

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DBN: (i.e. 01M001):**

**31R078**

**School Name:**

**STAPLETON LIGHTHOUSE COMMUNITY SCHOOL**

**Principal:**

**LOUIS BRUSCHI**

## Comprehensive Educational Plan Outline

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## Section 1: School Information Page

### School Information

School Level: Elementary School Number (DBN): 31R078  
School Type: Public Grades Served: PK-4  
School Address: 100 Tompkins Avenue  
Phone Number: 718-442-3094 Fax: 718-442-3904  
School Contact Person: Louis Bruschi Email Address: [Lbrusch@schools.nyc.gov](mailto:Lbrusch@schools.nyc.gov)  
Principal: Louis Bruschi  
UFT Chapter Leader: Gloria Morales  
Parents' Association President: Carkarmika Graham  
SLT Chairperson: Barbara Dellasalla  
Student Representative(s): N/A

### District Information

District: 31 Superintendent: Anthony Lodico  
Superintendent's Office Address: 715 Ocean Terrace  
Superintendent's Email Address: [ALodico@schools.nyc.gov](mailto:ALodico@schools.nyc.gov)  
Phone Number: 718-420-5667 Fax: 718-420-5677

### Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado  
Network Number: 533 Network Leader: Nancy Ramos

## 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 Comprehensive Educational Plan (CEP) 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:

1. 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\*.
2. 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.\*\*
3. 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)
Louis Bruschi Staff 1	*Principal or Designee	
Gloria Morales Staff 2	*UFT Chapter Leader or Designee	
Carkarmika Graham Parent 1	*PA/PTA President or Designated Co-President	
	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>	
	CBO Representative, if applicable	
Barbara Dellasalla Staff 3	Chairperson/Teacher	
Kamor Olayokun Staff 4	Teacher	
Christine Lamorte Staff 5	Paraprofessional	
Emma Navarro Parent 2	Parent	
Latasha Green Parent 3	Parent	
Vielka Aburto Parent 4	Parent	
Delores Castro Parent 5	Parent	
	Member/	

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

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

The 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 CEP 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 Comprehensive Educational Plan (CEP) 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	
1.	<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.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<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.
4.	<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.
5.	<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.
6.	<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

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### 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:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. 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 CEP Development

School Leadership Teams should engage in the following steps:

4. **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.
5. **Step 2:** 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.
6. **Step 3:** 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.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** 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: CEP Overview

Develop a narrative summary that includes:

- 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.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

P.S. 78 is located in Stapleton, Staten Island. We have 705 students, 8% of our students are English Language Learners and 20% are students with disabilities. 48.5% are Hispanic, 42.6% are Black, 5.07% are white, and 1.34% are Asian. Many of our students have a high poverty level and come from low income families. We have about 33 students who are in temporary housing. Furthermore, our student population is extremely transient as we enroll several students who have been removed from their home due to domestic violence or parental incarceration. This presents a challenge for us as the social and emotional needs of our children are a priority and must be met initially so learning can take place. Phase II Special Education reform has been an additional challenge with for us as our students with disabilities population has increased by 10% in two years.

We have established strategic partnerships and collaborations with NY Philharmonic, Delius music, Partnership with Children, Staten Island Mental Health, Girl Scouts, Boy Scouts, Atlas pride, and student teachers at CSI and Wagner College. All of these partnerships provide our students with opportunities to meet their social-emotional and academic needs. One of the strongest partnerships that we would like to have is our parents, families and the home school connection. We have quickly realized that without the help and support of our families, our students will not reach the same level of academic achievement. Parental engagement and participation has been an additional challenge for us, however, we have not given up. We applied for several grants and had workshops for parents that included the presence of their children.

P.S. 78 is on a mission to ensure that all of our students will learn how to problem solve, learn how to think critically and become independent learners. We will provide students with a rigorous learning environment where they are constantly being challenged. We will use all forms of formative and summative assessment data, questioning techniques, observations and checks for understanding to make sure our students are learning. We will provide multiple access points, use different modalities to reach all learners and be responsive and flexible to ensure that all students are learning. In addition, our teachers will work collaboratively to examine assessments and refine lesson plans and unit outlines to meet our student's needs.

Currently, our grade level teams meet weekly to plan rigorous lessons and activities to challenge our student's thinking. We have great teacher teams and feel that this is strength for our school. We have been using text and discussion protocols during teacher team meeting to provide instructional leadership, equity of voice and to allow for controversy.

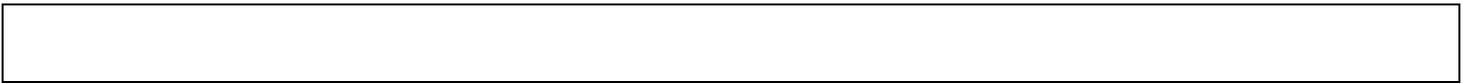
Based on the observations conducted in the prior school year, the Peer Quality Review and the PPO, we have established our instructional focus for the 2014-15 school year. We will increase student engagement through discussion techniques and protocols to provide students opportunities for student led discussions and critical thinking. We will use all forms of assessment data and checks for understanding to plan rigorous activities and to group students accordingly to invite student choice, interest and to increase student participation and engagement.

