Department of Education
Carmen Fariña, Chancellor

# 2015-16
# COMPREHENSIVE EDUCATIONAL PLAN
# (CEP)

**DBN: (*i.e. 01M001*):** **22K078**

**School Name:** **J.H.S. 078 ROY H. MANN**

**Principal:** **ANTHONY CUSUMANO**

# Comprehensive Educational Plan (CEP) Outline

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## Section 1: School Information Page

### School Information

School Name: Roy H. Mann – I.S. 78 School Number (DBN): 22K078

Grades Served: 6-8

School Address: 1420 East 68 th Street

Phone Number: (718) 763-4701 Fax: (718) 251-3439

School Contact Person: Anthony Cusumano Email Address: Acusuma@schools.nyc.gov

Principal: Anthony Cusumano

UFT Chapter Leader: Matthew Lyons

Parents' Association President: Robin White

SLT Chairperson: Meryl Parke

Title I Parent Representative (or Parent Advisory Council Chairperson): Lisa Donohoe

Student Representative(s): N.A.

N.A.

### District Information

District: 22 Superintendent: Julia Bove

Superintendent's Office Address: 5619 Flatlands Avenue

Superintendent's Email Address: JBove@schools.nyc.gov

Phone Number: (718)968-6117 Fax: (718)968-6252

### Borough Field Support Center (BFSC)

BFSC: Brooklyn South Director: Dr. Cheryl Watson-Harris

Director's Office Address: 415 89th Street, Brooklyn, NY 11209

Director's Email Address: cherylwatson@schools.nyc.gov

Phone Number: (718) 759-3952 Fax: (718) 759-4879

## 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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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) |
|---|---|---|
| Anthony Cusumano | *Principal or Designee | |
| Matthew Lyons | *UFT Chapter Leader or Designee | |
| Robin White | *PA/PTA President or Designated Co-President | |
| Rhonda Hadgkiss | DC 37 Representative (staff), if applicable | |
| Lisa Donohoe | Title I Parent Representative (or Parent Advisory Council Chairperson) | |
| N.A. | Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)* | |
| N.A. | Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)* | |
| N.A. | CBO Representative, if applicable | |
| Philip Maravolo | Member/Teacher | |
| Pauline Siringo | Member/Teacher | |
| Meryl Parke | Member/Parent | |
| Amanda Ortiz | Member/Parent | |
| | Member/ | |
| | Member/ | |

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|---|---|---|
| | Member/ | |
| | Member/ | |
| | Member/ | |
| | Member/ | |
| | Member/ | |
| | Member/ | |

## 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 new Strong Schools, Strong Communities initiative and Framework for Great Schools.

### Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a report, entitled Strong *Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

### The Framework for Great Schools and CEP Development

The Framework for Great Schools encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

| The Six Elements of the Framework for Great Schools |
|---|
| **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. |
| **Supportive Environment**: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. |

| |
|---|
| **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. |
| **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. |
| **Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. |
| **Trust:** 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 administrators value each other. |

**The Quality Review and the Framework for Great Schools**

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

**Title I Requirements and Strengthening Title I Parent Involvement**

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

**Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of Chancellor's Regulations A-655.
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART–Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

• Roy H. Mann current total student population is 777 students

• General Education - 81.72%

• Special Education - 18.28%

• Least Restrictive Environment - 9.14%

• Most Restrictive Environment – 9.14%

English Language Learners – 5.92%

Attendance Rate YTD – 94.1%

**Partnerships –**

• Millennium Development

• Girls for Gender Equity Urban Leadership Program

• Marquis Studios Art Residents Program

• **Mission Statement -** At Roy H. Mann Intermediate School, it is our mission to meet the educational needs of all of our students in order to provide them with engaging and rigorous learning opportunities that prepare them for college and career readiness as required by the Common Core Learning Standards. In partnership with students, staff, families, and the community, we foster the emotional, social and intellectual growth of our students in order to prepare them to reach their full potential and become outstanding citizens.

• **Instructional Focus -** Students will develop the skill of using evidence to create claims and counter-claims, as well as using self and peer assessment. This will transfer to stronger writing in all subject areas, and develop the communication and collaboration skills that support college and career readiness (CIE, QR, PPO)

**Schools Strengths -**

• Establishing a culture for learning that communicates high expectations to staff, students, and families

• Developing teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and the Danielson Framework for Teaching

**Schools Accomplishments –**

• Proficient on the 2012-2013 Quality Review

- Well Developed in two areas and Proficient in three areas on the 2014-2015 Quality Review
- 94% average pass rate in ELA, Math, Social Studies and Science

**Schools Challenges –**

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

# 22K078 School Information Sheet

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

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

**Accountability Status – Elementary and Middle Schools**

| Met Adequate Yearly Progress (AYP) in ELA *(2012-13)* | | | |
|---|---|---|---|
| **American Indian or Alaska Native** | **N/A** | **Black or African American** | **YES** |
| **Hispanic or Latino** | **YES** | **Asian or Native Hawaiian/Other Pacific Islander** | **NO** |
| **White** | **YES** | **Multi-Racial** | **N/A** |
| **Students with Disabilities** | **YES** | **Limited English Proficient** | **YES** |
| **Economically Disadvantaged** | **YES** | | |
| Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)* | | | |
| **American Indian or Alaska Native** | **N/A** | **Black or African American** | **YES** |
| **Hispanic or Latino** | **YES** | **Asian or Native Hawaiian/Other Pacific Islander** | **YES** |
| **White** | **YES** | **Multi-Racial** | **N/A** |
| **Students with Disabilities** | **NO** | **Limited English Proficient** | **YES** |
| **Economically Disadvantaged** | **YES** | | |
| Met Adequate Yearly Progress (AYP) in Science *(2012-13)* | | | |
| **American Indian or Alaska Native** | **N/A** | **Black or African American** | **YES** |
| **Hispanic or Latino** | **N/A** | **Asian or Native Hawaiian/Other Pacific Islander** | **N/A** |
| **White** | **NO** | **Multi-Racial** | **N/A** |
| **Students with Disabilities** | **NO** | **Limited English Proficient** | **N/A** |
| **Economically Disadvantaged** | **NO** | | |

**Accountability Status – High Schools**

| Met Adequate Yearly Progress (AYP) in ELA *(2012-13)* | | | |
|---|---|---|---|
| **American Indian or Alaska Native** | **N/A** | **Black or African American** | **N/A** |
| **Hispanic or Latino** | **N/A** | **Asian or Native Hawaiian/Other Pacific Islander** | **N/A** |
| **White** | **N/A** | **Multi-Racial** | **N/A** |
| **Students with Disabilities** | **N/A** | **Limited English Proficient** | **N/A** |
| **Economically Disadvantaged** | **N/A** | | |
| Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)* | | | |
| **American Indian or Alaska Native** | **N/A** | **Black or African American** | **N/A** |
| **Hispanic or Latino** | **N/A** | **Asian or Native Hawaiian/Other Pacific Islander** | **N/A** |
| **White** | **N/A** | **Multi-Racial** | **N/A** |
| **Students with Disabilities** | **N/A** | **Limited English Proficient** | **N/A** |
| **Economically Disadvantaged** | **N/A** | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate *(2012-13)* | | | |
| **American Indian or Alaska Native** | **N/A** | **Black or African American** | **N/A** |
| **Hispanic or Latino** | **N/A** | **Asian or Native Hawaiian/Other Pacific Islander** | **N/A** |
| **White** | **N/A** | **Multi-Racial** | **N/A** |
| **Students with Disabilities** | **N/A** | **Limited English Proficient** | **N/A** |
| **Economically Disadvantaged** | **N/A** | | |

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

**Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school's academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school's strengths and needs relative to this 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 trends and sources.

Based on our 2014-2015 Quality Review Areas of Focus:

• The Quality Review visits and PPO visits noted that across classrooms, teachers consistently used varied forms of ongoing checks for understand along with peer and self-assessments.

**Strengths** –

• Unit and Lesson Plans are aligned to the Common Core

• Teachers have an opportunity to within and across grades and subjects through Inquiry Team Meetings and Common Planning Time built into their programs

**Areas of Needs** –

• Ensure students are given meaningful and actionable feedback on work products allowing teachers to

make effective adjustments to meet all students' learning needs.

### Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of our ELA and Math teachers will assess students using Formative Assessment Strategies, tracking each student's progress as measured through pre, mid-term and post assessment reports.

