



**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

<b>DBN: (i.e. 01M001):</b>	<b>22K078</b>
<b>School Name:</b>	<b>ROY H. MANN – I.S. 78</b>
<b>Principal:</b>	<b>ANTHONY CUSUMANO</b>

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Roy H. Mann – I.S. 78 School Number (DBN): 22K078  
School Level: Intermediate School Grades Served: 6-8  
School Address: 1420 East 68<sup>th</sup> Street  
Phone Number: (718) 763-4701 Fax: (718) 251-3439  
School Contact Person: Anthony Cusumano Email Address: Acusuma@schools.nyc.gov  
Principal: Anthony Cusumano  
UFT Chapter Leader: Matthew Lyons  
Parents' Association President: Ms. Kroening  
School Leadership Team  
Chairperson: Ms. Kroening  
Student Representative(s): N.A.

**District Information**

District: 22 Superintendent: Julia Bove  
Superintendent's Office Address: 5619 Flatlands Avenue  
Superintendent's Email Address: [JBove@schools.nyc.gov](mailto:JBove@schools.nyc.gov)  
Phone Number: (718)968-6115 Fax: (718)968-6252

**Cluster and Network Information**

Cluster Number: 6 Cluster Leader: Jose Ruiz  
Network Number: 602 Network Leader: Matthew Melchiorre

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

**Directions:**

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Mr. Cusumano	*Principal or Designee	
Mr. Lyons	*UFT Chapter Leader or Designee	
Ms. Kroening	*PA/PTA President or Designated Co-President	
Ms. Hadgkiss	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Mr. Stern	Member/Teacher	
Mr. Kelly	Member/ Teacher	
Robin White	Member/Parent	
Lisa Donohoe	Member/Parent	
Clyde Jones	Member/Parent	
Meryl Parke	Member/Parent	

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

### Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework
<ul style="list-style-type: none"> <li>• <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and</li> </ul>

administrators value each other.

## Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

- Roy H. Mann current total student population is 777 students
- General Education - 81.85%
- Special Education - 18.15%
- Least Restrictive Environment - 9.27%
- Most Restrictive Environment - 8.88%
- English Language Learners – 5.41%

### Partnerships –

- Millennium Development
- Girls for Gender Equity Urban Leadership Program
- Marquis Studios Art Residents Program
- **Mission Statement** - At Roy H. Mann Intermediate School, it is our mission to meet the educational needs of all of our students in order to provide them with engaging and rigorous learning opportunities that prepare them for college and career readiness as required by the Common Core Learning Standards. In partnership with students, staff, families, and the community, we foster the emotional, social and intellectual growth of our students in order to prepare them to reach their full potential and become outstanding citizens.
- **Instructional Focus** - Students will develop the skill of using evidence to create claims and counter-claims, as well as using self and peer assessment. This will transfer to stronger writing in all subject areas, and develop the communication and collaboration skills that support college and career readiness (CIE, QR, PPO)

### Schools Strengths -

- Establishing a culture for learning that communicates high expectations to staff, students, and families
- Developing teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and the Danielson Framework for Teaching

### Schools Accomplishments –

- Proficient on the 2012-2013 Quality Review
- 94% average pass rate in ELA, Math, Social Studies and Science

### Schools Challenges –

- Curricula-aligned assessment practices that inform instruction
- Rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards
- 14% of students met State standards on the State English test (City Average - 27%)
- 17% of students met State standards on the State Math test (City Average - 29%)

## 22K078 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	774	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	22	# SETSS	1	# Integrated Collaborative Teaching	20
Types and Number of Special Classes (2014-15)					
# Visual Arts	23	# Music	20	# Drama	N/A
# Foreign Language	10	# Dance	N/A	# CTE	N/A

School Composition (2013-14)			
% Title I Population	66.4%	% Attendance Rate	92.2%
% Free Lunch	67.6%	% Reduced Lunch	8.6%
% Limited English Proficient	3.9%	% Students with Disabilities	22.5%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.8%	% Black or African American	76.3%
% Hispanic or Latino	8.2%	% Asian or Native Hawaiian/Pacific Islander	3.0%
% White	11.5%	% Multi-Racial	0.1%
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	1.91	# of Assistant Principals (2014-15)	3
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	2.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)	10.28
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	14.2%	Mathematics Performance at levels 3 & 4	17.2%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	33.0%
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	100.0 %
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate	N/A		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing	X	Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	NO
White	YES	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	YES
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White	YES	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	YES
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	NO	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	D
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of D and I ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the 2012-2013 Quality Review the following were identified as Areas of Focus:

- Curricula-aligned assessment practices that inform instruction
- Rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards

#### Strengths –

- Unit and Lesson Plans are aligned to the Common Core
- Teachers have an opportunity to meet within and across grades and subjects through Inquiry Team Meetings and Common Planning Time which is built into their programs

#### Areas of Needs –

- Refine curricula in order to offer rigorous and coherent instruction appropriately aligned to the Common Core Learning Standards
- Develop a data-driven culture based on student needs, assessments and analysis, which will lead to strategic action-planning that informs instruction and less to greater student achievement.

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of our ELA and Math teachers will assess students throughout the course of the year, tracking each student's progress.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ul>			
Purchase Skedula Online Grading and Assessment Program.	All Students	September - June	Mr. Nicoletta
Create an assessment calendar and administer assessments in ELA and Math in September and Quarterly Assessments throughout the course of the year.	All Students	September - June	Mr. Nicoletta
Provide Professional Learning Sessions for teachers focusing on – <ul style="list-style-type: none"> <li>Using Data to Drive Instruction</li> <li>Using Formative Assessment to Drive Instruction</li> <li>Inquiry as a Tool for Teaching Success</li> <li>Using Skedula Online Grade book and Assessment Tool</li> </ul>	ELA & Math Teachers	September - June	Mr. Nicoletta
<ul style="list-style-type: none"> <li>Purchase Atlas Rubicon to refine curricula.</li> </ul>	All Teachers	September - June	Mr. Cusumano

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

1. Purchase Skedula Online Grading and Assessment Program
2. Purchase Atlas Rubicon Curriculum Writing Software
3. Teachers per session to review and revise curriculum - 1 Hours X 5 teachers X 100 days
4. Teacher per session to update and run data reports on Skedula – 1 Hour X 1 teacher X 50 days

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

Tax Levy	Title I Basic	Title I 1003(a)	Title IIA	Title III	X	P/F Set-aside	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.							