Teachers will:

- set norms for Socratic seminar and use techniques to allow for student- led discussion
- conduct close reading and incorporate academic vocabulary in discussion
- ask high quality questions and provide DOK prompts to challenge students cognitively, advance higher level thinking and promote metacognition

Students will:

- use academic vocabulary and evidence- based accountable talk
- participate in student-to- student discussions
- cite specific textual evidence when writing and speaking to support conclusions and thinking.



## 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.

### Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

A comprehensive needs assessment was conducted. The following summative assessments were used.

- Fountas and Pinnell Benchmark Assessment (Grades K-4)
- WSS (PK)
- MOSL, Fall
- NYS Standardized 2014 Test Results in ELA and Math (Grade 3)
- NYSESLAT (Grades K-3)
- NYSITELL
- NYC Periodic Baseline and Benchmark Assessments
- ARIS Data
- Baseline assessments from ReadyGen and GoMath
- School Developed Surveys
- New York City School Survey
- ATS Reports (RLAT, RSFE, RASP, RYOS, Gains Report)
- Classroom Observations
- Principal’s Performance Review

### 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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal #1 ELA  
By June 2015, 90% of our staff will reach effective or highly effective in the last two cycles of teacher observations in domain 3c as measured by the observations entered in advance.

### 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>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. 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>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			
<ul style="list-style-type: none"> <li>• Create a schedule of inter-visitations to norm expectations on student engagement and to deepen teacher’s understanding of</li> </ul>	All Staff	Throughout the year	General Education Teacher

<p>Danielson Component 3c.</p> <ul style="list-style-type: none"> <li>• Students will use Accountable talk stems, engage in Socratic Seminar, and answer questions that will allow them to think critically.</li> <li>• Teachers will incorporate protocols so students have the opportunity to participate in structured conversations around a text.</li> <li>• Professional development topics will include, but not limited to, student engagement, how to use data to drive instruction effectively, SPED training for new hires and general education teachers, Integrated Co Teaching.</li> <li>• Teachers will incorporate technology and video clips to encourage student reflection and engagement</li> <li>• Teacher lesson plans will reflect differentiation of instruction;</li> <li>• Teachers will conduct close reading lessons; have students cite text evidence and key details in a text.</li> <li>• AIS providers will identify students at below proficient standards in Grades 4 and provide AIS services;</li> <li>• Administration will conduct frequent, informal visits on instruction based on the Danielson Framework.</li> <li>• Administration will provide timely feedback as well as a professional resource to teachers to support their growth as a professional.</li> <li>• Administration will examine identified next steps for teachers and plan professional development accordingly.</li> <li>• Teachers will monitor student goals and student portfolios;</li> <li>• Teachers will implement a Common Core State Standard Curriculum in English Language Arts.</li> <li>• Teachers will use informal and formal assessments to adjust instruction and curriculum modifications.</li> </ul>		Cycles of Observation	Special Education Teacher Paraprofessionals Teacher Mentors IEP/SETSS teacher AIS Teacher Administration

**Part 4 – Resources Needed**

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

Textbooks  
Technology  
Small group instruction  
AIS teacher, F status teacher  
Graphic Organizers  
Complex Text/Articles  
Guided Reading Sets  
Books on Tape  
Wipe boards  
ELMO  
Computers  
Smart boards

**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	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</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:

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

We will monitor for progress using informal and formal assessments throughout all units in ELA and Math. We will assess students in January as a mid-point check to see who is in danger of showing enough progress towards the standards. We will examine student work, conference notes, unit assessments, and goal sheets to monitor progress and determine next steps for teachers.

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

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

## 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.

### Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (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 Quality Review on December 12, 2014, we are still establishing a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations.

#### School Strengths:

- We have mental health services and have received an AIDP grant that will allow us to deepen our work with Partnership for Children.
- We have a BIT team, which meets once a week to discuss select students who are facing challenges and need additional supports.
- We have been identified as a Community Learning School and are working towards bringing together mental health services as well as other services for our families.
- Our teachers are collaborative and committed to the success of our students in their classrooms and improvement across the whole school. We meet weekly to improve teacher practice by working together and by sharing best practices.

#### School Needs:

- Professional development for guidance counselors and staff in progressive discipline, restorative justice and social and emotional learning.
- Professional development in Therapeutic Crisis Intervention Services for the entire staff.

### 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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 50% of our staff will attend an Institute for Understanding Behavior (IUB) and be trained in Therapeutic Crisis Intervention Services (TCIS) as measured by the completion certificates and reduction of the number of incidences school wide.

### 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>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
6. 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).			
7. Strategies to increase parent involvement and engagement			
8. Activities that address the Capacity Framework element of			

Trust			
50% of our staff Throughout the year, ongoing and daily Dean of Student Services AIS/SAVE Room Teacher	50% of our staff	Throughout the year	AIS Personnel/SAVE Room Teacher, Administration

**Part 4 – Resources Needed**

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

Funding for substitute teachers  
Staten Island Foundation Grant (received)

**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	X	Title I Basic		Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Staten Island Foundation

**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:

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

By March 2015, we will assess how many teachers have completed the training and what is the impact it is having with the students.

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

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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12. 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.