### Part 3 – Action Plan

| **Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:**<br><br>• **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.**<br>• **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).**<br>• **Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.** | **Target Group(s)** ***Who will be targeted?*** | **Timeline** ***What is the start and end date?*** | **Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?*** |
|---|---|---|---|
| Purchase Skedula Online Grading and Assessment Program | All Students | September 2015– June 2016 | Assistant Principal |
| Create an assessment calendar and administer assessments in ELA and Math in September and Quarterly Assessments throughout the course of the year | All Students | September 2015 – June 2016 | Assistant Principal |
| Provide Professional Learning Sessions for teachers focusing on –<br><br>● Using Data to Drive Instruction<br><br>● Using Formative Assessment to Drive Instruction<br><br>● Inquiry as a Tool for Teaching Success<br><br>● How to Effectively Plan Together during Common Planning time<br><br>● Using Skedula Online Grade book and Assessment Tool<br><br>● How to Give Feedback to your Students | | September 2015– June 2016 | Assistant Principal |
| Purchase Atlas Rubicon to refine curricula and ensure aligned unit assessments | | September 2015– June 2016 | Principal |

**Part 4 – Budget and Resource Alignment**

| **Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
|---|
| Once all pedagogical staff is assigned, we will manage funds to cover OTPS including: |

1. Purchase Skedula Online Grading and Assessment Program

2. Purchase Atlas Rubicon Curriculum Writing Software

**Part 4b.** 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 SWP** | | **Title I TA** | | **Title II, Part A** | | **Title III, Part A** | | **Title III, Immigrant** |
| | **C4E** | | **21st Century Grant** | | **SIG/SIF** | | **PTA Funded** | | **In Kind** | | **Other** |

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Monitoring of teacher and school wide performance on specific Danielson components link to planning (1E), instruction (3B & 3C) and assessment (3D) to provide additional targeted assistance and opportunities for professional learning as needed.

**Part 5b.** In **February 2016,** review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5B – Framework for Great Schools 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**

- Conduct a comprehensive assessment of your school's academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school's strengths and needs relative to this 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 trends and sources.

Based on the 2013-2014 School Environment Survey:

• 79% of Parents, Teachers and Students are satisfied with the Schools Culture (City Average – 86%)

• 47% of all students disagreed or strongly disagreed with the statement, "I am safe on school property outside the school building."

**Strengths -**

• The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health

• The school promotes a clear vision of social and emotional developmental

• School leaders and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.

• The school offers mandated and at-risk counseling to struggling students

**Areas of Need –**

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

**Part 2 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 we will continue to reduce the number of suspensions by 2% as evidence by OORS data.

**Part 3 – Action Plan**

| **Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:**<br>• **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.**<br>• **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).**<br>• **Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.** | **Target Group(s)** ***Who will be targeted?*** | **Timeline** ***What is the start and end date?*** | **Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?*** |
|---|---|---|---|
| We will utilize positive behavioral support strategies throughout the course of the building. Ms. Hupart, the school social worker and all deans, in conjunction their grade guidance counselor under the supervision of their grade assistant principal will monitor and lead the Roy H Mann positive behavioral program on their grade. We will also utilize a three tier Response to Intervention system throughout the course of the building with monthly meetings by grade. We will continue to implement a school-wide tier 1 positive behavior support program, "Manny Bucks" which will recognize students for outstanding citizenship by providing them with a "Manny Buck" which can be used to purchase items at the GO store and for other positive events in the school. Struggling students will be given academic (At-Risk SETSS) and behavioral support (At-Risk and Mandated Counseling) and in some cases recommend to the School Assessment Team (when tried intention have failed to show improvement) for evaluation. | All Students | September 2015– June 2016 | Assistant Principal, Dean and Teacher |
| Dismissal team to monitor the school perimeter during dismissal | All Students | September 2015– June 2016 | Principal and Dean |
| The school social worker and guidance counselors will provide at risk counseling, family outreach and family counseling for struggling students. | Tier 2 & Tier 3 RTI students | September 2015 – June 2016 | Social Worker and Guidance Counselor |
| | | | |

**Part 4 – Budget and Resource Alignment**

| **Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
|---|
| Once all pedagogical staff is assigned, we will manage funds using Tax Levy and Title I funds |
| **Part 4b.** 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 SWP** | | **Title I TA** | | **Title II, Part A** | | **Title III, Part A** | | **Title III, Immigrant** |
| | **C4E** | | **21st Century Grant** | | **SIG/SIF** | | **PTA Funded** | | **In Kind** | | **Other** |

**Part 5 – Progress Monitoring**

| |
|---|
| **Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| • Progress will be evaluated monthly at RTI meetings<br><br>• Progress will be evaluated monthly at school safety meetings and weekly by the principal<br><br>• Counseling outreach will be reviewed at monthly RTI meetings |
| **Part 5b.** In **February 2016,** review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |

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

**Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school's academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school's strengths and needs relative to this 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 trends and sources.

Based on the 2013-2014 Middle School Quality Snapshot:

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

**Strengths** –

• Teachers create a safe environment utilizing differenced instruction that meets the needs of students.

**Areas of Need** –

• Ensuring students receive appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to students achieving their targeted goals.

Ensure teachers are using Formative Assessment strategies to inform instruction.

### Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 100% of teachers will provide rigorous ELA and Math targeted small group instruction for all students including SWD & ELL resulting in a 3% increase in performance as measured by NYC Performance Tasks.

### Part 3 – Action Plan

| **Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:**<br><br>• **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.**<br>• **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).**<br>• **Strategies to promote teacher-parent collaborations to improve student achievement.** | **Target Group(s)** ***Who will be targeted?*** | **Timeline** ***What is the start and end date?*** | **Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?*** |
|---|---|---|---|
| Teachers use instructional practices and strategies that are aligned to plans and include accommodations for groups of SWD & ELL student's afterschool to provide timely and appropriate instructional interventions and extensions for all students. | Students with Disabilities & English Language Learners | January 2016 – April 2016 | Principal |
| Provide Professional Learning seminars for teachers:<br><br>Effective formative assessment practice<br><br>How to Give Feedback to your Students<br><br>How to Use Formative Assessment to Drive Instruction<br><br>Incorporate inclusive (Universal Design for Learning) practices into lesson and unit planning to meet the needs of diverse learners | All Teachers | September 2015– June 2016 | Assistant Principals |
| | | | |
| | | | |

**Part 4 – Budget and Resource Alignment**

| **Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
|---|
| Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:<br><br>1. Teacher Per Session for ELA afterschool extended day learning<br>2. Teacher Per Session for Math afterschool extended day learning program |

**Part 4b.** 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 SWP** | | **Title I TA** | | **Title II, Part A** | | **Title III, Part A** | | **Title III, Immigrant** |
| | **C4E** | | **21st Century Grant** | | **SIG/SIF** | | **PTA Funded** | | **In Kind** | | **Other** |

**Part 5 – Progress Monitoring**

| |
|---|
| **Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| Review targeted assessment data throughout the course of the program. We will review the pre-assessment data and compare it to targeted assessment data analyzing student performance growth. |
| **Part 5b.** In **February 2016,** review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |

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

**Section 5D – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school's academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school's strengths and needs relative to this 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 trends and sources.

Based on our 2014-2015 Quality Review Areas of Focus:

• Across classrooms, there are some missed opportunities for all learners to display critical thinking and rigorous participation in discussion and work products.

**Strengths** –

• The school has a clear articulated Mission and Instructional Focus which is understood and shared across the school community.

• The Principal makes strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.

**Areas of Need** –

• Track progress of teacher practices based on observations, student data, feedback and professional development opportunities

### Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, rigorous and engaging instructional practices will be established for 100% of teachers as evidenced by improvement in 3C ( Engaging students in learning ) and measured by the Danielson rubric for teacher effectiveness data from observational feedback.

### Part 3 – Action Plan

| **Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:**<br>• **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.**<br>• **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).**<br>• **Strategies to promote parent leadership and engagement as a key lever for school improvement.** | **Target Group(s)** ***Who will be targeted?*** | **Timeline** ***What is the start and end date?*** | **Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?*** |
|---|---|---|---|
| We will utilize a calendar scheduling informal observations and an observation tracking log including next steps for teachers based an analysis of 2014-2015 MOTP data to develop an initial school wide professional learning plan | All Teachers | September 2015– June 2016 | Principal |
| We will create individualized Professional Learning Plan based on teacher's data which will include teacher selected semester long seminars offered once a month based on identified areas of weakness | All Teachers | September 2015– June 2016 | Professional Learning Committee |
| We will analyze observational monitoring data for patterns and trends across school to identify further targets and to make adjustments to the Professional Learning Plan during Instructional Cabinet Meetings | All Teachers | October 2015 – June 2016 | Principal and Assistant Principals |
| | | | |

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

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

**Part 4b.** 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 SWP** | | **Title I TA** | | **Title II, Part A** | | **Title III, Part A** | | **Title III, Immigrant** |
| | **C4E** | | **21st Century Grant** | | **SIG/SIF** | | **PTA Funded** | | **In Kind** | | **Other** |

**Part 5 – Progress Monitoring**

| **Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
|---|
| • Observation calendar and Observation tracking log to ensure observations are conducted and proper feedback is given with next steps reviewed at Instructional Cabinet Meetings monthly<br><br>• Professional Learning Plan to ensure teachers receive targeted professional development throughout the course of the school year reviewed at Professional Learning Committee Meetings quarterly<br><br>• Data meetings throughout the course of the year to ensure patterns and student trends are identified reviewed by the Assistant Principal for Data mid-year<br><br>• Teacher Improvement Plans and Teacher Action Plans will be monitored during administrative cabinet meetings to ensure teachers receive proper support throughout the school year |
| **Part 5b.** In **February 2016,** review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |

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

**Section 5E – Framework for Great Schools 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**

- Conduct a comprehensive assessment of your school's academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school's strengths and needs relative to this 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 trends and sources.