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Review assessment data from the ELA and Math pre-assessment in September and the mid-year Quarterly Assessment ensuring ELA and Math teachers are tracking students based on uniformed assessments. Review the Professional Learning Session agendas and sign-in sheets ensuring teachers receive training in the using Data to Drive Instruction, using Formative Assessment to Drive Instruction, Inquiry as a Tool for Teaching success, and using Skedula Online Grade book and Assessment Tool

**Part 6b. Complete in February 2015.**

- |  |  |     |  |    |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> <li>Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>                                     |  | Yes |  | No |
| <ul style="list-style-type: none"> <li>If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul> |  |     |  |    |

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**Section 5: Needs Assessment, Annual Goals and Action Plans**

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	D
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	E

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the 2013-2014 School Environment Survey:

- 79% of Parents, Teachers and Students are satisfied with the Schools Culture (City Average – 86%)
- 47% of all students disagreed or strongly disagreed with the statement, “I am safe on school property outside the school building.”

**Strengths -**

- The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health
- The school promotes a clear vision of social and emotional developmental
- School leaders and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.

**Areas of Need –**

- All school constituents are not able to clearly articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s)

indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 we will continue to reduce the number of suspensions by 3% as evidence by OORS data.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
We will utilize positive behavioral support strategies throughout the course of the building. Ms. Hupart, the school social worker and all deans, in conjunction with their grade guidance counselor under the supervision of their grade assistant principal will monitor and lead the Roy H Mann positive behavioral program on their grade. We will also utilize a three tier Response to Intervention system throughout the course of the building with monthly meetings by grade. We will implement a school-wide tier 1 positive behavior support program, “Manny Bucks” which will recognize students for outstanding citizenship by providing them with a “Manny Buck” which can be used to purchase items at the GO store and for other positive events in the school. Struggling students will be given academic and behavioral support and in some cases recommend to the School Assessment Team (when tried intention have failed to show improvement) for evaluation.	All Students	December – June	Michael Diesa, Andrea Sett & Matthew Lyons
Dismissal team to monitor the school perimeter during dismissal	All Students	December – June	Mr. Cusumano & Ms. Hupart
The school social worker and guidance counselors will provide at risk counseling, family outreach and family counseling for struggling students.	Tier 2 & Tier 3 RTI students	December – June	Mr. Galvin, Ms. Mitel, Ms. Finegan
School psychologist will work afterschool to completed functional behavioral assessments and create behavioral intervention plans for struggling students with disabilities	Tier 3 Students	December – June	Mr. Alderman

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:
1. Teacher per session for dismissal assist team members – ½ hour per session hours X 10 teachers X 126 days
  2. School Psychologist per session to conduct Functional Behavioral Assessments and create Behavioral Intervention Plans for struggling students – 100 per session hours X 1 School Psychologist
  3. IEP teacher per session to review and monitor Functional Behavioral Assessments and Behavioral Intervention Plans for struggling students – 100 per session hours X 1 teacher
  4. Guidance Counseling per session for at risk counseling and family outreach as well as attendance outreach for afterschool and on Saturdays – 50 per session hours X 2 Guidance Counselors
  5. SAPIS worker allocation

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	X	<b>P/F Set-aside</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

6. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
7. Specify a timeframe for mid-point progress monitoring activities.

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

**Part 6b.** Complete in **February 2015**.

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the 2013-2014 Middle School Quality Snapshot:

- Students performed below the city average on the State ELA and Math exam.

Based on the 2012-2013 Quality Review Areas of Focus:

- The school needs to ensure that curricula-aligned assessment practices are in place that informs instruction.

#### Strengths –

- Teachers create a safe environment utilizing differentiated instruction that meets the needs of students.

#### Areas of Need –

- Ensuring students receive appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to students achieving their targeted goals.
- Ensure teachers are using Formative Assessment strategies to inform instruction.

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 100% of teachers will provide rigorous ELA and Math targeted small group instruction for all students including SWD & ELL resulting in a 5% increase in performance as measured by Performance Tasks.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teachers use instructional practices and strategies that are aligned to plans and include accommodations for groups of SWD & ELL students during afterschool programs to provide timely and appropriate instructional interventions and extensions for all students. Paraprofessional and supervising school aide to support instruction.	SWD & ELL Students	January 14 – April 2	Mr. Cusumano
Teachers use instructional practices and strategies that are aligned to plans and include accommodations for groups of SWD & ELL student's on Saturdays to provide timely and appropriate instructional interventions and extensions for all students. A Supervisor will observe teachers and ensure quality instruction. A supervising school aide, paraprofessional, Social Worker and Secretary will support instruction.	SWD & ELL Students	January 16 – March 27	Mr. Cusumano
Provide Professional Learning for teachers on how to Use Formative Assessment to Drive Instruction. All teachers will attend a professional learning session on the Use of Formative Assessment on Monday, December 15, 2014. We will follow up with PD session on Formative Assessment in the spring. We will also track the use of Formative Assessment through reviewing observations during Instructional Cabinet meetings on Tuesdays.	All Teachers	December - June	Mr. Cusumano & Nicoletta

### Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:</p> <ol style="list-style-type: none"> <li>1. Teacher Per Session for ELA afterschool extended day learning program – 2 per-session hours X 3 teachers X 23 days, teacher Per Session for Math afterschool extended day learning program – 2 per-session hours X 3 teachers X 23 days, Data Specialist Per Session to create and monitor data reports for afterschool extended day learning program – 2 per session hours X 1 administrator X 25 days, paraprofessional Per Session for afterschool extended day learning program 2 per-session hours X 1 paraprofessional X 23 days, supervising School Aide Per Session for afterschool extended day learning program - 2 per-session hours X 1 school aide X 23 days, supervisor Per Session for extended day learning – 100 hours X 2 supervisors</li> <li>2. Supervisor Per Session for Saturday Academy – 5 hours X 1 supervisor X 10 days, teacher Per Session for Saturday Academy – 4 hours X 10 teachers X 10 days, Social Worker Per Session for Saturday Academy – 4 hours X 1 Social Worker X 10 Days, Paraprofessional Per Session for Saturday Academy – 4 hours X 1 Paraprofessional X 10 Days, Supervising School Aide Per Session for Saturday Academy – 4 hours X 1 School Aide X 10 Days, secretary Per Session for Saturday Academy – 4 hours X 1 Secretary X 10 Days</li> <li>3. Tentative dates for extended day learning are: January 14 – April 2. Tentative dates for the Saturday program are: January 16 – March 27.</li> <li>4. Supplies/Materials to support instruction. Including in this are common core ELA and Mathematics preparation trade books and workbooks</li> </ol>

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	X	<b>P/F Set-aside</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

4. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
5. Specify a timeframe for mid-point progress monitoring activities.

