services such as Special Education are referred to the School Assessment Team for further evaluation. We currently do not have Special Education students mandated for bilingual services, however if a student is mandated for bilingual services we will provide a bilingual alternate placement paraprofessional and the student will receive mandated ESL services as per CR Part 154.

Those deemed proficient based upon their NYSESLAT scores are no longer entitled to receive ESL services, however they will receive continued support for two years in the form of testing modifications and will also be invited to continue to take part in our after school Title III Program. Bilingual libraries and translated modes of communication will continue to be made available to these students.

7. 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?

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

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

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

### 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:			i	
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	45 minutes per day	45 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Usage and Supports

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

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

## B. Programming and Scheduling Information--Continued

9. 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.

ESL instruction is aligned with the Common Core. In Math, students are taught by fully certified content area math teachers well versed in ESL methodologies during double period blocks of Math. Our ELLs will use the Connected Mathematics series (CMP3). Lap tops , books and manipulatives have been purchased to aid in our ELLs' development of the English language. Computer programs including Rosetta Stone and Reading Smart are utilized and websites including Better- English and ESLCafe, are explored to supplement and enhance lessons. Targeted interventions for all ELLs including newcomers, SIFE and long term ELLs include the previously mentioned computer programs as well as Ed Performance Scantron. All of our ELLs are invited to take part in our after school Title III program. ELLs who have scored proficient on the NYSESLAT are still entitled to testing modifications for 2 years and are also invited to continue their enrollment in our after school ESL program as well as to make use of the bilingual libraries made available to them. Translated means of communication are also continued to be made for these students.

Instructional strategies for all of our ELLs include but are not limited to: Activating and building prior knowledge, using language for meaningful and authentic purposes, using illustrations and demonstrations, using TPR (total physical response), using read-alouds, using native languages, computer assisted research, scaffolding, and using critical self and peer reflection. Finally, we seek to establish risk free learning environments that encourage participation and nurture a respect and appreciation for diversity.

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

I.S 78 offers an ESL pull-out program that is effective in meeting the needs of our ELLs in both content and language development. Our school utilizes the SIOP model for teaching ELLs in strategic ways that make subject matter comprehensible while promoting the students' English Language development.. Through this practice we promote a high level of student engagement and interaction with the teacher, other students and with the text which leads to elaborated discourse and critical thinking. Students are taught functional language skills , such as how to negotiate meaning, confirm information, argue, persuade and disagree. Student language is promoted through social interaction and contextualized communication as teachers guide students to construct meaning and understand complex concepts from texts and classroom discourse. Our teachers create a nonthreatening environment where students feel comfortable taking risks with language. Teachers also consider their students' affective needs, cultural backgrounds and learning styles. Both content and language objectives are clearly defined and reviewed with students. These include key vocab, lesson tasks, grammar and language structures. Content is age and grade appropriate and a wide variety of supplemental materials are used to high degree. Scaffolding techniques are also used to assist and support student understanding. This model has been proven effective as 90% of our ELLs showed growth on the Spring 2013 NYSESLAT.

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

New programs that have been implemented this year include the computer programs Rosetta Stone and Reading Smart. These programs have been shown to be an effective tool in learning a new language and will help our ELL's improve in each of the 4 modalities of language development including read, writing, listening and speaking. Newcomers will be able to utilize this software while in their general ed and content area classes as well as at home.

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

Due in part to budget constraints and preference, we will no longer be using Acuity this school year.

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

Our ELLs are invited to take part in all of the programs offered to our entire student body. They are also invited to participate in the 37 minutes of instruction prior to the start of the regular school day. Additionally, our ELLs are encouraged to join our after school Title III program as well as attend an extra 'tutorial' period of ESL during the school day. Students also participate in interim assessments and ELL assessments that are monitored, analyzed and disseminated on a regular basis.

