

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **31R078**

School Name: **PS 78**

Principal: **LOUIS BRUSCHI**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Stapleton Lighthouse Community School School Number (DBN): 31R078
Grades Served: Pre-K to grade five
School Address: 100 Tompkins Avenue Staten Island, New York 10304
Phone Number: 718 442 3094 Fax: 718 442 3904
School Contact Person: Louis Bruschi Email Address: lbrusch@schools.nyc.gov
Principal: Louis Bruschi
UFT Chapter Leader: Gloria Morales
Parents' Association President: Roberto Figueroa
SLT Chairperson: Barabara DellaSalla
Title I Parent Representative (or Parent Advisory Council Chairperson): Emma Navarro
Student Representative(s): N/A

District Information

District: CSD 31 Superintendent: Anthony Lodico
Superintendent's Office Address: 715 Ocean Terrace
Superintendent's Email Address: alodico@schools.nyc.gov
Phone Number: 718 420 5657 Fax: 718-556-8375

Borough Field Support Center (BFSC)

BFSC: Staten Island CSD31 Director: Kevin Moran
Director's Office Address: 715 Ocean Terrace
Director's Email Address: Kmoran2@schools.nyc.gov
Phone Number: 917 755 7339 Fax: 212 374 5585

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)
Louis Bruschi	*Principal or Designee	
Gloria Morales	*UFT Chapter Leader or Designee	
Roberto Figueroa	*PA/PTA President or Designated Co-President	
Kathy Stewart	DC 37 Representative (staff), if applicable	
Emma Navarro	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Desiree Black	CBO Representative, if applicable	
Barbara DellaSalla	Member/ Teacher	
Kamor Olayokun	Member/ Teacher	
Christine LaMorte	Member/ Paraprofessional	
Alasha Murray	Member/ Parent	
Danielle Washington	Member/ Parent	
Dora Cruz	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Trish St. Surin	Member/ parent	
	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.

Public School 78 is a community school in the Stapleton neighborhood of Staten Island. We work as a collaborative community with our staff, students, families and partners to create an environment built around academic excellence with a focus on social and emotional competencies to support that excellence.

We serve approximately 690 students in our current pre-k to grade four configuration with an anticipated register of over 800 when we start our first grade five class in September 2015. We have approximately 200 students with IEPs and 60 students designated as English Language Learners. The Title I eligible percentage is 94%.

We were a new school founded in September 2012 and have worked tirelessly to involve our families and the community in our work towards creating a great school. This year we have received the designation of Community School by the Department of Education and have worked closely with our families and community to conduct a community needs assessment and identify potential resources to address those needs. We have held several community forums throughout the year and have responded to the identified areas with formalized breakout sessions. The community meetings have been evolving since the schools inception and have worked to build a culture of trust between the school and the larger community. Our families have confidence in the work we are doing and our students receive supports through a range of social and emotional partners within the community school structure.

Our instructional focus this year was on student engagement in the classroom supported by effective questioning and assessment. Teachers and administrators participated in a series of professional activities to support their practice in this area which resulted in mixed success.

31R078 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04	Total Enrollment	669	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	108.0%	% Attendance Rate		89.3%
% Free Lunch	95.2%	% Reduced Lunch		1.0%
% Limited English Proficient	8.8%	% Students with Disabilities		27.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		42.5%
% Hispanic or Latino	48.7%	% Asian or Native Hawaiian/Pacific Islander		2.0%
% White	5.4%	% Multi-Racial		0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.34	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		6.93
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
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		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		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
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		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (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			
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.

-Summaries of the teacher evaluation process indicated that 36 teachers were rated “Developing” in 1e and 27 teachers were rated “Developing” in 3c. We need to make sure students are intellectually engaged during all lessons.

-Our most recent quality review indicated that our areas of improvement fall within QR indicators, 1.2 Pedagogy and 2.2 Assessment.

-Based on our last PPO, it was determined that we need to consistently use summative and formative assessments to adjust instruction, and provide actionable feedback to students

-Advance observations indicate a 36 teachers were developing in 1e and 27 teachers were developing in 3c.

-Our 2015 NYS state test scores when compared to 2014, indicate that we have increased in the number of level 2 and 3, however, we still have a number of students who are performing at level 1.