1. Data Review- Students in the extended day learning program and the Saturday Academy will take a pre-assessment, mid-assessment and a post assessment. We will review data to determine progress towards meeting our goal. The mid-point progress activity (mid-assessment will be administered in the end of February and viewed by the administrative team

**Part 6b.** Complete in **February 2015**.

- |  |  |     |  |    |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> <li>• Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>                                     |  | Yes |  | No |
| <ul style="list-style-type: none"> <li>• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul> |  |     |  |    |

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 2 Statement of Practice (SOP) Addressed	HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	H
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	H
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	D

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on our 2012-2013 Quality Review Areas of Focus:

- The school needs to ensure curricula-aligned assessment practices inform instruction

**Strengths –**

- The school has a clear articulated vision which is understood and shared across the school community.
- The Principal makes strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.

**Areas of Need –**

- Track progress of teacher practices based on student data, feedback and professional development opportunities.

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, rigorous instructional practices will be established for 100% of teachers as evidenced by improvement in 3D (Using Assessment in instruction) and measured by the Danielson rubric for teacher effectiveness data from observational feedback.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
We will create a calendar scheduling informal observations and an observation tracking log including next steps for teachers based on the observation for the 2014-2015 school year.	All Teachers	September – June	Mr. Cusumano
We will create a Professional Learning Plan based on teacher’s needs including teacher selected seminars offered every six weeks on identified areas of weakness	All Teachers	September – June	Professional Learning Committee lead by Mr. Cusumano and Mr. Lyons
We will analyze observational monitoring data for patterns and trends across school to identify further targets and to make adjustments to the Professional Learning Plan	All Teachers	December – June	Mr. Cusumano
we will create Teacher Improvement Plans for teachers identified as Ineffective or Developing	Teachers Identified as Ineffective or Developing	September – June	Mr. Cusumano

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

1. All teachers will be observed four – six times throughout the course of the school year and will engage in initial and end of the year planning conferences (All TIP Teachers will also receive a Mid-Year Conference)
2. Four to six week cycles beginning in September 2014 and ending in May of 2015
3. Beginning in September of 2014 and ending in June of 2015 lead teachers and administrators will hold Professional Learning Sessions every Monday.
4. Teacher Per Session to Plan Professional Learning Seminars – 50 hours

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

1. Observation calendar and observation tracking log to ensure observations are conducted and proper feedback is given with next steps reviewed at Instructional Cabinet Meetings monthly
2. Professional Learning Plan to ensure teachers receive targeted professional development throughout the course of the school year reviewed at Professional Learning Committee Meetings monthly
3. Data meetings throughout the course of the year to ensure patterns and student trends are identified reviewed by the Assistant Principal for Data mid year
4. Teacher Improvement Plans will be monitored during administrative cabinet meetings to ensure teachers receive proper support throughout the school year

**Part 6b.** Complete in **February 2015.**

- Did the school meet the mid-point benchmark(s) in the timeframe specified?

		Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 6 Statement of Practice (SOP) Addressed	HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	H
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	D

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the 2013-2014 School Survey :

- 17% of parents Disagreed or Strongly Disagreed with the statement, “My child’s school keeps me informed about what my child is learning.”

**Strengths –**

- The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school through monthly PTA meetings, monthly parent workshops and family events throughout the course of the school year.
- The school engages in effective planning and reciprocal communication with family and community stakeholders through the school messenger program.

**Areas of Need –**

- The school needs to ensure the sharing of data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-

bound.

By June 2015, we will increase by 3% the number of parents satisfied with the statement, “My child’s school keeps me informed about what my child is learning.”

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
7. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 8. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 9. Strategies to increase parent involvement and engagement 10. Activities that address the Capacity Framework element of Trust			
Purchase Skedula Online Grading and Assessment Program	Parents	September – June	Mr. Nicoletta
Purchase Go Daddy Website & create website	Parents	September – June	Mr. Diesa
Provide Parent Workshops Monthly	Parents	October– June	Ms. D’Aleo
School Messenger Program to Inform Parents of Meetings, Workshops, State Exams and other relevant information	Parents	September – June	Ms. D’Aleo

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

1. Funds to Purchase Skedula Online Grading and Assessment Program
2. Funds to Purchase Go Daddy Website
3. Teacher per session for facilitation of parent workshops – 3 per-session hours X 5 teachers
4. Supervisor per session to update and monitor school website – 50 per-session hours X 1 supervisor
5. Funding for parent incentives

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

Tax Levy	Title I Basic	Title I 1003(a)	Title IIA	Title III	X	P/F Set-aside	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

1. 2014 – 2015 School Environment Survey
2. Feedback after workshops (Exit Slips, Parent Surveys), school messenger reports which will ensure all parents are

contacted and school website feedback which is emailed to the parent coordinator

3. Review school website at extended cabinet meetings

**Part 6b. Complete in February 2015.**

5. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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6. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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**Section 6: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	SWD Students  ELL Students  Students performing in the lowest third  Pushable Level 2 & 3 Students	Students receive 3 extra periods of instruction per week during the school day  Differentiated Instruction based on Common Core Standards in all ELA Classes  After school ELA Program  Saturday ELA Program  Pre-assessment and Quarterly Assessments  Professional Learning Sessions	All students receive 3 extra periods of instruction per week during the school day  All students receive differentiated instruction based on Common Core Standards in ELA classes as a whole group and small group instruction during class  After school ELA Program utilizing small group and one-to-one tutoring targeting AIS students  Saturday ELA Program utilizing small group and one-to-one tutoring targeting AIS students  Use of ELA technology lab by students as a whole group by ELA class  Professional Learning Sessions attended by ELA teachers	All students receive 3 extra periods of instruction per week during the school day  All students receive differentiated instruction based on Common Core Standards in all ELA Classes as a whole group and small group instruction during the school day  ELA Program utilizing small group and one-to-one tutoring targeting AIS students Afterschool  ELA Program utilizing small group and one-to-one tutoring targeting AIS students on Saturdays  Use of ELA technology lab by students as a whole group by ELA class during the school day  Professional Learning Sessions attended by ELA teachers offered on Mondays afterschool
<b>Mathematics</b>	SWD Students  ELL Students  Students performing in the lowest third	Students receive 3 extra periods of instruction per week during the school day  Differentiated Instruction based on	All students receive 3 extra periods of instruction per week during the school day  All students receive differentiated	All students receive 3 extra periods of instruction per week during the school day  All students receive differentiated