Enrichment clubs and activities are open to all of our ELLs during and after school. These enrichment opportunities include yearbook, band, cheerleading, photography, archery, basketball, soccer, flag football and culinary arts.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

I.S 78 utilizes a myriad of instructional materials to support our ELL population. These materials include a wide variety of books, manipulatives, flash cards, posters, videos, audio tapes and games designed to improve English language proficiency. Book titles include the 'Picture This' and 'Exploring English' series from Longman as well as the 'Empire State NYSESLAT' series from

Continental Press. ELLs also have access to an extensive bilingual library of books within their ESL classroom as well as in the school library. They are given access to picture dictionaries as well, which are available in a multitude of languages. Laptops and headphones are also used along with interactive computer software including Rosetta Stone and Reading Smart.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

All of our ELLs receive native language support. Students receive native language glossaries and dictionaries for content area vocabulary. Classroom libraries are supplemented by reading material in native languages. Materials are age and grade appropriate across genres. In addition, students use laptops and interactive response technology for immediate assessment of understanding. Native speaker paraprofessionals, peer to peer instruction, native language literature as well as computer assistance in native language is also used to support our ELLs. We also use the computer program Rosetta Stone to supplement native language support.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

I.S 78 utilizes services and resources that are both age and grade appropriate. These include a wide array of high interest materials that are tiered so as to accommodate the varying needs of all of our English Language Learners. Additionally, we use a variety of books and other reading material with lower level vocabulary and high interest topics that correspond to the students' ages and grade levels. In doing so, we are able to meet the academic and linguistic needs of our ELLs while honoring their ages and interests so that instruction is both meaningful and appropriate.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

All of our students and parents know which class their children have been assigned to prior to the first day of school. A special orientation and barbeque are held for parents and students entering the 6<sup>th</sup> grade. They are given an opportunity to tour the building, meet with staff and have their questions and concerns addressed. Our guidance counselors, parent coordinator and administration are available prior to the first day of school to meet with students and parents if needed. Newly enrolled ELLs are paired with students who speak the same language so as to make for a smoother transition. Bilingual libraries are also made available to these students as well as translated modes of communication to their homes. Through these initiatives we hope to alleviate any tension or anxiety that our ELLs may be experiencing. Additionally, several parent conferences and orientations are arranged throughout the school year so that parents can tour the school, meet teachers, see student work and progress first hand, as well as obtain a better understanding of the school's expectations and standards. Translators will be on hand to further meet the needs of parents and ELLs alike.

18. What language electives are offered to ELLs?

Language electives offered to our entire student body include French and Spanish.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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 here:

### C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

I.S 78's ESL instructor has received training through WestEd, QTEL and SIOP. Meaningful professional development will be passed on to all teachers by our licensed ESL instructor. Instruction will include methods aimed to better equip teachers to help our ELLs succeed. Professional development blocks will be used to pass on ESL teaching strategies, identification procedures and testing modifications. Model lessons, common planning, and alternate assessment methods will also be thoroughly explored. Trips will be scheduled to provide alternate settings for our ELL students to further develop their language skills learned in the classroom and enrich their curriculum and cultural experiences. Professional development will be provided throughout the duration of the school year so that all teachers will be better equipped to meet the needs of our ELLs. Teachers will collaborate and work together to create and implement an effective instructional, monitoring and assessment system for our ELLs. Professional development sessions will begin in October and further dates will be tentatively scheduled for professional days, including Election Day and Brooklyn-Queens Day. Common preps will also be utilized for training and planning. The ESL instructor will take part in multiple workshops throughout the year where new strategies will be explored. Topics will include developing literacy in ELLs, academic/content area development, and alternate forms of assessment and evaluation. All content area, special education, and common branch teachers will be invited to attend these workshops. All new general education teachers will receive their mandated 7.5 hrs of professional development. Special education teachers will receive 10 hours of training in ELL teaching strategies. Surveys are distributed to help determine the needs of those teachers in need of such support. All of the aforementioned activities will support the minimum 7.5 hours of ELL training for new staff members. Records are maintained and are available for review in our ESL files. Our ESL instructor Puleo and a literacy teacher will also receive additional training through the network. Counselors are trained by the ESL instructor and through the Network in how to properly accommodate newcomers and their families. This includes everything from the initial meeting, completion of the HLS, parent orientations and helping ELLs complete their high school applications so as to ensure a smooth transition. All teachers receive training in the use of ARIS data which leads to the formation of goals for individual students.