### Part 1 – Needs Assessment

- |     |                                                                                                                                                                                                                                                                                                                         |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (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 Quality Review on December 12, 2014, it was determined that our area of celebration was that we have systems for improvement and engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.

**School Strengths:**

- Teachers meet twice a week to look at student work, discuss data and plan lessons.
- Teachers formulate instructional goals collaboratively and align curriculum resources to meet student needs.

**School Needs:**

- Incorporate more time for all teacher teams to examine student data and adjust lesson and unit outlines accordingly.
- Create systems of accountability and self-assessment for teacher teams to monitor their impact on student learning.
- Formalize structures for looking at student work and determining next steps to have a greater impact on student learning and achievement.

### 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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all teacher teams will use discussion protocols to examine student work and participate in the collaborative inquiry process to improve teacher practice and student learning, as measured by team attendance and meeting debriefs.

### 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>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
16. 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).			
17. Strategies to increase parent involvement and engagement			
18. Activities that address the Capacity Framework element of Trust			

<p>-Teachers will participate in professional development aligned with using assessments to drive instruction and determine next steps for students</p> <p>-Professional development on UDL strategies and differentiation to address all learners</p> <p>-Work strategically with our community partnership to address the various needs of the students who reside in temporary housing.</p> <p>-Workshops for parents</p> <p>-Create the safe space where teachers can share dilemmas about student work or their own practice and determine next steps.</p>	All Teaching staff/Grade level teams	January 2015-June 2015	All Classroom teacher, AIS personnel, IEP SETSS Teacher, Teacher mentors Administration Resource Coordinator Parent Coordinator

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Per session activities/Time for teachers to meet</p> <p>Professional Development on using assessments to drive instruction</p> <p>Professional articles</p> <p>Professional Texts</p>

**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	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
19.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
20.	Specify a timeframe for mid-point progress monitoring activities.			
By March 2015, we will examine the teacher team reports, reflection sheets from professional development, as well as lesson plans to determine if we are making progress and having an impact on student achievement.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## 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.

### Part 1 – Needs Assessment

- |     |                                                                                                                                                                                                                                                                                                                              |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (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 Quality Review on December 12, 2014 and the PPR, only a small number of students reached a proficiency level of high 2 and 3 on the NYS exams in ELA and Math. Our instructional focus for the 2014-15 school year is to increase student engagement through discussion techniques and protocols to provide students opportunities for student led discussions and critical thinking. We will use all forms of assessment data and checks for understanding to plan rigorous activities and to group students accordingly to invite student choice, interest and to increase student participation and engagement.

**School Strengths:**

- Leadership has systems in place for sharing a clear vision for student achievement.
  - Principal has set the tone and has created a climate of inclusiveness among the staff and students.
  - Professional development is offered to teachers both, internally and externally based on teacher needs and interest.
- School leaders meet with the school community consistently to determine needs and to elicit feedback.

**School Needs:**

- More coherent instructional and social and emotional support that improves student achievement.
- Training for staff in progressive discipline, strategies to motivate students

### 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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 90% of our teachers will participate in professional development that supports our instructional focus and will be able to implement it in the classroom, as measured by informal and formal observations entered into Advance.

### 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>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
26. 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).			

27. Strategies to increase parent involvement and engagement			
28. Activities that address the Capacity Framework element of Trust			
-Visit various schools to see Socratic seminar and protocols around text -Ongoing professional development based on teacher's next steps, informed by the Danielson Framework for teaching -Align professional development topics with teacher's informal and formal observations -Continue to share vision with staff at grade and faculty meetings as well as, emails and memorandums -Create systematic structures for meetings to elicit community needs and determine next steps -Create a schedule of inter- visitations, peer coaching with feedback to share and implement best practices	Classroom teachers	January 2015-June 2015	All Classroom teacher, AIS personnel, IEP SETSS Teacher, Guidance counselor, Teacher mentors Administration

#### **Part 4 – Resources Needed**

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

Professional text  
Potential outside consultant for professional development purposes

#### **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	X	Title I Basic		Title IIA		Title III		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**

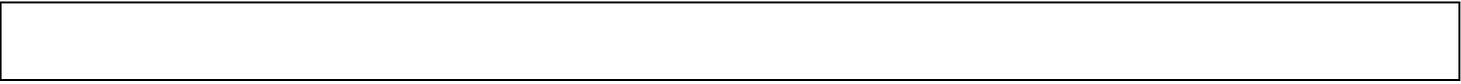
**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

By February 2015, leadership will examine observations, professional learning reflection sheets and determine if our instructional focus is being met and the impact we are having on student achievement.

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

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



## 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.

### Part 1 – Needs Assessment

- |     |                                                                                                                                                                                                                                                                                                                                   |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (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 Quality Review on December 12, 2014, we are developing in establishing a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations.

### 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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all classroom teachers will send home monthly progress reports to increase the parent communication on student’s academic standing as measured by the Learning Environment Survey.