	<p>Pushable Level 2 &amp; 3 Students</p>	<p>Common Core Standards in all Math Classes</p> <p>After school Math Program</p> <p>Saturday Math Program</p> <p>Pre-assessment and Quarterly Assessments</p> <p>Professional Learning Sessions</p>	<p>instruction based on Common Core Standards in Math classes as a whole group and small group instruction during class</p> <p>After school Math Program utilizing small group and one-to-one tutoring targeting AIS students</p> <p>Saturday Math Program utilizing small group and one-to-one tutoring targeting AIS students</p> <p>Use of Math technology lab by students as a whole group by Math class</p> <p>Professional Learning Sessions attended by Math teachers</p>	<p>instruction based on Common Core Standards in all Math Classes as a whole group and small group instruction during the school day</p> <p>Math Program utilizing small group and one-to-one tutoring targeting AIS students Afterschool</p> <p>Math Program utilizing small group and one-to-one tutoring targeting AIS students on Saturdays</p> <p>Use of Math technology lab by students as a whole group by Math class during the school day</p> <p>Professional Learning Sessions attended by Math teachers offered on Mondays afterschool</p>
<p><b>Science</b></p>	<p>SWD Students</p> <p>ELL Students</p> <p>Students performing in the lowest third</p> <p>Pushable Level 2 &amp; 3 Students</p>	<p>Focus on content enrichment, analytical skills and laboratory analysis</p> <p>Differentiated Instruction based on Common Core Standards in all Science Classes</p> <p>After school Exit Project program</p> <p>Saturday Exit Project Academy</p>	<p>All students will focus on content enrichment, analytical skills and laboratory analysis during science class</p> <p>All students will receive Differentiated Instruction based on Common Core Standards in all Science Classes during science class as a whole group and small group instruction</p> <p>After school Exit Project program will be offered to small groups and through one-to-one tutoring targeting push-able level two and level three students</p> <p>Saturday Exit Project Academy will be</p>	<p>All students will focus on content enrichment, analytical skills and laboratory analysis during science class during the school day</p> <p>All students will receive Differentiated Instruction based on Common Core Standards in all Science Classes during science class as a whole group and small group instruction during the school day</p> <p>After school Exit Project program will be offered to small groups and through one-to-one tutoring targeting push-able level two and level three students after school</p>

			offered to small groups and through one-to-one tutoring targeting push-able level two and level three students	Saturday Exit Project Academy will be offered to small groups and through one-to-one tutoring targeting push-able level two and level three students on Saturdays
<b>Social Studies</b>	SWD Students ELL Students Students performing in the lowest third Pushable Level 2 & 3 Students	Focus on DBQ's, project based learning and service learning activities  Differentiated Instruction based on Common Core Standards in all Social Studies Classes  After school Exit Project program  Saturday Exit Project Academy	All students will Focus on DBQ's, project based learning and service learning activities during social studies class  All students will receive Differentiated Instruction based on Common Core Standards in their Social Studies Classes during instruction as a whole group and small group instruction  After school Exit Project program will be offered to small group and one-to-one tutoring targeting push-able level two and level three students  Saturday Exit Project Academy will be offered to small group and one-to-one tutoring targeting push-able level two and level three students	All students will Focus on DBQ's, project based learning and service learning activities during social studies class during the school day  All students will receive Differentiated Instruction based on Common Core Standards in their Social Studies Classes during instruction as a whole group and small group instruction during the school day  After school Exit Project program will be offered to small group and one-to-one tutoring targeting push-able level two and level three students after school  Saturday Exit Project Academy will be offered to small group and one-to-one tutoring targeting push-able level two and level three students on Saturdays
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students identified as Tier 2 & Tier 3 RTI students during monthly grade RTI meetings  SWD students classified ED  Students with FBA/BIPS/Crisis Paras	Guidance Counseling Mandated and At-Risk Counseling  Social Worker Mandated and At-Risk Counseling  School Psychologist At-Risk Counseling  Classroom presentations	Guidance Counseling Mandated and At-Risk Counseling offered one-to-one and in small group  Social Worker Mandated and At-Risk Counseling offered one-to-one and in small group  School Psychologist At-Risk Counseling	Guidance Counseling Mandated and At-Risk Counseling offered one-to-one and in small group during the school day and after school  Social Worker Mandated and At-Risk Counseling offered one-to-one and in small group during the school day and after

	Holdovers	<p>PBIS Incentive Programs</p> <p>Social Worker Family Counseling</p> <p>SAPIS Program</p>	<p>one-to-one and small group</p> <p>Classroom presentations offered to the whole classes</p> <p>School Wide PBIS Incentive Programs</p> <p>Social Worker Family Counseling offered one-to-one, whole family</p> <p>SAPIS Program offered to whole classes, one-to-one, small group</p>	<p>school</p> <p>School Psychologist At-Risk Counseling one-to-one and small group during the school day</p> <p>Classroom presentations offered to the whole classes during the school day</p> <p>Whole School PBIS Incentive Programs "Manny Bucks"</p> <p>Social Worker Family Counseling offered one-to-one, whole family during the school day</p> <p>SAPIS Program offered to whole classes, one-to-one, small group During the school day and after school</p>
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## Section 7: Title I Program Information

**Directions:**

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

**2a. 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.
<p>To ensure all teachers are highly qualified the payroll secretary will review the certification and licensing of all teachers ensuring that all teachers have all degrees completed and are certified by the state in their subject area. Teachers are assigned based on the area that they are highly qualified to teach. In order to recruit teachers the Principal along with subject area Assistant Principals interview potential candidates on a rolling basis throughout the course of the year. The Principal along with department Assistant Principals attend recruit fairs in the summer in order to recruit highly qualified teachers. In addition, teachers receive direct support from the department Assistant Principals and lead teachers throughout the course of the year.</p> <p>Department Assistant Principals and lead teachers will provide subject area professional development throughout the course of the school year. Network 602 will provide professional developments by subject area throughout the course of the year. Teachers will also attend professional development workshops offered by the department of education and network 602 throughout the course of the year.</p>

**2b. 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).
<p>Through an analysis of our Progress Report, NYS Accountability Report, Quality Review, Danielson's Framework, Citywide Instructional Expectations, 2013-2014 Quality Review Rubric, Teacher Observation Reports, Benchmark Assessments, and individual student progress, we have identified areas in need of improvement. In order to provide each teacher with the training necessary to provide engaging instruction that allows for multiple points of entry based on student data, we are offering a mixture of mandated professional development sessions focusing on high need areas and "menu" option professional development year long seminars allowing teachers to receive in-depth train in effective planning, classroom management, creating student pathways to college and the use of technology as an instructional tool. Over the course of the school year teachers to receiving training in: Claims &amp; Counter Claims, Cognitive rigor, Assessment, Classroom management, Collaborative planning, College and career readiness, Danielson's Framework, Data analysis, Differentiated instruction, Inquiry, Portfolios, Questioning, Self &amp; Peer Assessments, and Use of technology</p> <p style="text-align: center;"><b>The Roy H. Mann "menu" plan for professional development</b></p> <p>1) Teachers will identify one instructional planning goal, one classroom environment goal and one instructional interaction goal based on the attached Danielson's <u>Framework for Teaching</u> at the start of the year and meet with their subject area supervisor to discuss their professional goals for the year.</p>

- 2) After goals have been discussed with their subject area supervisor, teachers will select from a “menu” of professional development seminar opportunities that best support the teacher’s ability to reach his/her goals. The teacher will then create a professional development plan in collaboration with his/her subject area supervisor.
- 3) Teachers will record/document their professional development activities throughout the year (making adjustments to their plan as needed). In the spring, teachers will meet with their subject area supervisor to reflect on their progress towards meeting their goals. The teachers’ record of the professional development experience will become part of the year-end evaluation process. Subject area supervisors will “check in” on each teacher’s progress at least three times during the school year and provide assistance when needed.
- 4) Teachers will participate in Professional Learning Sessions every Monday
- 5) Paraprofessionals will also have the opportunity to attend all Professional Development sessions.
- 6) The Principal and Assistant Principals will receive Professional Development through the network.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. 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).

