



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE STAPLETON LIGHTHOUSE COMMUNITY SCHOOL
DBN (i.e. 01M001): 31R078
Principal: LOUIS BRUSCHI
Principal Email: LBRUSCH@SCHOOLS.NYC.GOV
Superintendent: JESSICA JENKINS
Network Leader: NANCY RAMOS

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
Louis Bruschi	*Principal or Designee	
Gloria Morales	*UFT Chapter Leader or Designee	
Judith Martinez	*PA/PTA President or Designated Co-President	
Katherine Stewart	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	
Daniel Singleton	Member/ Teacher	
Barbara Dellasalla	Member/ teacher	
Antoinette Montanti	Member/ Teacher	
Jennifer Jennings	Member/ Parent	
Nicole Rivera	Member/ Parent	
Dolores Castro	Member/ Parent	
Emma Navarro	Member/ Parent	
Shontay Stevenson	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.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- 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.
- 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 CEP 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 CEP before it is approved.

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

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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).
- 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.
- Describe the programmatic details 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 located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

Our school will work to exceed the Chancellor's instructional expectations by developing 5 units of study to align the standards in science and social studies with the ELA work in the Common Core in kindergarten, grade one, grade two and grade three. Math instruction will remain discrete from the ELA unit development but remain aligned to the Common Core using the 2013 edition of Go Math program with robust task and problem solving work.

By June of 2014, 100% of our teachers will have engaged in the development of five Common Core aligned units of study in ELA with themes based on the standards in science and social studies.

Comprehensive Needs Assessment

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

The citywide instructional expectations and Common Core State Standards shifts helped to inform our School Leadership Team of the priorities in the academic work the school is expected to achieve in this school year.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. Teachers and administrators will begin work during summer planning to identify a process for the development of units of study aligned with the Common Core. Teachers will work in grade teams to identify the standards that will be taught, write the units based on the standards and assess student achievement in those standards. The units are aligned with the principles of the Universal Design for Learning (UDL) so they will be written with all student groups in mind, especially students with disabilities and English language learners. Upon the completion of each unit each class will present a culminating unit performance (CUP) to the school community. This encourages parent participation in the learning process and will be a chance to celebrate student achievement. Teachers and administrators will begin work during summer planning to identify a process for the development of units aligned with the Common Core. Teachers will work in grade teams to identify the standards that will be taught, write the units based on the standards and assess student achievement in those standards. Development of the units will be ongoing with common planning preparation periods and other planning opportunities available to all teachers on a monthly basis. The unit plans are shared across the grade, with cluster teachers and administrators and receive feedback, as needed, from all groups. The writing of the units will be ongoing with common planning preparation periods and other planning opportunities available to all teachers on a weekly basis. Grade leaders coordinate the work on each grade and administrators provide feedback as needed. The unit plans are shared across the grade, vertically and with cluster teachers as well.
2. Teachers will submit each unit to administrators at two month intervals throughout the school year beginning in September and turning the last one in at the end of April. Each unit will include power standards which identify the main work of the unit and a number of secondary standards which are necessary to complete the task and support the development of the power standards. The students will be assessed formatively throughout the unit using conference notes developed around the standards and two summative assessments using an on-demand task and a culminating unit performance. Each task will include rubrics which are developed and aligned with the Common Core standards. An online resource will be completed by June 2014 to capture the unit and lesson planning work that is described here.

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

1. All teachers are responsible for developing and implementing the Common Core State Standards lessons. Trade books, big books various websites, and video clips are incorporated into lessons to differentiate based on student needs and Universal Design for Learning. Teachers use Webb's Depth of Knowledge to encourage student thinking and enhance their questioning techniques.

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

1. Common Core State Standards rubrics are developed and used to evaluate and monitor student growth and progress. Exit slips are used to determine and monitor student comprehension.

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

1. Units are designed and scheduled to be completed in 5-6 week cycles. There is a pre and post assessment at the beginning and ending of each unit. Common Core State Standard rubrics are aligned with each assessment.

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

•teachers will develop reading and writing lessons from the units of study developed. The lesson plans will be conducted every day and will follow the workshop model: 5-10 minutes for a mini-lesson 5 minutes of active engagement, 25 minutes of student independent practice and a 5 minute share session. Various websites such as learning A to Z, Raz-kids, brainpop jr and trade books will be utilized to scaffold instruction and support student learning. Teachers will use the pre, post and benchmark assessment data to group students according to their capabilities and level.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Each unit of study ends with a Culminating Unit Presentation where students apply what they have learned in the unit. All parents are invited to watch students demonstrate their achievement in each unit of study. The Parent Coordinator assists with translating all materials and letters in Spanish. The Parent Coordinator schedules workshops, events and activities to keep parents informed of the educational learning process.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

Administrators and teachers will work together using critical components identified in the Danielson Framework to develop coherent instruction infused with high level questions and assessed at regular intervals to effectively support student achievement.

By June of 2014, each teacher will be receive six informal formative observations or one formal observation and three informal observations and receive written feedback in a timely fashion for each based on critical components of the Danielson Framework.

Comprehensive Needs Assessment

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

According to the citywide instructional expectations and the NYC Quality Review Rubric schools are best served building the practice of teacher observation with a research-based, common teaching framework and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers. The Danielson Framework for Teaching is a research-based set of components of instruction, aligned to standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into a number of components and clustered into four domains of teaching responsibility:

1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibilities

Each component defines a distinct aspect of a domain; two to five elements describe a specific feature of a component. Levels of teaching performance (rubrics) describe each component and provide a roadmap for improvement of teaching.