Based on the Framework for Great Schools Report 2015, 41% felt that parents were not involved in the school.

**Strengths** –

● The school offers monthly PTA meetings, monthly parent workshops and family events throughout the course of the school year.

● The school engages in effective planning and reciprocal communication with family and community stakeholders through the school messenger program.

**Areas of Need** –

The school needs to ensure that a larger percentage of parents are involved in the school

**Part 2 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will increase by 2% the number of parents we fell involved in the school based on the Framework for Great Schools Report 2016.

**Part 3 – Action Plan**

| **Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:**<br><br>• **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.**<br>• **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).**<br>• **Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.** | **Target Group(s)** ***Who will be targeted?*** | **Timeline** ***What is the start and end date?*** | **Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?*** |
|---|---|---|---|
| Purchase Skedula Online Grading and Assessment Program | Parents | September 2015 – June 2016 | Assistant Principal |
| Purchase Go Daddy Website & create website | Parents | September 2015 – June 2016 | Assistant Principal |
| School Messenger Program to Inform Parents of services such as tutoring, after-school programs, or workshops at school | Parents | September 2015– June 2016 | Parent Coordinator |
| Create a monthly newsletter for parents informing them of services such as tutoring, after-school programs, or workshops at school and create a plan for Parent Engagement Tuesdays on a variety of topics, by content area or issues that is posted in newsletters and on the schools website. | Parents | September 2015 – June 2016 | Assistant Principal |

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

1. Funds to Purchase Skedula Online Grading and Assessment Program
2. Funds to Purchase Go Daddy Website

**Part 4b.** 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 SWP** | | **Title I TA** | | **Title II, Part A** | | **Title III, Part A** | | **Title III, Immigrant** |
| | **C4E** | | **21st Century Grant** | | **SIG/SIF** | | **PTA Funded** | | **In Kind** | | **Other** |

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

| |
|---|
| • 2015 – 2016 School Environment Survey<br><br>• Feedback at PTA Meetings, P/T Conferences and Workshops (Exit Slips, Parent Surveys), school messenger reports which will ensure all parents are contacted and school website feedback which is emailed to the parent coordinator<br><br>• Review school website at extended cabinet meetings |
| **Part 5b.** In **February 2016,** review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |

## Section 6: Academic Intervention Services (AIS)

***(Required for All Schools)***

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

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

| | | | | |
|---|---|---|---|---|
| | Pushable Level 2 & 3 Students | Common Core Standards in all Math Classes<br><br>After school Math Program<br><br>Pre-assessment and Quarterly Assessments<br><br>Professional Learning Sessions | instruction based on Common Core Standards in Math classes as a whole group and small group instruction during class<br><br>After school Math Program utilizing small group and one-to-one tutoring targeting AIS students<br><br>Use of Math technology lab by students as a whole group by Math class<br><br>Professional Learning Sessions attended by Math teachers | instruction based on Common Core Standards in all Math Classes as a whole group and small group instruction during the school day<br><br>Math Program utilizing small group and one-to-one tutoring targeting AIS students Afterschool<br><br>Use of Math technology lab by students as a whole group by Math class during the school day<br><br>Professional Learning Sessions attended by Math teachers offered on Mondays afterschool |
| **Science** | SWD Students<br><br>ELL Students<br><br>Students performing in the lowest third<br><br>Pushable Level 2 & 3 Students | Focus on content enrichment, analytical skills and laboratory analysis<br><br>Differentiated Instruction based on Common Core Standards in all Science Classes | All students will focus on content enrichment, analytical skills and laboratory analysis during science class<br><br>All students will receive Differentiated Instruction based on Common Core Standards in all Science Classes during science class as a whole group and small group instruction | All students will focus on content enrichment, analytical skills and laboratory analysis during science class during the school day<br><br>All students will receive Differentiated Instruction based on Common Core Standards in all Science Classes during science class as a whole group and small group instruction during the school day |
| **Social Studies** | SWD Students<br><br>ELL Students<br><br>Students performing in the lowest third | Focus on DBQ's, project based learning and service learning activities<br><br>Differentiated Instruction based on Common Core | All students will Focus on DBQ's, project based learning and service learning activities during social studies class | All students will Focus on DBQ's, project based learning and service learning activities during social studies class during the school day |

| | | | | |
|---|---|---|---|---|
| | Pushable Level 2 & 3 Students | Standards in all Social Studies Classes | All students will receive Differentiated Instruction based on Common Core Standards in their Social Studies Classes during instruction as a whole group and small group instruction | All students will receive Differentiated Instruction based on Common Core Standards in their Social Studies Classes during instruction as a whole group and small group instruction during the school day |
| **At-risk services** *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)* | Students identified as Tier 2 & Tier 3 RTI students during monthly grade RTI meetings<br><br>SWD students classified ED<br><br>Students with FBA/BIPS/Crisis Paras<br><br>Holdovers | Guidance Counseling Mandated and At-Risk Counseling<br><br>Social Worker Mandated and At-Risk Counseling<br><br>School Psychologist At-Risk Counseling<br><br>Classroom presentations<br><br>PBIS Incentive Programs<br><br>Social Worker Family Counseling<br><br>SAPIS Program | Guidance Counseling Mandated and At-Risk Counseling offered one-to-one and in small group<br><br>Social Worker Mandated and At-Risk Counseling offered one-to-one and in small group<br><br>School Psychologist At-Risk Counseling one-to-one and small group<br><br>Classroom presentations offered to the whole classes<br><br>School Wide PBIS Incentive Programs<br><br>Social Worker Family Counseling<br><br>offered one-to-one, whole family<br><br>SAPIS Program offered to whole classes, one-to-one, small group | Guidance Counseling Mandated and At-Risk Counseling offered one-to-one and in small group during the school day and after school<br><br>Social Worker Mandated and At-Risk Counseling offered one-to-one and in small group during the school day and after school<br><br>School Psychologist At-Risk Counseling one-to-one and small group during the school day<br><br>Classroom presentations offered to the whole classes during the school day<br><br>Whole School PBIS Incentive Programs “Manny Bucks”<br><br>Social Worker Family Counseling offered one-to-one, whole family during the school day<br><br>SAPIS Program offered to whole |

| | | | | |
|---|---|---|---|---|
| | | | | classes, one-to-one, small group During the school day and after school |

## Section 7: Title I Program Information

**Directions:**

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the Title I Intranet webpage.

**Part 1: Title I Status**

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

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

**2b. High Quality and Ongoing Professional Development**

| Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS). |
|---|
| Through an analysis of our Progress Report, NYS Accountability Report, Quality Review, Danielson's Framework, Citywide Instructional Expectations, 2014-2015 Quality Review Rubric Teacher Observation Reports, Benchmark Assessments, and individual student progress, we have identified areas in need of improvement. In order to provide each teacher with the training necessary to provide engaging instruction that allows for multiple points of entry based on student data, we are offering a mixture of mandated professional development sessions focusing on high need areas and "menu" option professional development semester long seminars allowing teachers to receive in-depth train in two key areas throughout the course of the school year. Over the course of the school year teachers to receiving training in: Claims & Counter Claims, Cognitive rigor, Assessment, Classroom management, Collaborative planning, College and career readiness, Danielson's Framework, Data analysis, Differentiated instruction, Inquiry, Portfolios, Questioning, Self & Peer Assessments, and Use of technology<br><br>**The Roy H. Mann "menu" plan for professional development** |

1) Teachers will identify one instructional planning goal, one classroom environment goal and one instructional interaction goal based on the attached Danielson's Framework for Teaching at the start of the year and meet with their subject area supervisor to discuss their professional goals for the year.

2) After goals have been discussed with their subject area supervisor, teachers will select from a "menu" of professional development seminar opportunities that best support the teacher's ability to reach his/her goals. The teacher will then create a professional development plan in collaboration with his/her subject area supervisor.

3) Teachers will record/document their professional development activities throughout the year (making adjustments to their plan as needed). In the spring, teachers will meet with their subject area supervisor to reflect on their progress towards meeting their goals. The teachers' record of the professional development experience will become part of the year-end evaluation process. Subject area supervisors will "check in" on each teacher's progress at least three times during the school year and provide assistance when needed.