**Part 4: SWP Schools Only**

**4a. 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.).

**4b. 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.

To include teacher participation regarding the use and selection of appropriate assessment measures we have created a lead teacher position, including teachers in assessment decision making through Inquiry Teams and Common Planning time and have reviewed assessments by department. To ensure teachers are part of the decision making process for professional development regarding the use of assessment results to improve instruction we have formed a professional development committee which meets to discuss the professional development plan and make adjustments based on

the needs of teachers.

#### 4c. "Conceptual" Consolidation of Funds in SWP Schools

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$618,306	X	N.A.
Title I School Improvement 1003(a)	Federal	N.A.	N.A.	N.A.
Title I Priority and Focus School Improvement Funds	Federal	\$156,521	X	Pg. 10, Pg. 13-14, Pg. 16-17, Pg. 19, Pg. 22
Title II, Part A	Federal	N.A.	N.A.	N.A.
Title III, Part A	Federal	\$11,200	X	LAP Plan Pg. 14
Title III, Immigrant	Federal	N.A.	N.A.	N.A.
Tax Levy (FSF)	Local	\$4,505,321	X	N.A.

#### <sup>1</sup>Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

## Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Roy H. Mann 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 the school and the families. The 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 the school community. Roy H. Mann 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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;
- 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 (SPC)**

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

#### **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 41 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 0

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

- Our instructional program is aimed at improving the ELA and NYSESLAT scores of our ELLs on NYS assessments. All ELLs as well as former ELLs will be eligible to participate. This after school program will take place on Thursdays from 2:25 to 4:25 p.m. Students will be instructed by a fully certified teacher of ESL. Attendance records, assessments and supplementary student portfolios are kept for each of our participating ELLs. Former ELLs are also invited to participate. This after school program will run from September through May for a total of 88 instructional hours. It will focus on Intermediate and Advanced level ELLs in grades 6-8 and former ELLs improving their performance on the NYS ELA exam. Students are instructed in English with native language support coming in the form of bilingual dictionaries and glossaries. The "Comprehensive Reading Assessment" series by Options Publishing as well as Continental's "New York ELLs" will be utilized in this program. These books are already on site and will not be paid for with Title III money. Additionally, an after school program will also take place on Wednesdays from 2:25-4:25. The rationale in opening a program on Wednesday afternoons is so that we may target beginner level ELLs and newcomers for small group instruction. This year, 12 of our 42 ELLs are here for less than a year and would benefit greatly from such a program. It will run from September through May for 84 instructional hours. Again students will be instructed by a fully certified ESL teacher and this program will also be aimed at improving student performance on NYS assessments, including the ELA (for those whom are not exempt), Math and NYSESLAT exams. A Saturday program is also planned to run from February through March leading up to the NYS assessments. The program will take place from 8 A.M-12 P.M for 8 Saturdays or 32 instructional hours. All ELLs will be encouraged to participate, especially those who have been unable to take part in our after school program. We will utilize the same series of books that are used for our after school program. Laptops which are already onsite will also be used and the ESL websites A4ESL.org and Better-English.com will be thoroughly explored to aid in the English language development of our students. Our ELLs are instructed in English by a fully certified ESL teacher.

- Instruction is in English and is aimed at improving each student's ability in the 4 modalities of English language proficiency, including reading, writing, speaking and listening. Native language support is provided in the form of written texts, dictionaries and glossaries. Prior knowledge, past experiences and cultural backgrounds are incorporated into classroom activities. ELLs are immersed in a print rich environment where comprehension, participation and higher order thinking skills are emphasized through the use of a wide variety of teaching methods and tasks including graphic organizers, response groups, and writing workshops. ESL instruction is provided by a fully certified ESL teacher. On site materials used include a wide variety of books, manipulatives, flashcards, posters, videos, audio tapes, computer programs and games designed to improve English proficiency of our ELLs. Books titles include

## Part B: Direct Instruction Supplemental Program Information

Continental's "New York ELLs", Pearson's "Exploring English" and "True Stories" series as well as Longman's "Grammar Essentials" and "Longman Mathematics". The already on site computer program "Rosetta Stone" will also be utilized on Wednesdays to offer beginner level ELLs English language support and audio reading materials are used to provide added support to students as they master new literacy skills.

-Materials to be purchased for our Title III program include 20 copies of Longman's "Fast track Phonics" for \$24 each, as well as notebooks,folders,binders and pens.

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

## Part C: Professional Development

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

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

Begin description here:

- All staff members involved in the direct instruction of ELLs have been exposed to instuctional strategies for our students. In order to refresh their training and further develop new instuctional strategies, meaningful professional development will continue to be provided to all teachers of ELLs throughout the year by Asst. Principals Gold and Diesa, ELA lead teacher Gottesman and fully licensed ESL Instructor Puleo. ESL Instructor Puleo will continue to attend workshops offered by the network and the Office of ELLs and information will be turn keyed to fellow staff members. CFN 602, our SSO will also provide offsite professional development. Professional development blocks will be used to pass on ESL teaching strategies, identification procedures, and testing modifications. Topics including, model lessons, common planning and alternate assessment methods for ELLs will be thoroughly explored. Professional development sessions are scheduled for professional days including Election Day and Brooklyn/ Queens Day. Common prep time and weekly PD blocks will also be utilized for further training, collaboration and strategy sharing and will run from September through June. Teachers will be encouraged to take part in QTEL training, NYSABE, and the annual TESOL Conference. Furthermore, professional development

### Part C: Professional Development

blocks on Mondays will be used to further improve teaching strategies for our ELLs. Topics include "Alternate Forms of Assessment for ELLs", "Preparing ELLs for the ELA" and "Exploring the SIOP Model of Instructing ELLs". In addition, common planning time, which takes place every Tuesday afternoon from 2:20-3:00 p.m., will also be utilized. These weekly sessions are ongoing throughout the entire school year. Due to the fact that we will be utilizing our extended time on Mondays and Tuesdays, we will not be using Title III money to fund these professional development blocks. Finally, when possible, content area teachers will also attend off site workshops specifically related to their areas of expertise so that they may better serve our ELLs.