The Framework may be used for many purposes, but its full value is realized as the foundation for professional conversations among practitioners as they seek to enhance their skill in the complex task of teaching. The Framework may be used as the foundation of a school or district's mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. Teachers will receive professional development in the three critical components in the Danielson Framework throughout the school year. Administrators will visit classrooms starting in November and provide verbal or written feedback within 5 days of the observation.
2. There will be a record of written observations showing consistent feedback to all teachers to help identify, support and improve high quality instruction. All feedback will be based on coherent instructional design, effective use of questioning and effective use of assessment to improve student achievement and instructional practice. All documentation of this work will be memorialized in a file by June 2014.

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

1. Administration and teachers will work closely to deepen their knowledge and familiarity with the Danielson Framework. ARIS Learn Resources and Webinars will be used as a vehicle for discussion on teacher practice and to deepen their understanding of the Danielson Framework. The Danielson rubric will be used as a reference to identify highly effective practices and critical attributes of each domain. Teacher mentors will support the new teaching staff and help acquaint them with the Danielson Framework and target areas for improvement.

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

1. The Danielson Framework and Advance system will

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

1. The Initial Planning Conference (IPC) was held in September and October. At these conferences, student data and teacher goals were discussed. The observation cycles start immediately after all IPCs are finalized.

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

1. ARIS Learn Resources, classroom inter-visitations and professional literature and articles will be used to support teacher practice and improve student outcomes. Teachers will meet during faculty conferences, grade meeting and inquiry time to share best practices and review the Danielson Rubric.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Not Applicable

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

Student attendance will significantly exceed the historical precedents established by the previous school community.

By June of 2014, student attendance rates will average more than 92% for the school year.

Comprehensive Needs Assessment

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

The phase-out school, Public School 14R had a composite ten year attendance history of 88.40% which is below the District 31, 91.39% average for the same time period. In addition to that the last three years achieved an average attendance of 88.47% in SY9-10, 88.42% in SY 10-11, and 88.82% in SY 11-12. Each of these numbers reflects a school-wide average. The numbers are markedly lower for the early childhood grades. For the 2013-14 school year, we reached a school year average attendance rate of 87.8%.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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 create a new partnership with Partnership for Children to increase the parent outreach. Select students will be targeted and monitored. Parent outreach and home visits will be conducted as needed.
2. We will create a bulletin board to track the attendance of each class. There will be incentives distributed for each class that reached 100% daily.
3. Various ATS attendance reports will be utilized to track individual student attendance as well as school wide attendance monitoring.
4. An early enrichment program will be created to target the students with attendance under 90%. The enrichment program will include activities that are engaging and fruitful for the students.
5. Students will be greeted on a daily basis by all staff members with whom they have contact to create a welcoming environment and set an expectation that all students should be in school every day. All students will participate in special programming, which includes class trips and visits to the school from outside organizations and community partners, to build an enthusiasm for education. Students who miss school two consecutive days will be contacted by a member of our attendance team. Students who have an attendance rate that falls below 90% will be invited to a special morning program that encourages regular attendance through exciting enrichment programming.
6. The attendance team will meet biweekly to monitor student attendance trends. These meetings will be documented in a binder. The school administration will oversee the work of the attendance team and other programming to look for larger trends in student attendance by class, grade or other factors as needed.

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

1. We will work with our Network Director of Student Services, attendance teacher, guidance counselor, parent coordinator, and lead teacher in youth development to coordinate the work of staff and parents to make student attendance a community priority. Phone calls, parent meetings, home visits and the coordinated work of social services agencies are brought to bear on our attendance efforts.

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

1. School wide attendance will be monitored to determine the effectiveness of the strategies and activities described above.

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

1. The first of every month, ATS reports will be printed and shared with the school community.
2. 100% daily attendance will be announced daily and celebrated once a month at PTA meetings.

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

1. The attendance team meets once a month. ATS reports are utilized to determine the target students. Each team member is assigned 5-8 students to track student attendance, conduct parent outreach and discuss data. Students who show a significant amount of improvement are rewarded at a special assembly. When students have 100% for one whole week, they receive a certificate and a treat.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

At PTA meetings we will celebrate students with perfect attendance with a certificate and formal recognition. It will serve to make parents aware of the importance of student attendance and also encourage parent participation in the PTA meeting to see their children receive the certificate.

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

Most teachers will use data to identify student learning trends, set goals, monitor and modify instruction, and increase student achievement. A system will be established to identify student achievement in the identified standards established by the development of Common Core aligned units.

By June of 2014, 100% of all teachers will use a system that tracks student progress three times in the course of the school year in each standard of the Common Core

Learning Standards for ELA and some of the standards in science and social studies.

Comprehensive Needs Assessment

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

According to the NYC Quality Review rubric, schools and staff should align assessments to curricula, use on-going assessments and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. Through the integration of a proprietary application for the iPad named Confer and a Microsoft Excel spreadsheet teachers will be able to track student conferencing in each of the Common Core Learning Standards identified in the units and monitor student progress in these standards. Teachers and administrators will be able to examine the results and refine instructional approaches to meet the needs of all students.
2. Teachers will receive professional development in the software pieces as well as conferencing techniques to best assess student performance and evaluate instructional practice.

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

1. Effective assessment is critical to good instructional practice. Staff will be trained to conference with students to determine student progress and evaluate their own instructional practice as well. This allows for better designed instruction for each student which meets the spirit and letter of the mandates and legislation in place to support our highest need student communities.

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

1. Each teacher selects 3 targeted students to monitor and track. Strengths and weaknesses are noted and instruction is refined based on student needs.

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

1. Teachers meet once a month to analyze and look at student work. They use a data protocol and capture student work electronically.