### 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>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. 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). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
-Continued parent outreach via phone calls, email, face to face meetings -Parent workshops -Schedule additional open school weeks for parent to observe instruction in the classroom -Various school and community events to increase parent engagement	Parents	Monthly	Classroom Teachers Administration Parent Coordinator Resource Coordinator

**Part 4 – Resources Needed**

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

Time for teacher entering data and completing parent progress reports  
Computers to generate school created reports

**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	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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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:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

40. Specify a timeframe for mid-point progress monitoring activities.

By March 2015, we will see how many parents have returned the progress report and analyze the survey results to see if the communication has increased and if parents have a deeper understanding of their child’s academic standing.

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

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



	Mathematics lesson includes time for whole-group instruction as well as small group, partner, or individual activities. These activities balance teacher-directed instruction with opportunities for open-ended, hands-on explorations, long-term projects and on-going practice.			
<b>Science</b>	Integrated into our ELA curriculum	ReadyGEN and Foss Science Kits	Whole group/Small group	During the school day
<b>Social Studies</b>	Integrated into our ELA curriculum	ReadyGEN and NYC Scope and Sequence	Whole Group/Small Group	During the school day
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher Recommendation IEP Mandate	Counseling services	Small group instruction One-to one instruction	During the school day

## Section 7: Title I Program Information

**Directions:**

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. 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>
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**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.

All staff members will meet with School Leaders to develop annual goals.  
 95% of the teachers have been retained at PS 78 since we opened in 2012. According to the 2014-15 BEDS Survey, all general education teachers in classrooms who are responsible for delivering instruction in a core subject are "highly qualified." 100 % of the teachers are teaching core subjects.  
 We have partnerships with the College of Staten Island and Wagner college to recruit future teachers.

**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).

At P.S. 78, we are a professional learning community who is continuing to learn and grow. The staff meets every Monday to watch video clips, read professional articles, and to adjust curriculum and lesson plans accordingly. The session topics are focused on Socratic seminar, student engagement and using assessments to adjust instruction. In addition, teachers attend various professional development outside the building depending upon their needs and areas of improvement from the observation process. Teachers conduct inter-visitations to other classrooms on their grade to observe best practice. Furthermore, our teachers attend monthly Network meetings. We have established a relationship with P.S. 861 and P.S. 57 where we visit the classrooms and share best practices.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

N/A

**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).

N/A

**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.).

We ensure a smooth transition for students who are exiting pre-k and entering kindergarten by making sure that families will be equipped with the resources and skills to support their children through the transition. We will have proper communication and meaningful discussions between school staff and families. We will provide families with the option of visiting the school prior to the first day to relieve anxiousness and ensure a smooth transition. We will partner with community day cares and private schools help ease the transition into our Pre-K program. For our Pre-K students entering Kindergarten we will have an early parent orientation and a “Meet and Greet” for those families.

**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.

Teachers meet in teacher teams to engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning. Teachers create timelines for summative and formative assessments. Professional development will be provided on how to analyze the data to modify instruction and ultimately improve the overall academic achievement of our students.

**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 (CEP) 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	\$388,080	X	
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			

Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal	\$11,200	X	
Tax Levy (FSF)	Local	\$3,843,298	X	

<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:

1. 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.
2. 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:

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.

8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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 8: 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 CEP 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. *P.S. 78* 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. *P.S.78* 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)**

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

#### **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.

**I have read and received a copy of the Title 1 School Parental Involvement Policy and School-Parent Compact.**

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SCHOOL	PARENT(S)	STUDENT
Date	Date	Date

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**Division of Specialized Instruction and Student Support  
Office of English Language Learners**

Claudia Aguirre, Chief Executive Officer  
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 September 30, 2014.

Part A: School Information	
Name of School: P.S. 78	DBN: 31R078
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: 36
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
# 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:

PS 78 services its English Language Learners in English and Dual language during the regular school day. They are served in groups according to grade level.

Students who have been identified from the results of the NYSITELL or NYSESLAT exam as beginner and intermediate level of English proficiency, receive 360 minutes of ESL instruction by a licensed ESL teacher. Students who have been identified with an advanced level of English proficiency, receive 180 minutes of ESL instruction by a licensed ESL teacher.

Native language is used to support the students as needed. The ESL program runs for the entire school academic year. The ESL teacher incorporates Common Core aligned instructional materials to support students needs and ensure that they are meeting the cognitive demands of the standards.

Results from the NYSITELL and NYSESLAT are used to group students and determine acadmeic needs.

Our results indicate that many students have been identified with a beginner and intermediate level of English proficiency. In addition, our students perform better at listening and speaking than reading and writing. However, these results differ for each student.

At P.S. 78 there is a continued emphasis on listening, speaking, reading and writing. Activities include reading programs, role play, drama as well as writing activities to ensure that the ELL students' needs are met. Teachers incorporate UDL stratgies to provide students with multiple entry points and to increase student participation and engagement.

P.S. 78 has one full time certified ESL teacher and one Dual language teacher on staff to best meet the needs of the ESL population. Classroom teachers work collaboratively with the ESL teachers and parents to ensure that they best meet the needs of the ESL students. PS 78 prides itself on providing rigorous professional development for its staff members. All teachers are kept informed of professional development opportunities focusing on language development.

Our title III after school program will include students in grades 2, 3 and 4, and is designed to develop and enhance students' comprehension skills, reading, reasoning and critical thinking will begin on Thursday, January 15, 2014 from 2:45-4:45 PM and on Saturday, January 17, 2015 and Sunday, January 18, 2015 from 8:20-12:20 PM. The program wil run for 14 sessions.