### Part D: Parental Engagement Activities

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

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

Begin description here:

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

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

**Part D: Parental Engagement Activities**

and communications with parents are ongoing throughout the school year. Due to the fact that we will be utilizing the school day, our extended time on Tuesday afternoons and parent-teacher conferences, we will not be using Title III money to fund these events.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

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

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

Principal <b>Anthony Cusumano</b>	Assistant Principal <b>Michael Diesa</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Stephen Puleo</b>	Guidance Counselor <b>Kristen Finegan</b>
Teacher/Subject Area <b>Ian Dougherty/Special Ed</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Kim Gottesman/ELA</b>	Parent Coordinator <b>Dorothy D'Aleo</b>
Related Service Provider <b>Sam Anokye</b>	Other <b>Kendrick Barnett-Math/Data</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>Linda Gold-AP</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

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

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	24	2		9	0		2	0		35

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>Total</b>	24	2	0	9	0	0	2	0	0	35
Number of ELLs who have an alternate placement paraprofessional: 0										

**C. Home Language Breakdown and ELL Programs**

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

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish								1						1
Chinese														0
Russian														0
Bengali														0
Urdu							3		1					4
Arabic							1	1						2
Haitian							4	5	3					12
French							2	2	4					8
Korean														0
Punjabi														0
Polish							1							1
Albanian														0
Other							2	3	2					7
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>12</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>35</b>

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							3	4	4					11
Intermediate(I)							2	3	1					6
Advanced (A)							8	5	5					18
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>12</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>35</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		3		8				13
8									0

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

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

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

**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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
The NYSESLAT continues to be an integral tool used to assess the literacy skills of our ELLs. We also rely on ELL Periodic Assessments as well as the more general ELA Periodic Assessments to help us gather data on the progress of our ELLs. The computer program Scantron Ed Performance is also used to assess the early literacy skills of our ELLs. ITA exams align with curriculum and predictive exams are

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

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

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

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

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

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

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

4. For each program, answer the following:

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

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

More specifically, the 2013 NYSESLAT reveals the following:

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

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

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

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

Paste response to question here:

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

The staff at I.S 78 works together to make content comprehensible to ELLs by using a variety of strategies and materials. Instruction of ELLs is cognitively demanding, but is scaffolded so as to ensure student success. Learning is organized into topics and themes so that students can build upon previous learning of vocabulary and grammatical structures as well as academic concepts and skills. Our students work in groups which affords them the opportunity to see other learners' styles of problem solving while developing an appreciation for each person's contribution to the group. Students are grouped heterogeneously or homogeneously as is needed to

meet their needs. In working with each other, ELLs can reinforce the material within themselves while helping their peers improve their English proficiency. Instruction is differentiated for each ELL sub group. Modes of differentiation include tiered assignments, use of different modalities, use of visual and listening aides as well as a wide variety of books aimed at benefiting beginner, intermediate and advanced level ELLs alike.

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

Paste response to questions here:

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

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
Upon enrollment, a fully certified ESL teacher will meet with parents to make an initial determination of the child's home language. This process is formalized through a Home Language Identification Survey (HLIS), offered in 9 different languages. Parents complete this form to show what language the child speaks at home. An informal interview with the student and parent is also conducted and translators are brought in if needed. Once this process is completed and it is determined that a language other than English is primarily spoken in the child's home, the child is administered a Language Assessment Battery-Revised (LAB-R), which is a test that establishes English proficiency level. The LAB-R is administered within 10 days of a student's registration. Spanish speakers are administered the Spanish version of the LAB-R. Those children that score at or below proficiency on the LAB-R become eligible for state mandated services for ELLs. All ELLs receive entitlement letters which are available in a myriad of languages at the start of the school year. It should also be noted that effective February 1, 2014 students will be assessed using the NYSITELL which will replace the LAB-R as the approved means of initially identifying ELLs in New York State.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
I.S. 78 makes every effort to stay in close contact with ELL parents, from administering the HLIS and informing them of their child's eligibility for ELL services, to collecting the forms that indicate the parent's program choice for his/her child. To encourage informed choice, I.S. 78 offers a number of parent orientations which include a video and literature offered in many different languages. Translators are also on hand to offer additional support. Parent's choice, coupled with program availability, determines program placement for ELLs. ESL teacher Puleo and translators Ms. Sanders, Ms. Michel and Mr. Conde are available to offer explanations of programs available to our ELLs. The ESL teacher follows up on each student so as to ensure all forms are returned. Parents are also informed that should they desire a different dynamic, they have the option for alternate placement. Through use of our outreach program, parents are informed that should they request a TBE/DL program, they will be provided with a list of schools that provide one. This outreach programs include individual meetings, group orientations, translated modes of communication/parent letters and phone calls. As always, the process of identifying, testing, meeting with and informing parents and ultimately placing these ELLs, all take place within the first 10 days of each child's enrollment to the school.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned,

and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
I.S. 78 makes every effort to stay in close contact with ELL parents, from administering the HLIS and informing them of their child's eligibility for ELL services, to collecting the forms that indicate the parent's program choice for his/her child. To encourage informed choice, I.S. 78 offers a number of parent orientations which include a video and literature offered in many different languages. Translators are also on hand to offer additional support. Parent's choice, coupled with program availability, determines program placement for ELLs. ESL teacher Puleo and translators Ms. Sanders, Ms. Michel and Mr. Conde are on hand to offer explanations of programs available to our ELLs. The ESL teacher follows up on each student so as to ensure all forms are returned. ELLs are placed within 10 days of their enrollment in the school. Placement letters are distributed to inform parents that their child will be receiving services. Copies of these letters are maintained and are available for review in Mr. Puleo's office. The ELPC screen in ATS is also updated within 20 days of enrollment.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
Students are evaluated annually using data taken from the NYSESLAT. ATS reports including the RLER are generated to ensure that every ELL is administered the NYSESLAT annually. Attendance and checklists are also maintained to ensure that each ELL takes all four components of the NYSESLAT including reading, writing, listening and speaking. Students absent for one or more of the NYSESLAT subtests will be administered a make-up within the testing window. The ESL instructor Puleo collaborates with all content area teachers and scores are disseminated and analyzed so as to differentiate and individualize instruction for our ELLs. ESL instructor Puleo will also work closely with CTT Sett and others on additional lesson planning and alternate forms of assessment for our ELLs.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
Trends in parent choice letters at I.S. 78 indicate that the overwhelming majority of parents select an ESL model for their children. The ESL teacher Puleo keeps records of these trends and parent choice letters. They are available for review in his files. During the current school year, all of the parents of our 7 newcomers selected the ESL model for their children and thus alignment is commensurate with request. If parents do indicate a desire for a program that we do not offer, it is noted on their preference form. Should the numbers indicate a need for another program, our school will work to put one in place. As per the ASPIRA consent decree, should parents of 15 or more students of common home language on 1 or 2 contiguous grades request an alternate program such as TBE or DL, the school will work to put one in place immediately.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