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

1. Teachers meet once a week to refine curriculum and lesson planning based on what they observed during their data protocols. Units of study and rubrics are then revised accordingly. An analysis is conducted to identify any gaps between student work and the Common Core State Standards.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Not Applicable

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

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.)
ELA	<p>Leveled Literacy Institute: A short-term intervention designed to improve reading and writing skills. Students receive 30 minute lessons daily in a small group setting.</p> <p>SETSS: A multi-sensory structured language program for students who struggle with decoding and encoding, directly through teaching and word structure.</p> <p>Extended Day: A small group work focusing on reading and writing using authentic literature, reciprocal teaching, and graphic organizers with lessons to help students accelerate their reading growth. The five areas of reading: phonics, phonemic awareness, vocabulary, fluency and comprehension are addressed as well.</p>	<p>Small Group Instruction 1:3 ratio</p> <p>At risk, Small Group Instruction 1:5,</p>	<p>During the school day 5X week, 45 minutes</p> <p>During the school day 5X week, 45 minutes</p>
Mathematics	Go Math Small group work based on problem solving skills and fluency skills.	Small Group Instruction	During the School Day
Science	Small group work focusing on the scientific method.	Small Group Instruction	During the School Day
Social Studies	Small group work focusing on integrated literacy lessons incorporating graphic organizers and authentic literature.	Small Group Instruction	During the School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling is provided for students with chronic/poor attendance rates, outreach is made to the parents. At-risk counseling is provided to teach pro-active social skills.	Small group, one to one	During the School Day

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

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

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.
According to the BEDS survey 2013-14 survey, 100 % of our teachers are highly qualified and teaching in their NYS certification area. We have partnerships with the College of Staten Island and Wagner college, where several student teachers fulfill their student teaching and student observing requirements.

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).
Professional development is based on teacher needs that have been identified through staff surveys and informal and formal observations. All staff are offered professional development. Many professional development opportunities are available to new and experienced teachers and teaching assistants (paraprofessionals). These activities are designed to improve the quality of classroom instruction; enable individuals to grow professionally; introduce practitioners to the practical applications of research-validated strategies; and help teachers meet their license and salary differentials. Some of these activities are school-based while others are Citywide.

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 <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Federal, State and local funds are used to support students in temporary housing. Partnership for Children provides book bags, counseling and resources for violence prevention and students in temporary housing. The guidance counselor and social worker offer support as needed to students making transitions and those faced with crisis situations

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.).
We have built strong relationships among the children we serve in Pre-K kindergarten. We invite families to participate in informational sessions that provide families insight on how to better prepare children for school and include ways that families can support classroom instruction. We host parent orientation on and off school premises to provide families with insights to help transition them to the next level.

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.
Teachers use a variety of informative and summative assessments to drive and refine instruction. All assessments are created to serve some purpose, whether to form guided groups, to identify a student who needs remediation, or to improve instruction. Teachers collaboratively create pre and post assessments for the beginning and end of all units. Our formative assessments help us check for understanding and guide teacher decision making about future instruction; they also provide feedback to students so they can improve their performance. Formative assessments help us differentiate instruction and thus improve student achievement. Assessments are analyzed by teachers who are included and an integral part of the process.

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Our school, P.S. 78 in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13**

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Nancy Ramos	District 31	Borough Staten Island	School Number 078
School Name Public School 78R			

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

Principal Louis Bruschi	Assistant Principal
Coach Jodi Contento	Coach type here
ESL Teacher Nelly Dugan	Guidance Counselor Mary Atlas
Teacher/Subject Area Danielle Arena/Special Ed	Parent Ms. Lopez
Teacher/Subject Area Ari Kampel/ELA	Parent Coordinator Maria Brancale
Related Service Provider type here	Other type here
Network Leader Nancy Ramos	Other type here

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

D. School Demographics

Total number of students in school	500	Total Number of ELLs	42	ELLs as share of total student population (%)	8.40%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [i](#)

1. Our Limited English Proficiency Identification Process begins at student registration. Upon enrollment, the Home Language Identification Survey is administered by a trained pedagogue, the ELL Teacher or ELA Teacher. During the intake process, we accommodate parents whose native language is other than English by providing translation through the use of pedagogues and/or paraprofessionals. The languages that are spoken by pedagogues are Spanish, Russian, and Arabic. The Home Language Identification Survey is available in nine languages and the appropriate language is given to all families. If the student's home language is English, then the student is not Limited English Proficient and they enter a general education program. If the student's native language is other than English, the informal interview is conducted in English and student's Native Language. If the student speaks little or no English, we administer the initial assessment, LAB-R. If a student's native language is Spanish and they score below proficiency on the LAB-R, they are administered a Spanish LAB to determine language dominance.

A licensed ESL teacher hand scores the LAB-R using the cut scores from the most recent DAA memo. If the student scores at beginning, intermediate, or advanced level, he/she is identified as a LEP and is placed in a self-contained ESL class, or serviced in a freestanding ESL program. If the student scores at a proficient level, he/she student is not an ELL and enters a general education program. Based on the student's LAB-R score, Entitlement, Non-Entitlement and Placement letters are distributed to families in their native language and a copy is placed in the student's cumulative record. The entire student intake process from the registration date to determining ELL eligibility is completed within 10 days of enrollment.

In the spring, we expect to administer the annual assessment, New York State English as a Second Language Achievement Test to all of our ELL students. The RLER, ATS report for both NYSESLAT and LAB-R, is printed by ELL/Testing Coordinator and used to determine which students are NYSESLAT eligible. A testing memo for the speaking modality of the NYSESLAT is then crafted by the ELL/Testing Coordinator and distributed to our ESL teacher. The ESL teacher pulls out the students on a one to one basis to administer the speaking component. Another testing memo for the Reading, Listening and Writing modalities is crafted by the ELL/Testing Coordinator and distributed to select pedagogues including ESL, Special Education and General Education Teachers. The Reading, Listening and Writing components are scheduled on three different, but consecutive days. Students with disabilities are provided with the modifications indicated in their IEPS. The ELL/Testing Coordinator ensures that every student completes all four components of the NYSESLAT exam. Once the NYSESLAT data is available, the results are distributed and reviewed, students are placed accordingly in future grades.