4) Teachers will participate in Professional Learning Sessions every Monday

5) Paraprofessionals will also have the opportunity to attend all Professional Development sessions.

The Principal and Assistant Principals will receive Professional Development through the Borough Support Center .

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

| Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction. |
|---|
| • Teachers participate in weekly Inquiry Team Meetings and Common Planning Time where they review student data and select appropriate assessment measures under the supervision of their subject area assistant principal<br><br>• Lead teachers from each department worked with the cabinet to select the school wide assessments along with the assessment program (Skedula) the school uses<br><br>• To support teachers we are providing semester long Professional Development seminars on Using Assessment to Drive Instruction, along with Using Formative Assessment to Drive instruction |

**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[1]. To be eligible for the flexibility consolidation of Federal funds, 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[2]. **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 '16 school allocation amounts) | Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan. | |
|---|---|---|---|---|
| | | | **Column A** Verify with an (X) | **Column B** Section Reference(s) |
| Title I Part A (Basic) | Federal | 506,555.00 | X | 5A, 5B, 5C, 5D, 5E |
| Title II, Part A | Federal | 0 | | |
| Title III, Part A | Federal | 11,200.00 | X | |
| Title III, Immigrant | Federal | 0 | | |
| Tax Levy (FSF) | Local | 4,154,024.00 | X | 5A, 5B, 5C, 5D, 5E |

**[1]Explanation/Background:**

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to

combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

[2]The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

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

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

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

---

**Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[Roy H. Mann]** , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[Roy H. Mann]** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;

- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

- providing assistance to parents in understanding City, State and Federal standards and assessments;

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

• actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

• engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;

• ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;

• support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

• maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

• conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

• provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

• host the required Annual Title I Parent Meeting on or before December 1 st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

• schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

• translate all critical school documents and provide interpretation during meetings and events as needed;

• conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

• holding an annual Title I Parent Curriculum Conference;

• hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

• encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

• supporting or hosting Family Day events;

• establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

• encouraging more parents to become trained school volunteers;

• providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

• developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

• providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

## School-Parent Compact (SPC)

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

**I. School Responsibilities:**

*Provide high quality curriculum and instruction consistent with Common Core 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 st 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 with 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 to learn more about teaching and learning strategies whenever possible;

• take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

• share responsibility for the improved academic achievement of my child;

**III. Student Responsibilities:**

• attend school regularly and arrive on time;

• complete my homework and submit all assignments on time;

• follow the school rules and be responsible for my actions;

- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

## DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
## GRADES K-12 LANGUAGE ALLOCATION POLICY
## SUBMISSION FORM
## 2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

# Part I: School ELL Profile

### A. School Information

| | | |
|---|---|---|
| District 22 | Borough Brooklyn | School Number 078 |
| School Name Roy H. Mann | | |

### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

| | |
|---|---|
| Principal Anthony Cusumano | Assistant Principal Michael Diesa |
| Coach type here | Coach type here |
| ENL (English as a New Language)/Bilingual Teacher Stephen Puleo | School Counselor Kristen Finegan |
| Teacher/Subject Area Ian Dougherty/Special Ed | Parent Robin White |
| Teacher/Subject Area Kim Gottesman/ELA | Parent Coordinator Dorothy D'Aleo |
| Related-Service Provider Bobby Galvin | Borough Field Support Center Staff Member type here |
| Superintendent Julia Bove | Other (Name and Title) Linda Gold-AP |

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program | 1 | Number of certified bilingual teachers not currently teaching in a bilingual program | 1 | Number of teachers who hold both content area/common branch and TESOL certification | 0 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 | Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12] | 0 | Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| Number of certified ENL teachers not currently teaching in the ENL program | 0 | Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6] | 0 | Number of special education teachers with bilingual extensions | 1 |

### D. Student Demographics

| | | | | | |
|---|---|---|---|---|---|
| Total number of students in school (excluding pre-K) | 650 | Total number of ELLs | 31 | ELLs as share of total student population (%) | 0.00% |

# Part II: ELL Demographics

## A. ELL Programs

| This school serves the following grades (includes ELLs and non-ELLs)<br>Check all that apply | K☐ 1☐ 2☐ 3☐ 4☐ 5☐<br>6☒ 7☒ 8☒ 9☐ 10☐ 11☐ 12☐ |
|---|---|

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

| | | | |
|---|---|---|---|
| Transitional bilingual education program (TBE) | Yes☐ | No☒ | If yes, indicate language(s): |
| Dual language program (DL) | Yes☐ | No☒ | If yes, indicate language(s): |
| Freestanding ENL | Yes☒ | No☐ | |

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

| Bilingual Program Breakdown | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Tot # |
| **Transitional Bilingual Education** | | | | | | | | | | | | | | 0 |
| **Dual Language** | | | | | | | | | | | | | | 0 |
| **Total** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

## B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|---|---|---|---|---|---|
| **All ELLs** | 31 | **Newcomers** (ELLs receiving service 0-3 years) | 24 | **ELL Students with Disabilities** | |
| **SIFE** | 5 | **Developing ELLs** (ELLs receiving service 4-6 years) | 7 | **Long-Term** (ELLs receiving service 7 or more years) | |

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

| | ELLs by Subgroups | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Newcomer ELLs (0-3 years of service) | | | Developing ELLs (4-6 years of service) | | | Long-Term ELLs (receiving 7 or more years of service) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | Total |
| **TBE** | | | | | | | | | | 0 |
| **DL** | | | | | | | | | | 0 |
| **ENL** | 24 | 2 | | 7 | 3 | | | | | 0 |
| **Total** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| SELECT ONE _____ | | | | | | | | | | | | | | 0 |
| SELECT ONE _____ | | | | | | | | | | | | | | 0 |
| SELECT ONE _____ | | | | | | | | | | | | | | 0 |
| **TOTAL** | 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 | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| SELECT ONE _____ | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE _____ | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE _____ | | | | | | | | | | | | | | | | | | | 0 | 0 |
| **TOTAL** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

* EP=English proficient student

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

| This Section is for Dual Language Programs Only | |
|---|---|
| Number of students (students fluent in both languages): _____ | Number of students who speak three or more languages: ___ |

| Freestanding English as a New 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 | | | | | | | 3 | 3 | 1 | | | | | 0 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | 1 | 2 | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | 2 | | | | | 0 |
| Arabic | | | | | | | 1 | 1 | 1 | | | | | 0 |
| Haitian | | | | | | | 9 | 3 | 1 | | | | | 0 |
| French | | | | | | | 1 | | 2 | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| **TOTAL** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

# Part III: Assessment Analysis

**Assessment Breakdown**

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

| Overall NYSESLAT* Proficiency Results (*NYSITELL for new admits) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| **Entering** (Beginning) | | | | | | | 6 | 1 | 3 | | | | | 0 |
| **Emerging** (Low Intermediate) | | | | | | | 4 | 1 | 0 | | | | | 0 |
| **Transitioning** (High Intermediate) | | | | | | | 1 | 1 | 0 | | | | | 0 |
| **Expanding** (Advanced) | | | | | | | 5 | 4 | 4 | | | | | 0 |
| **Commanding** (Proficient) | | | | | | | 1 | 11 | 5 | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Former ELLs Based on Revised Exiting Criteria<br>Grades 3-8: Expanding on NYSESLAT and Test at Level 3 or 4 on the ELA<br>Grades 9-12: Expanding on the NYSESLAT and Test 65 or higher on the English Regents | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
| Total | | | | | | | 0 | 0 | 0 | | | | | 0 |

| Former ELLs that Tested Out within Previous Two Years and Continue to Remain Entitled to English as a New Language | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Total | | | | | | | 1 | 11 | 10 | | | | | 0 |

| NYS ELA | | | | | |
|---|---|---|---|---|---|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | | | | | 0 |
| 4 | | | | | 0 |
| 5 | | | | | 0 |
| 6 | 6 | 1 | | | 0 |
| 7 | 4 | | | | 0 |
| 8 | 2 | | | | 0 |
| NYSAA | | | | 2 | 0 |

| NYS Math | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| Grade | English | HL | English | HL | English | HL | English | HL | |
| 3 | | | | | | | | | 0 |
| 4 | | | | | | | | | 0 |
| 5 | | | | | | | | | 0 |
| 6 | 5 | 4 | 2 | | | | | | 0 |
| 7 | 2 | 2 | | 1 | | | | | 0 |
| 8 | 2 | 1 | | | | | | | 0 |
| NYSAA | | | | | | | 2 | | 0 |

| NYS Science | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | HL | English | HL | English | HL | English | HL | |
| 4 | 2 | | 2 | | 1 | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | | | | | 0 |

| New York State Regents Exam | | | | |
|---|---|---|---|---|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Home Language | English | Home Language |
| Comprehensive English/Common Core ELA | | | | |
| Integrated Algebra/CC Algebra | | | | |
| Geometry/CC Algebra | | | | |
| Algebra 2/Trigonometry | | | | |
| Math _____ | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | | | | |
| Physics | | | | |