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

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

## D. Parental Involvement

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

Forging a strong partnership between school and home is vital to nurturing the academic and social growth of our students. Strong parental involvement is one factor that research has shown time and time again to have positive effects on academic achievement and the overall culture of a school. Parental involvement supports, encourages and provides opportunities for parents and educators to work together on behalf of our students. Maintaining such a relationship is of utmost importance at I.S. 78. An explicit open door policy will be established so that parents always know they are welcome. Written information about classroom assignments, goals, assessments and school events and notices will be translated and parents will be encouraged to reply. A series of parent conferences and orientations will be arranged throughout the year so that parents can tour the school, meet teachers, see student work and progress first hand, as well as obtain a better understanding of the school's expectations and standards. The parent coordinator and translators will be available at these conferences to answer questions and provide further information regarding school matters. Visuals and literature will be provided in a myriad of languages at these meetings so as to ensure understanding. Adult ESL books including bilingual picture dictionaries will be offered to these parents of our ELLs so as to improve their English proficiency. Off site adult ESL programs will be recommended upon request. Finally, calls will be made periodically to parents to further their involvement in their child's education and keep them up-to-date with student progress.

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

Translators are made available to ensure active participation and clear communication between the school and parents of our ELLs.

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

## E. 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 response to question here:

## Part VI: LAP Assurances

**School Name:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 22K078 School Name: I.S 78

Cluster: 6 Network: 602

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

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

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

We assess the languages that parents speak and also those requesting translations using data that is collected and put into ATS upon registration of each child.

We share these findings with our school community: the school leadership team, our school leaders including administrators, coach, lead teachers, our pta and our local community based organization or our opening fall leadership meetings and we update during our midyear assessment meetings.

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

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

At the start of the 2013-2014 school year, information was gathered at parent orientation to determine if parents requested translated documents. For those who fail to attend any of the orientations, letters are sent home to assess each parent's preferred language of communication with our school. We continually offer this option to parents and assess their needs via Parent Newsletters, letters home, the Parent Message Board in the lobby and at individual conferences. The majority of our parents preferred that correspondence with the school, both written and oral, occur in English. However, some of our parents (particularly those of newcomers) requested that letters be sent home in both English and their native language and that translators be present at meetings.

The language breakdown of our ELL population is as follows: 1 Spanish, 4 Urdu, 2 Arabic, 13 Haitian-Creole, 7 French, 1 Wolof, 1 Hebrew, 5 French-Haitian-Creole and 1 Papiamentu. Of this group, only 7 requested oral interpretation and written translations. More specifically, 5 Haitian-Creole and 2 French speaking parents required such services.

Teachers, counselors and school staff are notified at the beginning of the school year of each ELL's proficiency level based on the previous spring's NYSESLAT results. They are also informed of each student's home language, ESL schedule and preferred mode language of communication. All teachers are also given access to the RLER report which contains all such pertinent information. This is an ongoing process as newcomers arrive throughout the school year.

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

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

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

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

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

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

The Parent Bill of Rights will be provided to all parents on Open School Day and Evening. A translation sign is posted in the main lobby in a conspicuous location. The School Safety Plan contains procedures for ensuring that all parents in need of language assisted services are not prevented from reaching the school's administrative offices solely due to language barriers.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 38
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 0

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: IS 78 is a community middle school comprised of grades 6, 7 and 8 in district 22. The present student population is 20% Caucasian, 68% African-American, 9% Hispanic, and 3% Asian and others. The student population is roughly 1040 and is heterogeneously grouped within each grade, with the exception of the gifted programs. A pedagogical staff of 100 teachers supports the total population.

IS 78 offers a pullout ESL program consisting of 38 English Language Learners. Of the total number of students, 13 are at the advanced stage of English language development, 13 are at the intermediate stage and 12 are at the beginning stage of English language development. More specifically, of the 6th graders, 4 are beginners, 3 students are at the intermediate stage, and 8 are advanced level ELLs. In the 7th grade, there is 1 beginner, 4 intermediate and 1 advanced level ELL. Finally, the 8th grade is comprised of 7 beginners, 6 intermediate and 4 advanced level ELLs. All ELLs are mandated by the state to receive ESL services as per part 154. Students' level of English language proficiency is based upon their performance on the LAB-R or NYSESLAT. Those designated as beginner or intermediate level ELLs are entitled to 360 minutes or 8 45 minute periods of ESL per week. Advanced level ELLs are entitled to 180 minutes of 4 45 minute periods of ESL per week.