2. Upon student registration, Parents/Guardians of newly enrolled students whose native language is other than English will attend an immediate parent orientation hosted by the Parent Coordinator. Attendance is taken and an agenda is distributed at each Parent Orientation. A video explaining the three program selections is shown in their native language. Parents are given the Parent Survey Selection Forms in their native language after the video is shown. Parents rank their program choice in order using first, second and third. Parent selection sheets are filed into the student's cumulative record and a copy is placed in the Student Intake Binder.

At this time, the Parent Coordinator informs the parents about the programs available in our school. If the parent selects a program that is not available in our school, the parent coordinator provides them a list of schools in NYC where the programs are available. They are informed of parent rights and are presented with an overview of the various programs available for English Language Learners. A question and answer portion is conducted by the Parent Coordinator after the viewing of the video to ensure the parents understand the three ESL program models. The Assistant Principal tallies the Parent Program Selections by grade and language. If there are 15 or more students in consecutive grades for a particular program that is not offered, administration will take the proper steps to ensure parent choices are met. Parents will be notified by the Parent Coordinator if a TBE or DL becomes available.
3. Appendix K from the EPIC is used to track and monitor the student intake process and to ensure that all Parent Survey Selection Forms are returned and Entitlement letters are distributed. Attendance is taken at the Parent Orientation where the three program choices, transitional bilingual, dual language, and ESL are explained. Each parent is required to complete a Parent Survey Selection Form immediately after viewing the video. Entitlements letters are given to parents at the Parent Orientation, a copy is placed in the student's cumulative record. Parent Survey Selection Forms are collected by the Parent Coordinator. Before the Parent Orientation is over, the Parent Coordinator checks to make sure every parent returned the Parent Survey Selection Form and an Entitlement letter was distributed. If for any reason a parent was unable to attend, the Parent Coordinator sends a letter to the families and additional dates for viewing the video are offered. Phone calls and reminder letters are continuously sent home, when the Parent Survey and Program Selection forms are not returned. Phone logs are kept and translators are used when necessary. For those parents who have not completed the Parent Survey Selection Form the default is Transitional Bilingual Education.
4. After the Parent Survey Selection Form is completed by the parent, they are notified that the school currently has an ESL Freestanding Program only. However, for those parents who may not have completed the Parent Survey Selection Form the default program placement is Transitional Bilingual Education. Students who have been identified as an ELL are assigned to a class according to their proficiency level on LAB-R or NYSESLAT. Students are placed in a self-contained ESL class, or serviced using a push-in or pull-out model. The ELL/Testing Coordinator ensures that parents of students who have been identified as an ELL receive a Placement letter in the appropriate language and in English. A copy of the Placement letter is kept in the student's cumulative record. With the help of translators, parents are informed of all decisions. Students whose IEP dictates a bilingual setting receive an alternate placement language paraprofessional. In September, the NYSESLAT results are reviewed, is printed from ATS. Based on the student's NYSESLAT scores, continued entitlement letters, in student's home language, are sent to families to inform them of the continued ESL service.
5. After reviewing our Parent Survey and Program Selection Forms, it is evident that the trend in our school has been for the majority of parents to opt for the Freestanding English as a Second Language Program for their children. For the upcoming school year, we will continue to monitor the Parent Survey and Selection Forms to ensure students are placed accordingly. The Assistant Principal tallies the Parent Program Selections by grade and language. If there are 15 or more students in consecutive grades for a particular program that is not offered, administration will take the proper steps to ensure parent choices are met. Parents will be notified by the Parent Coordinator if a TBE or DL program becomes available. Monitoring the trends allows us to plan for future programs by determining the type of ESL class that will be offered, selecting appropriate staff and targeting certain grade levels.
6. Currently, the program model we offer is aligned with our parent selection forms. We offer parents an explanation of the three models in their native language and English and then proceed to conduct a question and answer time to make sure they have a complete understanding of the three program choices. After parents are fully versed, they choose the program that is best suited for their child. As we monitor the parent selection forms, we tally the parent choices to ensure that the program models are aligned with parental requests.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>	5													5
Freestanding ESL														
Self-Contained														0
Push-In	1	18	8	10										37
Total	6	18	8	10	0	0	0	0	0	0	0	0	0	42

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	42	Newcomers (ELLs receiving service 0-3 years)	42
SIFE	0	ELLs receiving service 4-6 years	0
		Special Education	6
		Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language	5									5
ESL	31	0	6							31
Total	36	0	6	0	0	0	0	0	0	36

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish	5																		5	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	5	0	5	0																

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>5</u>	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: <u> </u>	Asian: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>
	Hispanic/Latino: <u> </u>
	Other: <u> </u>

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	15	6	8										30
Chinese														0
Russian														0
Bengali				1										1
Urdu														0
Arabic		3	2	1										6
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	1	18	8	10	0	0	0	0	0	0	0	0	0	37

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

ELL PROGRAMMING:

1a. Our organizational models consists of a Pull-out program. Our ESL teacher collaborate with the classroom teachers as well as the content area teachers to ensure consistency and alignment with curriculum and instruction. The ESL teacher attend grade level conferences to look at student work, data and discuss ESL methodologies and strategies.

1b. Our program model consists of homogenous groups. In the pull-out model students are serviced in homogenous groups. In the pull-out/out-of-class model, students travel to another classroom to receive ESL instruction. This instruction is also provided by an ESL certified teacher. Native language libraries are used to provide native language support.