The final session date will be Thursday, April 23, 2015, Saturday, April 25, 2015 and Sunday, April 26, 2015. Since there is another program running simultaneously, there is no need to fund a supervisor using Title III funds. Our rationale for this program is to provide our ELLS students an opportunity to practice their listening and speaking skills by incorporating Reader's Theater. The focus of the program will be performing and expressing themselves through drama and art. At the end of the program, students will perform a play and parents will be invited. Each program will have a common branch NYS highly qualified teacher and a certified ESL teacher. The skill based rigorous instruction will increase students' reading, writing, listening and speaking skills. The program will target ELLs in the testing grades and second grade because that is the Chancellor's focus grade. Teachers will use skill based literacy materials such as Reader's Theater, as well as technology programs, such as Raz-Kids , Reading A to Z and Vocabulary A to Z to differentiate instruction. Students are invited to attend and work with other students on their grade level and on various literacy based activities. Rather than direct instruction that

## Part B: Direct Instruction Supplemental Program Information

they receive throughout the day, the students will work on literacy based activities that include art, writing, arts and crafts, music, poetry and other engaging activities that will help them foster in listening, speaking, reading and writing.

The teachers base their projects on read alouds; while the intermediate grades may have chapter books and chapter activities and projects. This program affords both the students and teachers to engage in hands-on activities, while reinforcing the skills necessary to further their knowledge of the English language and help increase their English proficiency overall.

### After School Program Description

PS 78 offers an after school program for ELL students in grades 2, 3 and 4. The program is on Thursday (2 hours) 2:45-4:45. The program will run from January 15, 2015 until April 23, 2015; for a total of 14 sessions. There are 2 classes and since there will be another program running concurrently, will not be using Title III funding for a supervisor. Each class contains no more than 18 students. The classes are taught by a common branch NYS highly qualified teacher and the 1 NYS highly qualified ESL teacher rotate amongst the classes. Students are invited to attend and work with other students on their grade level and on various literacy based activities. Rather than direct instruction that they receive throughout the day, the students will work on literacy based activities that include art, writing, arts and crafts, music, poetry and other engaging activities.

### Saturday Program Description

PS 78 offers a Saturday program for ELL students in grades 2, 3 and 4. The program is for 4 hours from 8:20 - 12:20. The program will run from January 15, 2015 until April 25, 2015; for a total of 14 sessions. There are 2 classes and each class contains no more than 18 students. The classes are taught by a common branch NYS highly qualified teacher and the 1 NYS highly qualified ESL teacher rotate amongst the classes. Students are invited to attend and work with other students on their grade level and on various literacy based activities. Rather than direct instruction that they receive throughout the day, the students will work on literacy based activities that include art, writing, arts and crafts, music, poetry and other engaging activities.

### Sunday Program Description

PS 78 offers a Sunday program for ELL students in grades 2, 3 and 4. The program is for 4 hours from 8:20 - 12:20. The program will run from January 15, 2015 until April 26, 2015; for a total of 14 sessions. There are 2 classes and there will be another program running concurrently, therefore, we will not be using Title III funds for a supervisor. Each class contains no more than 18 students. The classes are taught by a common branch NYS highly qualified teacher and the 1 NYS highly qualified ESL teacher rotate amongst the classes. Students are invited to attend and work with other students on their grade level and on various literacy based activities. Rather than direct instruction that they receive throughout the day, the students will work on literacy based activities that include art, writing, arts and crafts, music, poetry and other engaging activities.

## Part B: Direct Instruction Supplemental Program Information

## 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:

The professional development mainly focuses upon the four modalities tested on the NYSESLAT, listening, reading, writing and speaking. Staff members are educated as to the various assessments that given to all ESL students including NYSITELL, periodic assessments, classwork and formative and summative assessments. Teachers are provided with professional learning sessions on how to incorporate UDL and different modalities to reach all learners. Teachers meet once a week, throughout the school year to look at student work, discuss areas for improvement and instructional refinements to improve student learning. The professional development program for Title III teachers is aligned with P.S. 78's instructional focus, which is to increase student engagement through discussion techniques and protocols to provide all students opportunities for student-led discussions and critical thinking. We will use all forms of assessment data and checks for understanding to plan rigorous activities and to group students accordingly to invite student choice, interest and to increase student participation and engagement.

All staff development focuses on rigor and relevance and incorporate the six literacy shifts.

Out of classroom personnel who service ESL students are responsible to attend these meetings as well.

This year's workshops include:

November 2014 - Suggestions for Supporting K-12 ELL instruction

December 2014 -Successful Schooling for ELL students; Building Responsive Teaching and Learning Environments

January 13, 2015 - Vocabulary Strategies

February 10, 2015 - Designing coherent instruction for ELLS in the Content Areas

March 10, 2015 - ESL and Writer's Workshop

April 14, 2015 - Preparing for NYSESLAT

May 12,2 015 - Testing Strategies for Standardized Exams

June 16, 2015 - A Year in Review

## Part D: Parental Engagement Activities

## Part D: Parental Engagement Activities

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

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

Begin description here:

There are 52 ELLs enrolled in our school this year. We extend our parent involvement to the parents and families to ensure their full engagement in the the educational process. In addition to mandated services, we meet with families in September during Back to School Night and Parent Teacher Conferences. These conferences are designed to provide the parents with opportunities to learn about the curriculum and meet with the child's teacher.