| New York State Regents Exam | | | | |
|---|---|---|---|---|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Home Language | English | Home Language |
| Global History and Geography | | | | |
| Geography | | | | |
| US History and Government | | | | |
| LOTE | | | | |
| Government | | | | |
| Other _____ | | | | |
| Other _____ | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
   The NYSESLAT continues to be an integral tool used to assess the literacy skills of our ELLs.We also rely on ELL Periodic Assessments as well as the more general ELA Periodic Assessments to help us gather data on the progress of our ELLs.The computer program Scantron Ed Performance is also used to assess the early literacy skills of our ELLs. ITA exams align with curriculum and predictive exams are aligned with and mirror the state ELA exam. Scantron Ed Performance is also used to assess literacy skills of ELLs. Data reports and assessment reports are generated by class on a monthly basis. Item skill analysis reports for class and individual students are also available.
2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
   In the spring, each ELL is administered the NYSESLAT to determine English language proficiency. Based on the students' performance on the 2015 NYSESLAT, the proficiency level of the total number of students is as follows: 9 are Entering, 6 are Emerging, 2 are transitioning , and 12 are Expanding. We also had 17 ELLs reach the Commanding level of English language proficiency. More specifically , the 2015 NYSESLAT reveals the following:
   -In the 6 th grade, there are 6 Entering,4 Emerging, 1Transitioning, 5 Expanding and 1 Commanding
   -In the 7 th grade, there is 1 Entering, 1 Emerging, 1Transitioning, 4 Expanding and 11 Commanding
   -In the 8 th grade,there are 3 Entering,4 Expanding and 5 Commanding
   Data patterns across proficiency levels on the NYSITELL reveal that4 out of 5 students who took the exam scored at the Entering level of English language proficiency and one student scored at the Expanding level .Not suprisingly, the weakest modalities are reading and writing. It is also important to note that the majority of our ELLs were tested but unable to answer any questions. These students are automatically placed at the Entering level of English proficiency and enrolled in our ENL program upon receipt of parent choice letters.
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)
   I.S 78 uses data to drive instruction of ELLs. The ESL instructor, content area teachers and school leadership including Principal Cusumano and Assistant Principals Gold and Diesa work together in reviewing data provided by periodic assessments.Based upon

the AMAO tool, our school is meeting AMAO 1(% of students making progress in English as per the NYSESLAT). We are also proud to say that to say that we had 16 ELLs reach the commanding level of ESL proficiency as per the NYSESLAT.( AMAO 2-% of students scoring Proficient on the NYSESLAT). Our data reveals that reading and writing are the weakest modalities followed by listening and speaking. Given this reality , instruction will continue to be focused on improving our students' proficiency in these areas. Our LAP Team carefully analyzes and utilizes information about Annual Measurable Achievement Objectives to drive instruction. Strategies, including brainstorming, making predictions, literature response groups, journals and writing workshops will be employed to improve student performances. School leadership collaborate with teachers to provide the framework for the instruction necessary to ensure adequate progress of our ELLs. Planning and various methods of assessment are based upon data from these assessments and the AMAO.

4. For each program, answer the following:
    a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
    b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
    c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

In the spring, each ELL is administered the NYSESLAT to determine English language proficiency. This exam determines the language proficiency level of each of our ELLs. Based on the students, performance on the spring 2015 NYSESLAT, the proficiency level of the total number of students is as follows: 10 are Entering, 6 are Emerging, 2 are Transitioning, 13 are Expanding and 17 are Commanding.
More specifically, the 2015 NYSESLAT reveals the following:

-in the 6 th grade, there are 6 Entering, 4 Emerging, 1 Transitioning, 5 Expanding and 1 Commanding
-in the 7 th grade, there is 1Entering,1 Emerging, 1Transitioning, 4 Expanding and 11 Commanding
-in the 8 th grade, there are 3 Entering, 4 Expanding and 5 Commanding

First year ELLs are exempt from the ELA exam, although they will in fact participate in all other state exams. Translated copies and bilingual dictionaries will be made available to our ELLs. They will also receive time and a half while taking these examinations. Test results have indicated that those receiving translated versions of state exams do not perform quite as well as those who take tests in English. This may be a result of the language barrier still existent in our newcomers and the fact that instruction is entirely in English. As their English language proficiency improves, so does their scores. Native language reading tests are not given to our ELLs.
Periodic assessments reinforce data gathered in the NYSESLAT. Results are disseminated to all teachers of ELLs through use of Skedula. Teachers use these results to differentiate their instruction so as to better meet student's individualized needs. The ENL instructor, content area teachers and school leadership including Principal Cusumano and Assistant Principals Gold and Diesa work together in reviewing data provided by periodic assessments. Our data reveals that reading and writing are the weakest modalities followed by listening then speaking. School leadership collaborate with teachers to provide the framework for the instruction that is necessary to ensure the adequate progress of our ELLs. Planning and various methods of assessment are based upon data from these periodic assessments. The ELL perodic assessments enable us to strategically deliver differentiated instruction and group our students accordingly. It further enables us to set both teacher and student goals that are monitored and adjusted regularly.Students' home languages are integrated through our bilingual library and each student is provided with a bilingual glossary and picture dictionary in his/her native language. Native languages are also utilized amongst students when further clarification or translation is needed. Translation websites are also used for the same purposes. Students are also provided with bilingual glossaries and picture dictionaries to better accommodate their needs. Perodic assessments provide data to administrators and teachers alike regarding the skills in which students show strengths and weaknesses. All of our teachers will analyze data taken from the perodic assessments and target their lessons to meet the specific needs of our ELLs.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide*, Support Services for ELLs (RTI and AIS) section and *RtI Guide for Teachers of ELLs*.]
   Paste response to question here:
6. How do you make sure that a student's new language development is considered in instructional decisions?
   The staff at I.S 78 works together to make content comprehensible to ELLs by using a variety of strategies and materials. Instruction of ELLs is cognitively demanding, but is scaffolded so as to ensure student success. Learning is organized into topics and themes so that students can build upon previous learning of vocabulary and grammatical structures as well as academic concepts and skills.Our students work in groups which affords them the opportunity to see other learners' styles of problem solving while developing an appreciation for each person's contribution to the group.Students are grouped heterogeneously or homogeneously as is needed to meet their needs. In working with each other, ELLs can reinforce the material within themselves while helping their peers improve their English proficiency.Instruction is differentiated for each ELL sub group.Modes of differentiation include tiered assignments, use of different modalities, use of visual and listening aides as well as a wide variety of books aimed at benefiting beginner, intermediate and advanced level ELLs alike.
7. For dual language programs, answer the following:
    a. How are the English-proficient students (EPs) assessed in the target language?
    b. What is the level of language proficiency in the target language for EPs?
    c. How are EPs performing on State and other assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Each programs success will be based upon its effectiveness in helping our ELLs improve their English proficiency and achievement levels, both in the classroom and on standardized exams. Such effectiveness is measured by data gathered from state exams, periodic assessments and the NYSESLAT. Continued improvement is expected with the implementation of current programs and interventions.

# Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide*, ELL Identification section.
Upon enrollment, a fully certified ESL teacher will meet with parents to make an initial determination of the child's home language. This process is formalized through a Home Language Identification Survey (HLIS), offered in 9 different languages. Parents complete this form to show what language the child speaks at home. An informal interview with the student and parent is also conducted and translators are brought in if needed. Once this process is completed and it is determined that a language other than English is primarily spoken in the child's home, the child is administered the NYSITELL, which is a test that establishes English proficiency level. The NYSITELL is administered within10 days of a student's registration. Spanish speakers are administered the Spanish version of the LAB-R. Those children that score at or below proficiency on the NYSITELL become eligible for state mandated services for ELLs. All ELLs receive entitlement letters which are available in a myriad of languages at the start of the school year.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
ELLs who have attended school in the U.S for less than 12 months and who are 2 years or more below grade level in literacy and/or mathamatics due to interrupted schooling prior to arrival in the U.S, are identified as SIFE. To make this determination an oral interview questionairre is administered. Additionally, th LENS or Literacy Evaluation for Newcomer SIFE is administered for those students whose home language is Arabic, Bengali, Chinese,Haitian Creole, or Spanish .These assessments are conducted within 30 days of enrollment.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide*, ELL Identification section).
Students with an IEP and Home Language Other Than English will have their English development carefully reviewed by the Language Proficiency Team(LPT).The LPT is comprised of Assistant Principal and Special Education Director Diesa, ENL Instructor Puleo,School Pyshcologist Alderman, as well as the child's parent or gaurdian. A qualified translator of the language or mode of communication the parent or gaurdian knows best, will be present at each meeting of the LPT. Upon review, the LPT will decide whether or not the child should be administered the NYSITELL.This decision is based on evidence and determines whether the student may have second language acquisition needs or whether the student's disability is the factor affecting whether the student can demonstate proficiency in English. If it is reccomended that the child is eligible for the NYSITELL to determine ELL status, the identification process continues as with all students. However, if the LPT reccomends that the student NOT take the NYSITELL, the case is sent to the principal for review.If the principal agrees with the LPT decision not to administer the exam, the principal's reccomendation is sent to the superintendent for review and the parent is notified within 3 days of a decision being made.The timeline to accept or decline the reccomendation of the LPT is 20 days. It should be noted that if the principal or superintendent feel that the child should be administered the NYSITELL, the ELL identification will proceed as with all students. The LAP team will refer to the appendix of EPRG for SIFE identification.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
ENL instructor Puleo distributes all entitlement letters and collects all parent surveys and program selection forms from students and/or parents and secures them in his office.These letters are sent home in the preferred language of each parent. Copies are made and are readily available for review. Often, multiple forms must be sent home and phone calls made to ensure that all forms are returned. Students are placed in the appropriate program within 10 days of enrollment.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Guide*, Re-Identification of ELL Status section).
Beginning in the 2015-2016 school year , students who have undergone the ELL Identification process may go through the ELL Re-identification process. This allows scchools and parents who believe that a student has been misidentified as an ELL or non- ELL,to