2a. All of our English Language Learners receive the New York State mandated ESL/ELA instruction time based on students' proficiency levels. Beginner and Intermediate ELLS receive 360 minutes of ESL instruction a week. Advanced ELL's receive 180 minutes of ESL instruction a week. Our ESL teacher is a NYS highly qualified and certified. Students are placed according to their proficiency levels, beginners and intermediates are placed in one class. Advanced ELLS are placed in another class. ESL teachers are then assigned to classes according to the number of mandated minutes needed to service students.

2b. Classroom teachers and ESL providers work together to plan and implement ESL instruction. Beginner and Intermediate ELLS receive 360 minutes per week and Advanced ELLS receive 180 minutes per week as required under CR Part 154. Currently, we do not have a TBE or DL program, however, to support the students in Native Language we use dual language books, bilingual glossaries and dictionaries.

3. A variety of ESL strategies are used in content area instruction to provide language support for the ELL's. These strategies include techniques such as Total Physical Response (TPR), role-playing, chants, using visual and auditory aids, such as realistic illustrations, concept posters, shared writing posters, word walls, CD's and tapes. In addition, cooperative learning strategies are implemented through language practice games, group projects, and pairing of students by language proficiency levels.

In the pull out model the teacher helps the students build and develop the academic vocabulary, critical thinking skills, and language usage that is needed for proficiency in all content areas. Books in student's native language, paraprofessionals to assist, dictionaries, visual aids, and modeling all help make content comprehensible for students. Systematic and explicit instruction that is rigorous and differentiated is the focus for all of our ELLs.

Technology is used in the classroom as a way to meet the needs of our ELLs. Students' vocabulary development is enhanced through

A. Programming and Scheduling Information

seeing vocabulary in context. Real life examples and images provide a context for language and vocabulary. Listening Centers are utilized to provide the opportunity for repetition; the student can control their learning pace by pausing, rewinding, fast forwarding, and/or playing the text/story over again, and do this all on their own

4. We ensure that our ELLs are appropriately evaluated in their native language by identifying the home language recorded on the HLS. If the home language is Spanish, the Spanish LAB is administered. After the HLS process is completed, the school determines the student's native language. Spanish speaking students are given the Spanish Lab to determine their Spanish language fluency. The teacher may include an oral or written assessment to determine the student's native language proficiency, and then seek the assistance of a native language school support person. In the classroom students may use native language and bilingual dictionaries and glossaries when needed.

5. We utilize LAB-R and NYSESLAT scores, ELL Periodic Assessment, informal and formal assessments, and various ATS reports to differentiate the instruction for our ELL subgroups. Students are grouped according informal and formal data as well as student capabilities. Lesson planning includes preparation to accommodate the different proficiency levels and modalities.

5a. Our school services no Students who have Interrupted Formal Education (SIFE). In the event that we have such student register we would support these students by having the classroom teachers send an instructional packet home to the parents that include resources and handouts. These students are would also provided with Academic Intervention Services, which is two times a week for the duration of one hour. The service providers are all NYS highly qualified teachers. During the regular school day, the materials utilized are standards based and aligned with the New York City and State curriculum. In addition, we incorporate the buddy system for our SIFE students to make the transition easier for them.

5b. When newcomers arrive to our school from their native country, we immediately pair them with a buddy student who speaks their native language. Special attention is given to these students from the classroom teacher to welcome this student and assist them through their adjustment period. The classroom teachers are encouraged to use alternate techniques to communicate with the students i.e. drawings, hand movements, chanting, acting out, etc. . Translators are provided to speak with the students and the students' parents. We also plan to use the newcomers program available in the "On Our Way to English" series.

The service provider for the newcomers are ESL certified or NYS highly qualified teachers.

In addition, the guidance counselor is available to support the ELL newcomer population with academic, social and assimilation issues. The connection between the native culture and the target culture will be addressed through guidance interventions. Culturally diverse backgrounds are discussed to develop an atmosphere of understanding and tolerance. Each cultural group's attributes are explored, examined and discussed. The children are encouraged to find commonalities in the various ethnic groups in our school. This will better prepare them for the multi-cultural world that awaits them. Dual language books and native language dictionaries provide additional support.

5c. We do not have any English Language Learners who are being serviced 4-6 years since the school serves kindergarten, grade one and grade two.

5d. At this time, we do not have any Long Term English Language Learners, however, in the event that we do, we will differentiate instruction to meet the individual learning styles of these students in the classroom. These students would be encouraged to attend our after school program supported by Title III funds which would include test preparation for New York City and State standardized tests. We would offer our Long Term ELL's ESL services using the push-in/pull out model. Academic Intervention Services would be provided for these students. Parent workshops would be conducted throughout the school year so that parents can support their children at home. We would encourage these students to participate in the Title III summer school program that is designed for English Language Learners.

6. For our English Language Learners with special needs, we use a combination of data to identify and hone in on the students' specific needs. We use the student's IEPs, communication with the School Assessment Team, classroom teachers and paraprofessionals to identify best strategies to meet the special needs of these students. Daily instruction is strongly supported by co-teaching, hands on activities, modeling, repetition, and visual aids. PPT meetings are used to track and discuss student progress and next steps. Teachers use Reading Street, including its ELL component, to teach content area and language development. Sidewalks is also used for the ELL-SWDS. On Our Way to English and Avenues are also used to provide content area support. Words Their Way is used to facilitate

A. Programming and Scheduling Information

English language development.

Teachers use many instructional strategies to meet the needs of the ELL-SWDS. Differentiated small group instruction takes place throughout every school day. Other strategies include TPR, using visuals, repetition, engaging students in hands-on activities, role playing, use of technology, books on cd, etc...