Our school also provides Adult ESL classes for parents and families in the community on Mondays and Wednesdays . These classes are held in the library from 8:30 a.m.to 11:30 a.m. ; the program runs the entire academic school year . This program is run by the DOE Office of Adult Education, Ms. Hidalgo is the instructor. Our report cards keep parents informed about school expectation and benchmarks students have to meet. All notices and report cards are sent home to parents in their native language.

Our Parent Coordinator, Nancy Adames will host several workshops throughout the school year aimed at teaching parents ways to improve their children's academic progress. Workshops include topics, such as, How to Read with You Child. Additionally, Adult ESL classes are held on-site two days a week. Parents enrolled in classes will be allotted additional time to develop their language acquisition and speaking skills by partnering with the LINC program. The goal is for use to support parents and increase the pace and proficiency of their language acquisition. The use of this program will help parents become better equipped to support their children. Parents will be notified of workshops and programs through flyers and the school website. Flyers will be sent home in English as well as the student's native language. Flyers will be translated through the use of the Department of Education Translation Unit and / or bilingual staff members. The Parent Coordinator and the adult ESL teacher, Ms. Hidalgo run the parent program. Parents will also be given a schedule of days and times of workshops and classes scheduled. In addition, the ELL teacher and the parent coordinator will provide workshops throughout the year. Topics include preparing ELL students for NYS standardized testing, strategies to build literacy and math skills at home, as well as sessions on the Common Core Learning Standards and Citywide expectations. Parent workshops are presented by the Parent Coordinator Nancy Adames, ELL teacher and/or a guest speaker. These events are held in the Teacher's Lounge on Tuesday's monthly from 2:45pm - 4:45pm. The workshops include:

January 13, 2015 - Nutrition

January 27, 2015 - Healthy Living

February 10, 2015 - Finances

**Part D: Parental Engagement Activities**

February 24, 2015- 529 College Savings

March 3, 2015 - Mental Health

Parents are informed of all workshops and school events in the parent Newsletter, calendar and weekly notes that are sent home monthly and weekly.

**Part E: Budget**

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

Allocation Amount: \$11200

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  
2012-13**

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

## Part I: School ELL Profile

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

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

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

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

### C. Teacher Qualifications [i](#)

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

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

### D. School Demographics

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

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

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

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

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

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

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

At this time, the Parent Coordinator informs the parents about the programs available in our school. If the parent selects a program that

is not available in our school, the parent coordinator provides them a list of schools in NYC where the programs are available. They are informed of parent rights and are presented with an overview of the various programs available for English Language Learners. A question and answer portion is conducted by the Parent Coordinator after the viewing of the video to ensure the parents understand the three ESL program models. The Assistant Principal tallies the Parent Program Selections by grade and language. If there are 15 or more students in consecutive grades for a particular program that is not offered, administration will take the proper steps to ensure parent choices are met. Parents will be notified by the Parent Coordinator if a TBE or DL becomes available.

3. Appendix K from the EPIC is used to track and monitor the student intake process and to ensure that all Parent Survey Selection Forms are returned and Entitlement letters are distributed. Attendance is taken at the Parent Orientation where the three program choices, transitional bilingual, dual language, and ESL are explained. Each parent is required to complete a Parent Survey Selection Form immediately after viewing the video. Entitlements letters are given to parents at the Parent Orientation, a copy is placed in the student's cumulative record. Parent Survey Selection Forms are collected by the Parent Coordinator. Before the Parent Orientation is over, the Parent Coordinator checks to make sure every parent returned the Parent Survey Selection Form and an Entitlement letter was distributed. If for any reason a parent was unable to attend, the Parent Coordinator sends a letter to the families and additional dates for viewing the video are offered. Phone calls and reminder letters are continuously sent home, when the Parent Survey and Program Selection forms are not returned. Phone logs are kept and translators are used when necessary. For those parents who have not completed the Parent Survey Selection Form the default is Transitional Bilingual Education.

4. After the Parent Survey Selection Form is completed by the parent, they are notified that the school currently has an ESL Freestanding Program only. However, for those parents who may not have completed the Parent Survey Selection Form the default program placement is Transitional Bilingual Education. Students who have been identified as an ELL are assigned to a class according to their proficiency level on LAB-R or NYSESLAT. Students are placed in a self-contained ESL class, or serviced using a push-in or pull-out model. The ELL/Testing Coordinator ensures that parents of students who have been identified as an ELL receive a Placement letter in the appropriate language and in English. A copy of the Placement letter is kept in the student's cumulative record. With the help of translators, parents are informed of all decisions. Students whose IEP dictates a bilingual setting receive an alternate placement language paraprofessional. In September, the NYSESLAT results are reviewed, is printed from ATS. Based on the student's NYSESLAT scores, continued entitlement letters, in student's home language, are sent to families to inform them of the continued ESL service.