request that the identification process take place a second time. Parents are informed individually by ENL Instructor Puleo that they have the right to request a Re-Identification within 45 days of enrollment. This information is provided to parents in one on one meetings,during the Parent Orientation session or via phone call for those unable to attend .

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

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

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

   I.S 78 offers Orientations to parents of every new admit. ENL Instructor Puleo is present to explain and elaborate upon each program model as well as to provide guidance in making each parent aware of their options and rights so that they can make informed decisions concerning their child's education. All correspondence will take place in the parents' preferred language. Therefore translators are available as well as literature in multiple languages. Parent Surveys and Parent Selection Forms may be completed and collected at these meetings. For those unable to attend, alternate sessions are scheduled or phone calls are made to further meet their needs. Occasionally, numerous phone calls have to be made, as well as multiple forms sent home to ensure 100% of these forms are returned. ENL Instructor Puleo collects all Parent Surveys and Program Selection Forms. Originals are kept in the students' cumulative folders and copies are maintained in our ELL Folder of Critical Documents which is stored in our ENL office .All applicable information is entered on the ELPC screen via ATS. Parents preferences regarding program choices are carefully monitored by Mr. Puleo and our LAP team. Doing so allows us to tailor our programs to completely meet the needs of our parents and students alike. This year 100% of our new admits chose the ESL model as their preferred option for instruction. Should a TBE/DL program become available in our school, parents who have previously chosen this program model will be notified via phone call and/or a letter will be sent home in the preferred language of the parent.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

   Mr. Puleo is responsible for maintaining records to ensure that the we are aware of each and every Parent Survey and Selection Form that has and has not been returned. At times, multiple forms must be sent home with students and phone calls must be made to ensure the timely return of these documents.Checklists are created to keep accurate records of students who have and have not returned these forms. Doing so allows us to properly go about pursuing those that have not been returned in a timely manner. Originals of each are kept in the students' cummulative records and copies are placed in the ELL Folder of Critical Documents which are stored in Mr. Puleo's ESL office. As always, all correspondence takes place in the parents' preferred language. This includes the availability of translators and literature in multiple languages.

9. Describe how your school ensures that placement parent notification letters are distributed.

   Once it has been determined whether or not a child is entitled to ENL services via the NYSESLAT or NYSITELL, placement notification letters are disributed to each student by ENL Instructor Puleo. Copies are kept by ENL Instructor Puleo in the ELL Folder of Critical Documents and also placed in each child's permanent record folder and are available for review upon request.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

    ENL Instructor Puleo maintains an ELL Folder of Critical Documents consisting of copies of all ELL documentation including every HLIS,entitlement and non-entitlement letters, as well as parent surveys and selection forms.The originals of these documents are also placed in each child's permanent record and are available for review upon request.

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

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

intructor Puleo will also work closely with CTT Sett and others on additional lesson planning and alternate forms of assessment for our ELLs.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
ENL Instructor Puleo distributes continued entitlement and transitional support parent notification letters. Copies are kept by ENL Instructor Puleo in an ELL Folder of Critical Documents and also placed in each child's permanent record and are available upon request.

13. 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? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
Trends in parent choice letters at I.S. 78 indicate that the overwhelming majority of parents select an ESL model for their children. The ESL teacher Puleo keeps records of these trends and parent choice letters. They are available for review in his files.Parent choice is recorded in the ELPC screen. During the current school year, all of the parents of our 9 newcomers selected the ESL model for their children and thus alignment is commensurate with request.If parents do indicate a desire for a program that we do not offer, it is noted on their preference form. Should the numbers indicate a need for another program, our school will work to put one in place. As per the ASPIRA consent decree, should parents of 15 or more students of common home language on 1 or 2 contiguous grades request an alternate program such as TBE or DL, the school will work to put one in place immediately.

# Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
   a. Freestanding ENL program.
   I.S 78 follows a 42 minute, 8 period a day schedule. There is a 10 minute A.M advisory period. I.S 78 offers a freestanding ENL program consisting of 31 English Language Learners. The students are heterogeneously mixed in their classes and instruction is provided by a fully certified ENL instructor. Students in contiguous grades are grouped together-6th and 7th graders/ 7th and 8th graders.This helps to further ensure that students are being instructed using both grade and age appropriate materials.
   b. TBE program. *If applicable.*
   Paste response to questions here:
   c. DL program. *If applicable.*
   Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
   Student schedules, home languages, proficiency levels, test results and accomodations are provided to all staff members.Beginner/Entering level ELLs receive 360 total minutes of ENL per week-180 minutes of standalone ENL and 180 minutes of intergrated ENL/ELA. Low Intermediate/Emerging level ELLs also receive 360minutes of ENL per week-90 minutes of standalone ENL, and 180 minutes of integrated ENL /ELA with the flexibility of 90 minutes in any content area.Intermediate/Transitioning level ELLs are entitled to 180 minutes of ENL per week-90 minutes of Integrated ENL/ELA and 90 minutes of flexible integrated ENL in any content area. Advanced/Expanding level ELLs receive 180 minutes of Integrated ENL/ELA per week Finally, those deemed Proficient/Commanding based upon their NYSESLAT scores are still entitled to receive ENL services.These ELLs receive 90 minutes of Intergated ENL/ELA per week and they will also receive continued support for two years in the form of testing accomodations and will also be invited to take part in our Title III after school program.Bilingual libraries and translated modes of communication will also continue to be made available to these students.ESL instructor Puleo works closely with the staff and programmer Epstein to ensure that each and every ELL recieves mandated services as per CR Part 154. Group sizes range from 5 to 10 ELLs per class instructed by one fully certified ESL teacher.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are evaluated in all four modalities of English Language development including reading, writing, listening and speaking, throughout the school year. Students are constantly being assessed both formally and informally. Informal assessment includes on the spot, on going opportunities to detrmine the extent to which students are learning content. This includes teacher observations, anecdotals, teacher to student, student to student conversations, quick writes, discussions, and brainstorming activities.Authentic assessment applies to real life ,where students are engaged in meaningful tasks that take place in real life contexts.These are mutidimensional and include written pieces, audio tapes,group projects, and discussion and group responses.In addition to the annual NYSESLAT, our ELLs are also formally evaluated using a number of periodic assessments throughout the school year. Using such forms of assessment allow us to constantly monitor our students' progress and further tailor instruction to better meet their individual needs.

6. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

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

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

instructed in an age appropriate manner in the 5 components of reading-phonemic awareness, phonics, fluency,vocabulary, and comprehension. Students have access to a literacy rich environment and print materials.They are also encouraged to attend our morning tutorial as well as our after school Title III program. As always our students are taught in a small group and non-threatening environment that encourages participation and risk taking and aims to alleviate feelings of anxiety and trepidation.

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

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

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

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

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide*, Re-Identification of ELL Status section.

Between 6 to 12 months from the date of the superintendent's notification, the principal reviews the Re-identification process to be sure that the student's academic progress has not been hindered by the determination.The principal consults with ENL Instructor Puleo, the child's content area teachers as well as the child and parents. If it is determined that the student has been adversly affected, the principal will provide additional support services to the student as per CR Part 154.The principal may also reverse the child's ELL status after consulting with the superindendent.

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

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

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

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

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

Flexible scheduling benefits both students and teachers alike.Blocks of time can enhance teaming by providing time for teachers to plan together during common planning time and to develop various learning activities. With blocks of time to facilitate involvement, students benefit from less fragmentation and more engagement in project based learning and

Chart

interdisciplinary activities, promoting skill application,interpersonal relations and decision making skills related to concrete, relevant problems.This leads to increased student engagement and positive social ramifications.

## Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

*All ENL classes, including Integrated and Stand-alone offer home language support.*

| ENGLISH PROFICIENCY LEVEL | ENTERING (Beginning) | EMERGING (Low Intermediate) | TRANSITIONING (Intermediate) | EXPANDING (Advanced) | COMMANDING (Proficient) |
|---|---|---|---|---|---|
| ENL INSTRUCTIONAL TIME (MINIMUM) | ***2 units*** *of study* ***per week*** *(360 min.)* | ***2 units*** *of study* ***per week*** *(360 min.)* | ***1 unit*** *of study* ***per week*** *(180 min.)* | ***1 unit*** *of study* ***per week*** *(180 min.)* | *Former ELLs must continue to receive services for an additional* ***two years*** |
| STAND-ALONE ENL | 1 unit of study in ENL (180 min.) | .5 unit of study in ENL (90 min.) | | | |
| INTEGRATED ENL | 1 unit of study in ENL/ELA (180 min.) | 1 unit of study in ENL/ELA (180 min.) | .5 unit of study in ENL/ELA (90 min.) | 1 unit of study in ENL/ELA or other Content Area (180 min.) | |
| FLEXIBILITY | | .5 unit of study can be STAND-ALONE ENL ***or*** INTEGRATED ENL/Content Area (90 min.) | .5 unit of study can be STAND-ALONE ENL ***or*** INTEGRATED ENL/Content Area (90 min.) | | .5 unit of study per week of INTEGRATED ENL in ELA ***or*** Content Area, ***or*** other approved services* |
| Chart | *360 minutes per week* | *360 minutes per week* | *180 minutes per week* | *180 minutes per week* | |
| STAFFING/ PERSONNEL | **STAND-ALONE ENL**<br>K-12 Certified ESOL teacher | | **INTEGRATED ENL – 1 DUALLY CERTIFIED TEACHER**<br>ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications<br>**INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)**<br>A certified ESOL teacher and a K-6 certified elementary school teacher<br>A certified ESOL teacher and a 7-8 certified content area teacher *(ELA, Math, Science, or Social Studies)* | | |
| The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day. | | | | | |

**Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress.*
*Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*

NYSED.gov

*Note "*other approved services*" does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

*All ENL classes, including Integrated and Stand-alone offer home language support.*

| ENGLISH PROFICIENCY LEVEL | ENTERING (Beginning) | EMERGING (Low Intermediate) | TRANSITIONING (Intermediate) | EXPANDING (Advanced) | COMMANDING (Proficient) |
|---|---|---|---|---|---|
| ENL INSTRUCTIONAL TIME (MINIMUM) | *3 units of study per week (540 min.)* | *2 units of study per week (360 min.)* | *1 unit of study per week (180 min.)* | *1 unit of study per week (180 min.)* | *Former ELLs must continue to receive services for an additional two years* |
| STAND-ALONE ENL | 1 unit of study in ENL (180 min.) | .5 unit of study in ENL (90 min.) | | | |
| INTEGRATED ENL | 1 unit of study in ENL/ELA (180 min.) | 1 unit of study in ENL/ELA (180 min.) | .5 unit of study in ENL/Content Area (90 min.) | 1 unit of study in ENL/Content Area (180 min.) | |
| FLEXIBILITY | 1 unit of study can be STAND-ALONE ENL instruction *or* INTEGRATED ENL in Content Area (180 min.) | .5 unit of study can be STAND-ALONE ENL *or* INTEGRATED ENL/Content Area (90 min.) | .5 unit of study can be STAND-ALONE ENL *or* INTEGRATED ENL/Content Area (90 min.) | | .5 unit of study per week of INTEGRATED ENL in ELA/Content Area, *or* other approved services* |
| TOTAL | *540 minutes per week* | *360 minutes per week* | *180 minutes per week* | *180 minutes per week* | |
| AWARDING CREDITS | STAND-ALONE ENL<br>Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study | | INTEGRATED ENL<br>Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies | | |
| STAFFING/ PERSONNEL | STAND-ALONE ENL<br>K-12 Certified ESOL Teacher | | INTEGRATED ENL – 1 DUALLY CERTIFIED TEACHER<br>ESOL or Content Area (7-12) teacher who holds both certifications<br>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)<br>A certified ESOL teacher and a 7-12 certified Content Area teacher | | |
| The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day. | | | | | |

**Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress.*
*Core Content Area shall mean ELA, Math, Science, and Social Studies.*

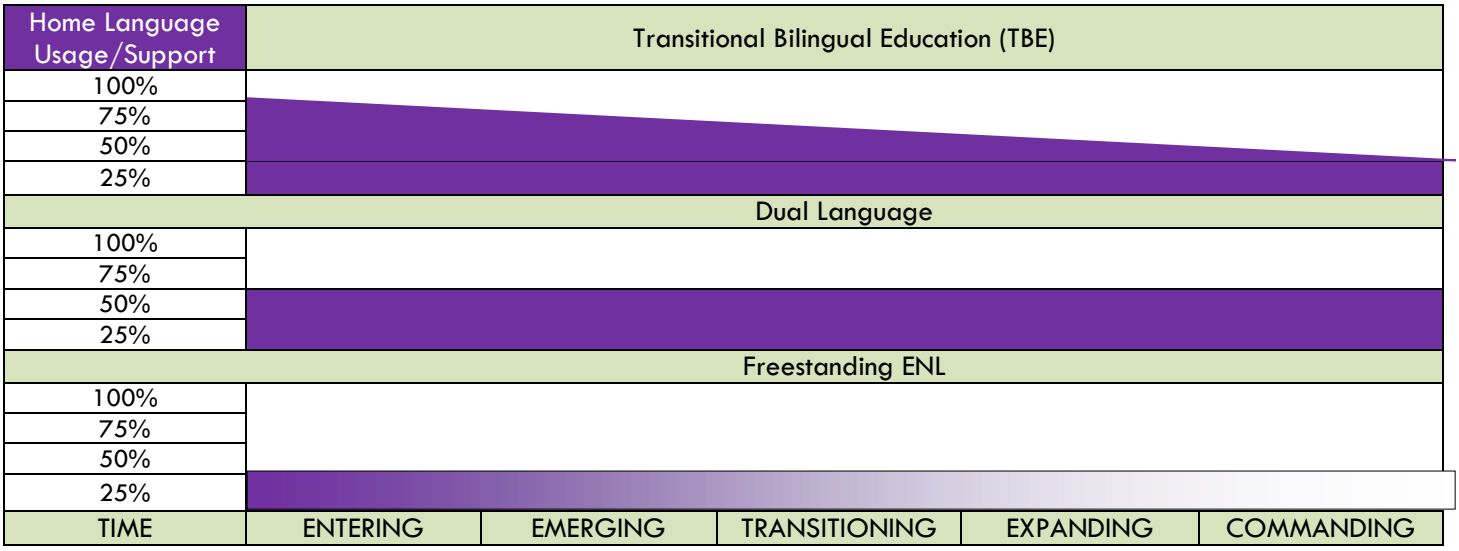
NYSED.gov

*Note: "*other approved services*" does not apply to New York City at this time.

**Chart 5.3**

## Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

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

assisstance in native language is also used to support our ELLs. We also use the computer program Rosetta Stone to supplement native language support.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
    I.S 78 utilizes services and resources that are both age and grade appropriate . These include a wide array of high interest materials that are tiered so as to accommodate the varying needs of all of our English Language Learners.Additionally, we use a variety of books and other reading material with lower level vocabulary and high interest topics that correspond to the students' ages and grade levels.In doing so, we are able to meet the academic and linguistic needs of our ELLs while honoring their ages and interesets so that instruction is both meaningful and appropriate.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
    All of our students and parents know which class their children have been assigned to prior to the first day of school.A special orientation and barbeque are held for parents and students entering the 6th grade.They are given an opportunity to tour the building, meet with staff and have their questions and concerns addressed. Our guidance counselors, parent coordinator and administration are available prior to the first day of school to meet with students and parents if needed.Newly enrolled ELLs are paired with students who speak the same language so as to make for a smoother transition.Bilingual libraries are also made available to these students as well as translated modes of communication to their homes.Through these initiatives we hope to alleviate any tension or anxiety that our ELLs may be experiencing.Additionally,several parent conferences and orientations are arranged throughout the school year so that parents can tour the school, meet teachers, see student work and progress first hand, as well as obtain a better understanding of the school's expectations and standards. Translators will be on hand to further meet the needs of parents and ELLs alike.
19. What language electives are offered to ELLs?
    The language elective offered to our entire student body is Spanish.
20. For schools with dual language programs:
    a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
    b. In which language(s) is each core content area taught?
    c. How is each language separated for instruction?
    d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

    Paste response to question here:

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

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

Assistant Principals, paraprofessionals, guidance counselors, psychologists, occupational and speech therapists, secretaries and parent coordinator are well versed in the screening process of ELLs and will recieve the continued support that they require. The before mentioned staff also take part in a number of offsite professional development opportunities throughout the year. Support is provided to staff to assist ELLs as they transition from school level to another. Grade and age appropriate materials are available to all staff members. These include texts, visual aids, graphic organizers, adapted texts and the use of technology such as computer programs. Lesson planning and best teaching practices are also explored.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Meaningful professional development is provided to all teachers of ELLs. Titles include but are not limited to the following :

-Utilizing Common Core Unit Plans
-Effective Planning
-Using Fomative Assessment to Drive Instruction
-The Socratic Method
-Supporting ELLs Across Content Areas
-Effective Questioning
-Instuction to Meet All Student Needs
-Creating Student Pathways to College

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Staff members receive support so that they may fully assist our ELLs as they transition from elementary to middle/or middle to high school.Support in the form of ENL teaching strategies, methodologies,alternate forms of assessment are thoroughly explored.Teachers are also made aware of the many factors that go into second language acquisition including self esteem and creating nurturing learning environments that encourage risk taking and participation.In doing so, we hope to make for a seemless and smooth transition as our ELLs move forward on their educational paths.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to *ELL Policy and Reference Guide*, Professional Development section.

Professional developmentis provided to all tachers and administrators that specifically address the needs of our ELLs. A minimum of 15% of the required PD hours is dedicated to language acquisition, including co-teaching strategies and integrating language and content instruction for ELLs. ENL teachers will receive a minimum of 50% of their PD hours dedicated to language acquisition in alignment with content area instruction, including co-teaching strategies and integrating language and content instruction for ELLs. Agendas and attendance records are kept on file in the principal's office.

## C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

   Forging a strong partnership between school and home is vital to nurturing the academic and social growth of our students. Strong parental involvement is one factor that research has shown time and time again to have positive effects on academic achievement and the overall culture of a school. Parental involvement supports, encourages and provides opportunities for parents and educators to work together on behalf of our students. Maintaining such a relationship is of utmost importance at I.S. 78. An explicit open door policy will be established so that parents always know they are welcome. Written information about classroom assignments, goals, assessments and school events and notices will be translated and parents will be encouraged to reply. Annual individual meetings are held throughout the year so that parents can tour the school, meet teachers, see student work and progress first hand, as well as obtain a better understanding of the school's expectations and standards. The parent coordinator and translators will be available at these conferences to answer questions and provide further information regarding school matters. Visuals and literature will be provided in a myriad of languages at these meetings so as to ensure understanding.Copies of attendance records are kept by ENL Instructor Puleo in the ENL Folder of Critical Documents.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to *ELL Policy Reference Guide*, Parent Selection and Program Placement section.

   Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

   *2-ENL Instructor Puleo keeps records of annual individual meetings with ELL parents as well as outreach via phone calls and letters. Parents are asked to sign attendance forms which are kept in our ELL Folder of Critical Documents and are available for review in Mr. Puleo's office.

   *3- Parents of our ELLs are encouraged to become active participating members of our school community. As such , it is imperative that we keep them up to date of the various workshops and events taking place every month. Notices are available in a variety of languages and translators are on hand so that a possible language barrier does not deter any parents from taking part in any gatherings and activities that are being offered.Formal events taking place include monthly PTA meetings, Anti-Bullying Workshops, HIgh School Information Nights,Common Core Math and ELA Workshops, Common Sense Media Workshops,College and Career Readiness Workshops as well as a Family Fun Night.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

   I.S 78 partners with Millenium to provide various events for our entire student body and their families throughout the year.

5. How do you evaluate the needs of the parents?

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

6. How do your parental involvement activities address the needs of the parents?

   I.S 78 seeks to meet the diverse needs of all of our parents. Conferences and workshops are held throughout the school year to allow parents to become active members of our school community. The parent coordinator and translators will be available at these conferences to answer questions and provide further information regarding school matters. Visuals and literature will be provided in a myriad of languages at these meetings so as to ensure understanding. Adult ESL books including bilingual picture dictionaries will be offered to parents of our ELLs so as to improve their English proficiency. Off site adult ESL programs are recommended upon request. Finally, calls are made periodically to parents to further their involvement in their child's education and keep them up-to-date with student progress.

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

| D. Additional Information |
| --- |
| Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.<br>Paste response here: |

# Part VI: LAP Assurances

| School Name: Roy H. Mann | | School DBN: 22K078 | |
|---|---|---|---|
| Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| Anthony Cusumano | Principal | | 10/1/15 |
| Linda Gold | Assistant Principal | | 10/1/15 |
| Dorothy D'Aleo | Parent Coordinator | | 10/1/15 |
| Stephen Puleo | ENL/Bilingual Teacher | | 10/1/15 |
| Robin White | Parent | | 10/1/15 |
| Kim Gottesman/ELA | Teacher/Subject Area | | 10/1/15 |
| Ian Dougherty/ Special Ed | Teacher/Subject Area | | 10/1/15 |
| | Coach | | |
| | Coach | | |
| Kristen Finnegan | School Counselor | | 1/1/15 |
| Julia Bove | Superintendent | | 1/1/15 |
| | Borough Field Support Center Staff Member _____ | | 1/1/15 |
| Mike Diesa | Other A.P | | 1/1/15 |
| Bobby Galvin | Other Related Service | | 1/1/15 |
| | Other _____ | | |

# 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

**DBN: 22K078 School Name: I.S 78**
**Superintendent: Julia Bove**

**Before you begin, please check the following:**

☒ **Principal has designated a Language Access Coordinator (LAC) in Galaxy**
☒ **The LAC has attended an in-person or online training (**www.learndoe.org/tiu/lac**) by the Translation and Interpretation Unit**
☒ **The LAC is involved in the development of this Translation and Interpretation Plan**

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education (Chancellor's Regulation A-663).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

## Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

We assess the languages that parents speak and also those requesting translations using data that is collected and put into ATS upon registration of each child.
We share these findings with our school community: the school leadership team, our school leaders including administrators, lead teachers, our PTA and our local community based organization during our opening fall leadership meetings and we update during our midyear assessment meetings and as needed throughout the entirety of the school year.
When a child is admitted to the school, the parent is interviewed by the Guidance Counselor and/or our ENL Instructor and also fills out the Home Language Survey. At that time the parent is asked if they wish any school documents to be sent home in a language other than English. If so, their request is given to the ENL Coordinator who is responsible for ensuring that the parent receives information given in the translated version.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The ovewhelming majority of our parents opt for oral and written communication to be in English. However we do serve students whose parents wish to communicate in the following languages:Haitian-Creole, French,Spanish, Russian, Arabic and Urdu.

## Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

I.S 78 distributes numerous documents throuhout the year that are integral to maintaining parental involvement in each child's education.Parent Handbooks are distributed every September.Calendars which include important test dates and other notifications are disseminated on a monthly basis, as are notifications of our PTA meetings.Additionally, progress reports are distributed every three months and voicemails are sent out periodically throughout the school year through School Messenger with translations available upon request.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

I.S 78 mainains steady contact with parents throughout the school year through both formal and informal interactions.These include but are not limited to the following:
Sept:Parent/ Teacher Conferences, 6 TH Grade Welcome Breakfast, ELL Orientation
Oct:Open House, Middle Schools Fair, H.S Application Seminar
Nov:H.S Night, Open School
Dec:Holiday Concert, Anti-Bullying Workshop, ELL Orientation
Jan:Schedula Workshop
Feb:Commoncore ELA Workshop
Mar: Commoncore Math Workshop, College and Career Readiness Workshop, Open School
Apr:Common Sense Media Workshop, ELL Orientation
May:Drama Performance,Arista Archon,Science Fair, Open School
June:6th,7th,8th Grade Award Ceremonies,CDEC,Legislative breakfast
Periodic calls are made to parents by teachers, administrators and giudance counselors throughout the school year and meetings are scheduled for Tuesday afternoons as well.

## Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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

## Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

I.S 78 conducts a professional development piece where all staff is trained on how to properly utilize translation services. Additionally, every staff member will receive a complete list of ELLs and the language that their parents/gaurdians choose to communicate in. This list will be updated throughout the school year to reflect all new admits

## Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations

Checklist of Notification Requirements

☒ Welcome Poster
☒ Parents' Bill of Rights
☒ Parents' Guide to Language Access
☒ Language ID Guide at security desk and main office

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

**Part F: Monitoring and Quality Control**

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Surveys will be distributed so that we may gather feedback on the quality and availability of services being offered to parents. We will carefully review the results of these surveys to gather information about best practices and make the appropriate changes so that we may fully meet the needs of all of our parents.Informal discussions with parents also take place throughout the school year and will also factor into decisions that are being made concerning quality control.