7. In order to meet the diverse needs of ELL-SWDS, students may be mainstreamed in areas that they are more proficient in, based on formal and informal assessments and teacher recommendation. Curricular flexibility occurs according to students needs and proficiency. All students use the Reading Street program, but the grade level that is used is aligned to particular student's reading level and English language proficiency. Students are involved in small group instruction throughout the day and also in extended day AIS. After school programs provide focused small group instruction and formal test preparation. According to their IEPs, students are eligible for accommodations that include timing, setting, and method of presentation in the classroom and during formal testing.

Courses Taught in Languages Other than English ⓘ

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

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

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

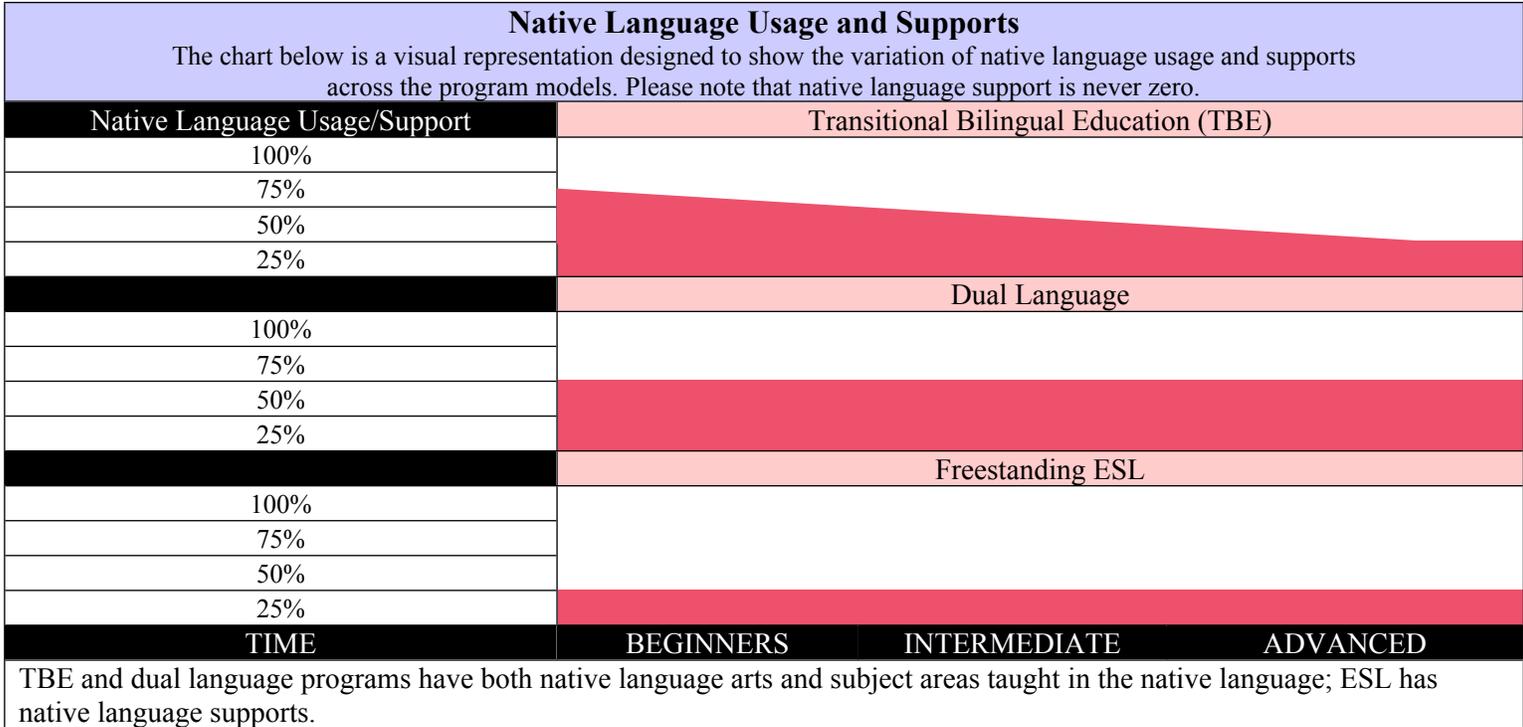
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
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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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

8. Our targeted intervention program spans ELA, math and all content areas. The intervention includes small group instruction as well as differentiation by product and process. The instruction is in English, however, native language materials are used for additional support. The targeted intervention infuses literacy skills in content areas which align the curriculum to the Common Core Learning Standards to increase academic language and rigor.

9. During instructional time, Former ELLs will be provided with additional ELA and Math support in the classroom as well as in Extended Day, and in after school programs. The support includes but is not limited to the use of visuals, graphic organizers, use of technology, smart boards, and small group instruction. The test coordinator ensures all Former ELLs receive the following testing accommodations on all NYC and NYS Exams. The accommodations are, time extension, separate location, use of bilingual glossaries and dictionaries, alternate language editions, oral translations for lower incidence languages, written response in the native language and a third read of the listening selection on the NYS ELA Exam.

10. Unit plans aligned with the CCLS makes up the majority of our ELA work. The ELL components are in all classrooms. We are looking into Rosetta Stone, Achieve 3000, Istation, Destination Math and Reading. Our data indicates majority of our ELL students are in the Newcomer 0-3 years. After analyzing the RLAT and RNMR, we found that we have students who are stalled at one proficiency level and are not showing growth over time. In addition, we have identified a weakness in the reading and writing modality. Therefore, we are considering these programs because they are recognized by the OELL and may provide appropriate ELL remediation.

11. NA

12. All ELLs are given the opportunity to participate and are afforded equal access to all school-wide programs and extra-curricular activities. ELL students are invited to all school-wide programs via permission slips that are sent to the families.

12b. PAL is a Community Based Organization, which is housed in the school everyday from 2:50-6:00 P.M.. It offers homework assistance and enrichment activities to students in all grade levels including English Language Learners.