5. After reviewing our Parent Survey and Program Selection Forms, it is evident that the trend in our school has been for the majority of parents to opt for the Freestanding English as a Second Language Program for their children. For the upcoming school year, we will continue to monitor the Parent Survey and Selection Forms to ensure students are placed accordingly. The Assistant Principal tallies the Parent Program Selections by grade and language. If there are 15 or more students in consecutive grades for a particular program that is not offered, administration will take the proper steps to ensure parent choices are met. Parents will be notified by the Parent Coordinator if a TBE or DL program becomes available. Monitoring the trends allows us to plan for future programs by determining the type of ESL class that will be offered, selecting appropriate staff and targeting certain grade levels.

6. Currently, the program model we offer is aligned with our parent selection forms. We offer parents an explanation of the three models in their native language and English and then proceed to conduct a question and answer time to make sure they have a complete understanding of the three program choices. After parents are fully versed, they choose the program that is best suited for their child. As we monitor the parent selection forms, we tally the parent choices to ensure that the program models are aligned with parental requests.

## Part III: ELL Demographics

### A. ELL Programs

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

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

**This school offers (check all that apply):**

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

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

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

### B. ELL Years of Service and Programs

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

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

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

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

### C. Home Language Breakdown and ELL Programs

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

**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
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other ___														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)**

**K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish	5																		5	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other _____																			0	0
<b>TOTAL</b>	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	0

**Dual Language (ELLs/EPs)**

**9-12**

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 5      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	15	6	8										30
Chinese														0
Russian														0
Bengali				1										1
Urdu														0
Arabic		3	2	1										6
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>1</b>	<b>18</b>	<b>8</b>	<b>10</b>	<b>0</b>	<b>37</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

#### ELL PROGRAMMING:

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

## A. Programming and Scheduling Information

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

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

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

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

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

Technology is used in the classroom as a way to meet the needs of our ELLs. Students' vocabulary development is enhanced through seeing vocabulary in context. Real life examples and images provide a context for language and vocabulary. Listening Centers are utilized to provide the opportunity for repetition; the student can control their learning pace by pausing, rewinding, fast forwarding, and/or playing the text/story over again, and do this all on their own

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

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

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

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

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

In addition, the guidance counselor is available to support the ELL newcomer population with academic, social and assimilation issues. The connection between the native culture and the target culture will be addressed through guidance interventions. Culturally diverse backgrounds are discussed to develop an atmosphere of understanding and tolerance. Each cultural group's attributes are explored,

## A. Programming and Scheduling Information

examined and discussed. The children are encouraged to find commonalities in the various ethnic groups in our school. This will better prepare them for the multi-cultural world that awaits them. Dual language books and native language dictionaries provide additional support.

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

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

6. For our English Language Learners with special needs, we use a combination of data to identify and hone in on the students' specific needs. We use the student's IEPs, communication with the School Assessment Team, classroom teachers and paraprofessionals to identify best strategies to meet the special needs of these students. Daily instruction is strongly supported by co-teaching, hands on activities, modeling, repetition, and visual aids. PPT meetings are used to track and discuss student progress and next steps.

Teachers use Reading Street, including its ELL component, to teach content area and language development. Sidewalks is also used for the ELL-SWDS. On Our Way to English and Avenues are also used to provide content area support. Words Their Way is used to facilitate English language development.

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

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

### Courses Taught in Languages Other than English ⓘ

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

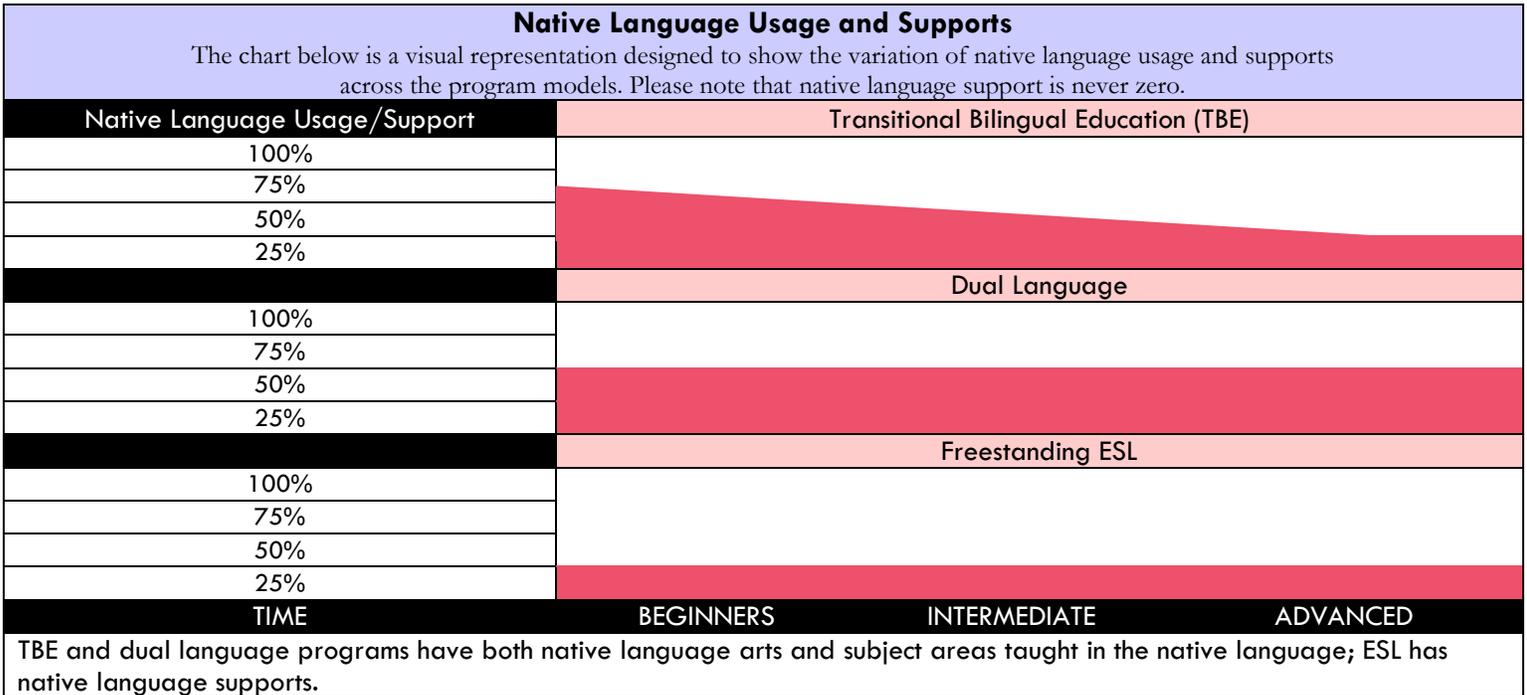
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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