I.S 78 follows a 42 minute, 8 period a day schedule. There is a 13 minute A.M advisory period and a 4 minute P.M homeroom. The additional 37 minutes of instruction for extended day students takes place before school Mondays through Wednesdays. I.S 78 offers a freestanding ESL pull-out program consisting of 33 English Language Learners. The students are heterogeneously mixed in their classes and instruction is provided by a fully certified ESL instructor. Students in contiguous grades are grouped together-6<sup>th</sup> and 7<sup>th</sup> graders/ 7<sup>th</sup> and 8<sup>th</sup> graders. This helps to further ensure that students are being instructed using both grade and age appropriate materials.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

To ensure that ELLs are appropriately evaluated in their native language, the Spanish LAB is administered to determine dominant language of those students whose HLS indicate the need to do so. I.S 78 also provides translators, bilingual glossaries and translated versions of the state math and science exams so that students will have the benefit of their native language on these tests. Translators include but are not limited to Ms. Michel and Ms. Austin. Additional translators may also be hired for lower incidence languages. ELLs are also assessed throughout the entire school year using their native languages. Activities and modes of assessment include having our ELLs read books and articles in their native language and answer questions and provide feedback in English. They will also engage in conversations with their peers and teachers in NL, while giving opinions and providing written

responses in English.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
ELLs are evaluated in all four modalities of English Language development including reading, writing, listening and speaking, throughout the school year. Students are constantly being assessed both formally and informally. Informal assessment includes on the spot, on going opportunities to determine the extent to which students are learning content. This includes teacher observations, anecdotal, teacher to student, student to student conversations, quick writes, discussions, and brainstorming activities. Authentic assessment applies to real life, where students are engaged in meaningful tasks that take place in real life contexts. These are multidimensional and include written pieces, audio tapes, group projects, and discussion and group responses. In addition to the annual NYSESLAT, our ELLs are also formally evaluated using a number of periodic assessments throughout the school year. Using such forms of assessment allow us to constantly monitor our students' progress and further tailor instruction to better meet their individual needs.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

Newcomers are also provided with instruction aimed at developing their reading, writing, listening and speaking skills. They work together and with more advanced level ELLs in a small group setting that utilizes a myriad of instructional materials. These materials include a variety of books, manipulatives, flash cards, posters, videos, audio tapes and games designed to improve their English proficiency. Students also benefit from using the computer programs Rosetta Stone and Reading Smart to enhance their development. Book titles include the "True Stories" series and "Grammar Essentials" by Longman. Although all instruction is English, students may use their native language to help each other and to negotiate meanings of words, phrases and/or concepts. Student libraries include books in their native language as well. Letters sent home to parents are available in a variety of languages so as to keep them informed and fully involved in their child's education. Beginners are explicitly instructed in an age appropriate manner in the 5 components of reading-phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students have access to a literacy rich environment and print materials. They are also encouraged to attend our morning tutorial as well as our after school Title III program. As always our students are taught in a small group and non-threatening environment that encourages participation and risk taking and aims to alleviate feelings of anxiety and trepidation.

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

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

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

Those deemed proficient based upon their NYSESLAT scores are no longer entitled to receive ESL services, however they will

receive continued support for two years in the form of testing modifications and will also be invited to continue to take part in our after school Title III Program. Bilingual libraries and translated modes of communication will continue to be made available to these students.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

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

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

**Courses Taught in Languages Other than English **

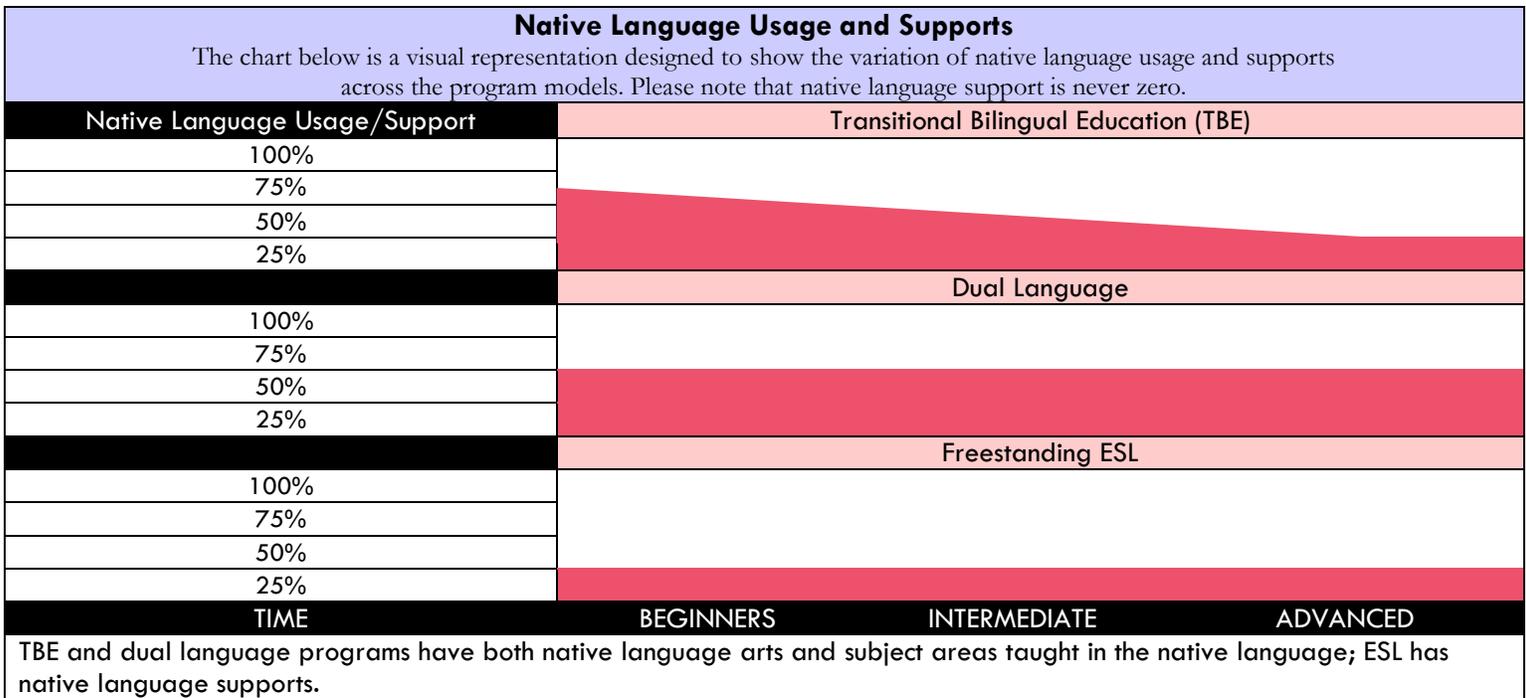
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