13. There is a variety of technological support for ELL students, such as whiteboards, overheads, laptops, computers and computer software. Students use Imagine Learning, BrainPop Jr., Starfall, and Raz-Kids as well as other academic internet sites. All students are provided with time to use laptops in the classroom. Listening centers are utilized to help our students increase their listening and speaking skills.

14. Dual language books are available in the Dual Language classroom. Bilingual and picture dictionaries are also commonly used. School staff support students in native languages whenever possible. Translation services in students' native languages are provided in science and math during formal assessments based on student needs. Glossaries and word- to -word dictionaries are also available and distributed to all ELL and Former ELL students as well as their classroom and cluster teachers.

15. Required services provided to ELLs correspond to their age and grade level. All materials are grade, age and content appropriate.

The content of materials is specifically aligned with student's native language when applicable. Lessons are designed based on the Common Core Learning Standards specific for each grade however, differentiation targets student's specific needs.

16. NA

17. NA

C. Schools with Dual Language Programs

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

1. The target language used in our dual language is Spanish and time spent is 50% in each Spanish and English.
2. The EP's and ELLS are integrated for the entire instructional school day. Science is the only content area taught separately for one period a week.
3. Language is separated by school days. Every other day is an alternate language and instruction is delivered by the same teacher.
4. The Dual Language model that is used is self-contained.
5. Emergent literacy is taught in the child's native language first.

D. Professional Development and Support for School Staff

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

PROFESSIONAL DEVELOPMENT AND SUPPORT FOR SCHOOL STAFF

1. Professional Development for our ELL personnel is provided throughout the year and the focus is on ESL methodologies and strategies on working with the Newcomer population and ELLS who have special needs. Teachers analyze and plan instruction based on student data and focus on the four modalities, Listening, Speaking, Reading and Writing. Classroom teachers will revisit strategies for using story grammar: characters, setting, problem and solution, cause and effect and to support the ELLS in mastering these skills and strategies. Collaboration of teachers is provided through staff development sessions, both inside and outside of the school, grade meetings and also through team teaching and planning. Articulation time is provided during common preparation periods, or as programmed by both the ESL and classroom teacher.
2. We service kindergarten, grade one and grade two at this time and do not provide transition support to the middle schools yet.
3. ELL training for all staff members excluding teachers who hold ESL or bilingual licenses is conducted throughout the school year during faculty conferences, grade conferences, OELL, and CFN 533 ESL meetings. Record and track keeping of the 7.5 hours will be maintained through attendance sheets and logs.

E. Parental Involvement

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

PARENT INVOLVEMENT

1. In our efforts to ensure that there is English Language acquisition of parents, we offer ESL classes for them two times a week. We also host a series of workshops conducted by the Parent Coordinator to support parents in understanding the curriculum. During these workshops parents are made aware of current data and are informed of student and parental expectations. Translators are available at all parent teacher conferences, parent workshops and PTA meetings. Parents are constantly encouraged to become a member of our PTA in order to assist us in addressing their needs. Parents are invited up for curriculum conferences and culminating unit performances to meet with their child's teachers in order to learn academic expectations for the school year and how they could assist at home. In addition, parents are invited to open school week to observe instruction and get techniques that they can utilize at home.
2. PAL is a Community Based Organization that takes place from Monday to Friday for parents who work. Our ELL students are encouraged to attend this program. Throughout the year, parents are invited up for celebrations which include but are not limited to writing, reading and author studies. They are invited to all special assemblies, author visits and encouraged to attend all class trips.
3. Parent needs are evaluated through feedback from the New York City Learning Environment Surveys and the Parent Coordinator. Our parent involvement activities address the needs of our parents because they are geared towards not only our core curriculums but the recommendations that come out of our surveys and their feedback at various meetings. Parent needs are also addressed from the feedback that is given during parent teacher association meetings. Parents give recommendations at School Leadership Team Meetings which address the needs of the parent population. The New York City Learning Environment Survey is used to determine parent needs and concerns. Feedback from teachers helps us address the needs of our parents.
4. Parental involvement activities are planned and coordinated with the needs of the parents in mind. These plans are derived at SLT meetings, cabinet and PTA meetings. The Parent Coordinator and staff constantly discuss and evaluate the needs of the community and plan activities accordingly.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	7	1	4											12
Intermediate(I)		2	2											4
Advanced (A)		2	2											4
Total	7	5	8	0	0	0	0	0	0	0	0	0	0	20

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	7	1	0	0									
	I		13	1	2									
	A		1	5	8									
	P		2	2	4									
READING/ WRITING	B	7	1	4	6									
	I		2	2	3									
	A		1	1	3									
	P		1	1	2									

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

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

6. Describe how you evaluate the success of your programs for ELLs.

ASSESSMENT ANALYSIS

1. Our school uses the Fountas and Pinnell Benchmark Reading Assessment system for grades K-3, which is administered three times a year to track and monitor all student progress. The results are collected and analyzed by administration. In addition, teachers enter the Fountas and Pinnell data into Reading Tracker, which uploads to ARIS and ARIS Parentlink. Students are grouped accordingly in daily lessons and activities. This tool provides us insight to the students' letter and sound recognition, sight word analysis, reading level, and comprehension. The data helps us to determine exactly where the needs of our ELLs are and how to drive our instruction. Our school annually evaluates the success of our ELL programs through teacher feedback, surveys, student improvement, ATS Reports, RNMR and RLAT, ELL Periodic Assessments, the New York State Accountability Overview Report and NYSESLAT results. These assessments tools help us determine the strengths and weaknesses of our ELLs and are used for instructional purposes.

2. A review of the LAB-R and NYSESLAT scores indicates that students, in a generalized sense, have scored at better at the speaking and listening portion of the NYSESLAT and need additional support to make the same progress in reading and writing.