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

Our instructional program is aimed at improving the ELA and NYSESLAT scores of our ELLs on NYS assessments. All ELLs as well as former ELLs will be eligible to participate. The program will take place on Tuesdays and Thursdays from 2:45 to 4:15 pm from late September through June 2012. Students will be instructed by a fully certified teacher of ESL. An extra ESL tutorial period will be offered to our ELLs during the school day. This extra ESL tutorial allows us to effectively reduce class size. ESL instructor Puleo provides services six periods daily so that each group is smaller in size and instruction can be further individualized and each student's specific needs are effectively met. A student/teacher ratio of 8:1 affords students the opportunity to thrive in a small group setting. This extra ESL tutorial will take place on a daily basis during period 2 from 9:23 to 10:05. This also allows us to provide our ELLs with assistance beyond what is mandated as per CR Part 154. Instruction aimed at improving English Language Proficiency is provided each day until the 122 periods allotted in the Title III budget is exhausted.

## Part B: Direct Instruction Supplemental Program Information

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

Instruction is in English and is aimed at improving each student's ability in the 4 modalities of English language proficiency, including reading, writing, speaking and listening. Prior knowledge, past experiences and cultural backgrounds are incorporated into classroom activities. ELLs are immersed in a print rich environment where comprehension, participation and higher order thinking skills are emphasized through the use of a wide variety of teaching methods and tasks including graphic organizers, response groups, and writing workshops. ESL instruction is provided by a fully certified ESL teacher who works collaboratively with content area teachers so as to better meet the needs of our ELLs. Materials used include a wide variety of books, manipulatives, flashcards, posters, videos, audio tapes, computer programs and games designed to improve our ELLs' English proficiency. Books titles include "Achieving on the NYSESLAT" by Longman and the Empire State NYSESLAT Series.

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

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

## Part C: Professional Development

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

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

Begin description here: Meaningful professional development will be provided to all teachers throughout the year by Asst. Principals Gold and Cusumano, ELA lead teacher Gottesman and fully licensed ESL instructor Puleo. ICI, our SSO will also provide offsite professional development. Professional development blocks will be used to pass on ESL teaching strategies, identification procedures, and testing modifications. Model lessons, common planning and alternate assessment methods will be thoroughly explored. Professional development sessions are scheduled for professional days including Election Day and Brooklyn/ Queens Day. Common prep time is also be utilized for further

### Part C: Professional Development

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

### Part D: Parental Engagement Activities

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

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

Begin description here: Forging a strong partnership between school and home is vital to nurturing the academic and social growth of our students. Strong parental involvement is one factor that research has shown time and time again to have positive effects on academic achievement and the overall culture of the school. Parental involvement supports, encourages and provides opportunities for parents and educators to work together on behalf of our students. Maintaining this relationship is of utmost importance at I.S. 78. Parent needs are evaluated through formal and informal interviews and conferences. Language preference forms are sent home to determine what language the parent prefers to use when communicating both verbally and in the written form with our school. Translators are made available to ensure active participation and clear communication between the school and parents of our ELLs. Events celebrating the diverse cultural makeup of our school will be held throughout the year. Children and parents are encouraged to contribute music, posters, food, flags, poems, and history celebrating their backgrounds. ESL instructor Puleo, parent coordinator D'Aleo, and community outreach director and school counselor Ms. Rivera work together in the planning and implementation of parent activities and orientations. Letters informing parents of such events are sent home with students. Translated versions are available so that information is sent in each student's home language. Follow-up phone calls are made to ensure notification and full parental engagement and participation. Parents and guardians of all of our current and former ELLs are invited to participate in such events. Topics and themes include multicultural celebrations, festivals, award ceremonies, periodic orientations and information nights where assessments, curriculum, promotional criteria, accommodations and learning strategies are thoroughly explored and discussed.

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

### Part E: Budget

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

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