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

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



**B. Programming and Scheduling Information--Continued**

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

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

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

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

11. NA

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

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

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

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

15. Required services provided to ELLs correspond to their age and grade level. All materials are grade, age and content appropriate. The content of materials is specifically aligned with student's native language when applicable. Lessons are designed based on the Common Core Learning Standards specific for each grade however, differentiation targets student's specific needs.

16. NA

**C. Schools with Dual Language Programs**

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

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

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

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

**PROFESSIONAL DEVELOPMENT AND SUPPORT FOR SCHOOL STAFF**

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

## E. Parental Involvement

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

### PARENT INVOLVEMENT

1. In our efforts to ensure that there is English Language acquisition of parents, we offer ESL classes for them two times a week. We also host a series of workshops conducted by the Parent Coordinator to support parents in understanding the curriculum. During these workshops parents are made aware of current data and are informed of student and parental expectations. Translators are available at all parent teacher conferences, parent workshops and PTA meetings.

Parents are constantly encouraged to become a member of our PTA in order to assist us in addressing their needs. Parents are invited up for curriculum conferences and culminating unit performances to meet with their child's teachers in order to learn academic expectations for the school year and how they could assist at home. In addition, parents are invited to open school week to observe instruction and get techniques that they can utilize at home.

2. PAL is a Community Based Organization that takes place from Monday to Friday for parents who work. Our ELL students are encouraged to attend this program. Throughout the year, parents are invited up for celebrations which include but are not limited to writing, reading and author studies. They are invited to all special assemblies, author visits and encouraged to attend all class trips.

3. Parent needs are evaluated through feedback from the New York City Learning Environment Surveys and the Parent Coordinator. Our parent involvement activities address the needs of our parents because they are geared towards not only our core curriculums but the recommendations that come out of our surveys and their feedback at various meetings. Parent needs are also addressed from the feedback that is given during parent teacher association meetings. Parents give recommendations at School Leadership Team Meetings which address the needs of the parent population. The New York City Learning Environment Survey is used to determine parent needs and concerns. Feedback from teachers helps us address the needs of our parents.

4. Parental involvement activities are planned and coordinated with the needs of the parents in mind. These plans are derived at SLT meetings, cabinet and PTA meetings. The Parent Coordinator and staff constantly discuss and evaluate the needs of the community and plan activities accordingly.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B	7	1	0	0									

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

**New York State Regents Exam**

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

**Native Language Tests**

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

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

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

#### ASSESSMENT ANALYSIS

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

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

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

4a. N/A

4b. N/A

4c. N/A

5. N/A

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

#### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** Public School 78R

**School DBN:** 31R078

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Louis Bruschi	Principal		11/11/13

School Name: Public School 78R

School DBN: 31R078

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Assistant Principal		11/11/13
Maria Brancale	Parent Coordinator		11/11/13
Nelly Dugans	ESL Teacher		11/11/13
Ms. Lopez	Parent		11/11/13
Danielle Arena/SP ED	Teacher/Subject Area		11/11/13
Mr. Kampel/ ELA	Teacher/Subject Area		11/11/13
Ms. Contento	Coach		11/11/13
	Coach		1/1/01
Mary Atlas	Guidance Counselor		11/11/13
	Network Leader		1/1/01
	Other _____		1/1/01

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

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

DBN: **A31R78**

School Name: **Stapleton Lighthouse Community**

Cluster:       

Network: **533**

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

**Part A: Needs Assessment Findings**

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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.

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

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

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

## Part B: Strategies and Activities

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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.

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

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

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

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

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