3. The NYSESLAT results are analyzed and reviewed to differentiate instruction and group students accordingly. In examining students' results in the four modalities of listening, speaking, reading and writing, it is evident that in kindergarten and first grade, the results demonstrate a high percentage of beginner and intermediate level students. This indicates that basic English language skills must be emphasized through daily exercises in speaking, listening, reading and writing. The statistical results also indicate that students are beginning to achieve high results of success in second grade. Therefore, intensive ESL instruction should be targeted in grades kindergarten, one, and two in an effort to ensure that the students reach proficiency after the NYSESLAT is administered in grade two.

4a. N/A

4b. N/A

4c. N/A

5. N/A

6. The data from NYSESLAT, Fountas and Pinnell, student work, classroom exams and Informal assessments are all used to evaluate the success of our ELL programs and to determine the progress our ELL students are making in listening, speaking, reading and writing. Based on our findings, our ELL programs are continued, revised or terminated.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Public School 78R</u>		School DBN: <u>31R078</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Louis Bruschi	Principal		11/11/13
	Assistant Principal		11/11/13
Maria Brancale	Parent Coordinator		11/11/13
Nelly Dugans	ESL Teacher		11/11/13
Ms. Lopez	Parent		11/11/13
Danielle Arena/SP ED	Teacher/Subject Area		11/11/13
Mr. Kampel/ ELA	Teacher/Subject Area		11/11/13
Ms. Contento	Coach		11/11/13
	Coach		1/1/01
Mary Atlas	Guidance Counselor		11/11/13
	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: **A31R78** School Name: **Stapleton Lighthouse Community**

Cluster: Network: **533**

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

Part A: Needs Assessment Findings

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

The data and methodologies used to assess our school's written translation and oral interpretation needs, includes but is not limited to the ATS reports such as, RAPL, RHLA and review of the Home Language Identification Surveys. After reviewing each report, the numbers of the parent's spoken and written language are determined so we can provide translation in a timely manner. In addition, the Parent Coordinator communicates with the parents to determine if written and/or oral interpretation is necessary.

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

The major findings indicate that we have 125 parents who prefer to receive information translated in Spanish, 3 parents who prefer to receive information translated in Arabic and 1 parent who prefers to receive information translated in Bengali. The above numbers transcend to oral interpretation needs as well. These findings were discussed and reported to the school community at faculty conferences, Parent Teacher Association and School Leadership Meetings.

Part B: Strategies and Activities

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

All in house school letters that are sent home are translated in languages other than English by a staff member. When staff members are unable to provide written translation, we will email specific documents to the office of translation in advance. In addition, we utilize the DOE website and principal's portal to access translated versions of Citywide memos and events. We will use translation monies to provided bilingual dictionaries to support the parents of our dual language students.

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.

During all school meetings, events and parent workshops, we have staff members provide oral translation in the necessary languages. Informal and formal conversations with parents who require additional oral interpretation are provided. At this time, we have staff members and parent volunteers who are able to provide oral interpretation as needed. When there are no staff members available for translation or translation is needed in a language we are unable to provide, services will then be provided by an outside contractor. Per session funds are used for staff members to attend and provide oral interpretation at parent teacher conferences and workshops. Furthermore, we will be exploring the use of headsets to continue our efforts in enhancing our communication with parents.

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

After reviewing the Chancellor's Regulations A-663, we are confident that we are in compliance and putting our best efforts to ensure that Limited English Speaking Parents are provided with meaningful opportunities to participate in school wide events and activities and have access to information about their child's academic progress.

2013-14 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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

Part A: School Information	
Name of School: 78	DBN: 31R78
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 checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: Sunday Program
Total # of ELLs to be served: 43
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program:
of certified ESL/Bilingual teachers:
of content area teachers: 10

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:

Based on our current NYSESLAT results, ELA data and teacher observations, our students need additional support in direct and guided instruction in reading and writing. Our 2012-2013 NYSESLAT combined modality data indicates that we are more proficient and advanced in the areas of speaking and listening. Teachers will use skill based literacy materials as well as technology programs, such as Raz-Kids, learningtoz and vocabularytoz as resources to differentiate instruction and video resources and graphic organizers to ensure Universal Design for Learning.

We have invited all of our English Language Learners to attend a morning enrichment and Sunday enrichment program where students have the opportunity to interact with their peers and build success to increase self confidence. NYSESLAT materials will be utilized to provide additional instruction in reading and writing and to enhance student's comprehension, reasoning and critical thinking abilities.

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:

Classroom teachers, content area teachers and ESL teachers will receive professional development to support and improve the delivery of instruction for our ELLs.

CFN 533 will continue providing on-site and off-site professional development that will support the collaboration between push in/pull out ESL providers and classroom teachers. Sessions will focus on the Common Core State Standards, Close reading and use of the six co-teaching models. Pedagogues will learn how to plan for each model in order to provide high quality, rigorous instruction aligned with the Common Core Standards and ESL Standards.

Part D: Parental Engagement Activities

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:

We have planned a series of workshops throughout the year for parents/guardians of English Language Learners. Workshops will be offered in English, however, translators will be present and will translate the content into the parent's native language to meet the community's needs. Workshop titles include: Reading with Your Child, Computer Challenges, Homework Help, Math and Me. The workshops will be hosted by the Parent Coordinator/Literacy Coach. Community Based Organizations will be invited to make presentations. Parents will be invited to attend by flyers for each event that are translated into targeted languages. We will continue our partnership with "Parents as Partners" to promote parent engagement and combine literacy with the arts.

Part E: Budget

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

Allocation Amount: \$

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

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.
(Object Code 199)	?????	
Travel		
Other		
TOTAL		