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

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



## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- ESL instruction is aligned with the Common Core. In Math, students are taught by fully certified content area math teachers well versed in ESL methodologies during double period blocks of Math. Our ELLs will use the Connected Mathematics series (CMP3).Lap tops , books and manipulatives have been purchased to aid in our ELLs' development of the English language. Computer programs including Rosetta Stone and Reading Smart are utilized and websites including Better- English and ESLCafe, are explored to supplement and enhance lessons. Targeted interventions for all ELLs including newcomers, SIFE and long term ELLs include the previously mentioned computer programs as well as Ed Performance Scantron.All of our ELLs are invited to take part in our after school Title III program.ELLs who have scored proficient on the NYSESLAT are still entitled to testing modifications for 2 years and are also invited to continue their enrollment in our after school ESL program as well as to make use of the bilingual libraries made available to them.Translated means of communication are also continued to be made for these students.
- Instructional strategies for all of our ELLs include but are not limited to: Activating and building prior knowledge,using language for meaningful and authentic purposes, using illustrations and demonstrations, using TPR (total physical response), using read-alouds, using native languages, computer assisted research, scaffolding,and using critical self and peer reflection. Finally, we seek to establish risk free learning environments that encourage participation and nurtue a respect and appraciation for diversity.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- I.S 78 offers an ESL pull-out program that is effective in meeting the needs of our ELLs in both content and language development. Our school utilizes the SIOP model for teaching ELLs in strategic ways that make subject matter comprehensible while promoting the students' English Language development.. Through this practice we promote a high level of student engagement and interaction with the teavher, other students and with the text which leads to elaborated discourse and critical thinking. Students are taught functional language skills , such as how to negotiate meaning, confirm information, argue, persuade and disagree. Student language is promoted through social interaction and contextualized communication as teachers guide students to constuct meaning and understand complex concepts from texts and classroom discourse.Our teachers create a nonthreatening environment where students feel comfortable taking risks with language.Teachers also consider their students' affective needs, cultural backgrounds and learning styles.Both content and language objectives are clearly defined and reviewed with students.These include key vocab, lesson tasks, grammar and language structures.Content is age and grade appropriate and a wide variety of supplemental marterials are used to high degree.Scaffolding techniques are also used to assist and support student understanding.This model has been proven effective as 90% of our ELLs showed growth on the Spring 2013 NYSESLAT.
11. What new programs or improvements will be considered for the upcoming school year?
- New programs that have been implemented this year include the computer programs Rosetta Stone and Reading Smart. These programs have been shown to be an effective tool in learning a new language and will help our ELL's improve in each of the 4 modalities of lanuage development including read, writing, listening and speaking.Newcomers will be able to utilize this software while in their general ed and content area classes as well as at home.
12. What programs/services for ELLs will be discontinued and why?
- Due in part to budget constraints and prefenece, we will no longer be using Acuity this school year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our ELLs are invited to take part in all of the programs offered to our entire stubent body.They are also invited to participate in the 37 minutes of instruction prior to the start of the regular school day. Additionally, our ELLs are encouraged to join our after school Title III program as well as attend an extra 'tutorial' period of ESL during the school day. Students also participate in interim assessments and ELL assessments that are monitored, analyzed and disseminated on a regular basis.
- Enrichment clubs and activities are open to all of our ELLs during and after school. These enrichment opportunities include yearbook, band, cheerleading,photography, archery, basketball, soccer, flag football and culinary arts.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- I.S 78 utilizes a myriad of instuctional materials to support our ELL population. These materials include a wide variety of books, manipulatives, flash cards, posters, videos, audio tapes and games designed to improve English language proficiency.Book titles include the 'Picture This' and 'Exploring English' series from Longman as well as the 'Empire State NYSESLAT' series from Continental Press. ELLs also have access to an extensive bilingual library of books within their ESL classroom as well as in the school library.They are given access to picture dictionaries as well, which are available in a multitude of languages. Laptops and headphones are also used along with interactive computer software including Rosetta Stone and Reading Smart.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
All of our ELLs receive native language support. Students receive native language glossaries and dictionaries for content area vocabulary. Classroom libraries are supplemented by reading material in native languages. Materials are age and grade appropriate across genres. In addition, students use laptops and interactive response technology for immediate assessment of understanding. Native speaker paraprofessionals, peer to peer instruction, native language literature as well as computer assistance in native language is also used to support our ELLs. We also use the computer program Rosetta Stone to supplement native language support.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
L.S 78 utilizes services and resources that are both age and grade appropriate. These include a wide array of high interest materials that are tiered so as to accommodate the varying needs of all of our English Language Learners. Additionally, we use a variety of books and other reading material with lower level vocabulary and high interest topics that correspond to the students' ages and grade levels. In doing so, we are able to meet the academic and linguistic needs of our ELLs while honoring their ages and interests so that instruction is both meaningful and appropriate.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.  
All of our students and parents know which class their children have been assigned to prior to the first day of school. A special orientation and barbeque are held for parents and students entering the 6<sup>th</sup> grade. They are given an opportunity to tour the building, meet with staff and have their questions and concerns addressed. Our guidance counselors, parent coordinator and administration are available prior to the first day of school to meet with students and parents if needed. Newly enrolled ELLs are paired with students who speak the same language so as to make for a smoother transition. Bilingual libraries are also made available to these students as well as translated modes of communication to their homes. Through these initiatives we hope to alleviate any tension or anxiety that our ELLs may be experiencing. Additionally, several parent conferences and orientations are arranged throughout the school year so that parents can tour the school, meet teachers, see student work and progress first hand, as well as obtain a better understanding of the school's expectations and standards. Translators will be on hand to further meet the needs of parents and ELLs alike.
18. What language electives are offered to ELLs?  
Language electives offered to our entire student body include French and Spanish.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

### C. Professional Development and Support for School Staff

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

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

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

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

## D. Parental Involvement

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

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

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

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

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

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

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

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

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

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

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

DBN: 22K078 School Name: I.S 78

Cluster: 6 Network: 602

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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