Grade 3 ELA

Level 1	Level 2	Level 3	Level 4
75	38	11	0

Grade 3 Math

Level 1	Level 2	Level 3	Level 4
67	37	14	5

Grade 4 ELA

Level 1	Level 2	Level 3	Level 4
53	32	10	0

Grade 4 Math

Level 1	Level 2	Level 3	Level 4
60	30	5	1

-We administered the NYC performance tasks for our local measure, our students demonstrated growth in ELA and Math and the teachers MOSL was effective or highly effective.

-Fountas and Pinnell results indicate that students are making progress and moving up reading levels throughout the course of the year.

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, all teachers will participate in 10 professional activities to improve lessons development in order to identify appropriate levels of engagement in the classroom as measured by informal and formal observations and evaluations entered into the Advance system.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers will participate in internal and external professional development based on their instructional needs.</p>	<p>All teachers, paraprofessionals, students</p>	<p>September 2015-June 2016</p>	<p>Administration will be responsible for identifying the needs of the staff and communicating with our ELA coach and AIS personnel to plan appropriate professional development, inter-visitations and peer observation cycles.</p>
<p>Five staff members will participate in the Teacher Leader Program, once a month, after school to assist with their facilitative skills in using protocols to look at student work and improve student achievement.</p>	<p>Grade leaders and select staff grade level team meetings</p>	<p>October 2015-2016</p>	<p>Administration will oversee teacher participation and will attend 4 TLP sessions.</p>
<p>Teacher mentors will provide mentoring support two periods a week to support our new teachers.</p>	<p>New staff members</p>	<p>December 2015</p>	<p>Teacher Mentors will work closely with new staff to support their instruction. Administration will allot two periods a week in their schedules.</p> <p>Administration will allow them to participate in the Mentor Course Part I</p>
<p>ELA coach will schedule teachers to participate in the peer observation cycle with debrief and feedback.</p>	<p>Select teachers</p>	<p>Ongoing beginning October 2015-June 2016</p>	<p>Administration will allow for scheduling so teachers can participate in the peer observation cycle with feedback and debriefs.</p>

			ELA coach will conduct the peer observation cycle.
ELA coach/AIS personnel will provide in house professional development as well as push in support, modeling, coaching and engaging in professional literature.	Select teachers, New staff	Ongoing September 2015-June 2016	Administration will work closely with ELA coach and AIS personnel to examine student data, target student needs and plan appropriate professional development for the staff.
Incorporate more parent activities in the classroom to strengthen the home school connection	Parents	Monthly visits in the classroom December 2015 until June 2016	Classroom teachers will invite parents up to participate in classroom activities. Parent Coordinator will help facilitate and conduct parent outreach, document attendance, send out flyers. Administration will select a grade a month/week to invite parents into the classroom.
Increase number of instructional workshops for parents to inform parents on Common Core Learning Standards, Test Sophistication and Text Complexity.	Parents	A minimum of 4X a year	ELA/AIS personnel and select teachers will host workshops. Parent Coordinator will conduct outreach and document attendance, send out flyers.

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.										
Professional literature, instructional resources, videos										
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		21 st 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.
By February 2016, we will administer a Need assessments to the staff as well as review the previous PD activities to ensure and the PDD plan to ensure that staff needs are being addressed and implemented in the classroom.

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.

According to the OORS summaries we had 95 level 4 events. 77 of these events were based on aggressive and reckless behaviors which endangered students and staff. Our learning environment survey also reflected safety concerns for staff and students.

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 January 2016 50 percent of our staff will be trained in using Therapeutic Crisis Intervention/Positive Learning Collaborative training to train staff how to respond to students in crisis and the attendant cultural impact it has on the classroom and school environment.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Select staff will attend a four day training at TCI/ PLC.</p>	<p>All staff</p>	<p>October 2015</p>	<p>Administration will schedule select staff</p>

		and January 2015	members to attend TCI/PLC training.
Behavior Specialist, Joshua Fox will be conducting a professional development session, administering and analyzing a survey to review next steps.	All staff	October 19, 2015 PD Monday	Administration will schedule the professional development and follow up with next steps.
BIT (Behavior Intervention Team) will meet once a week, identify high needs, priority one students and develop an action plan to meet social and emotional needs.	BIT members	Start date: October 2015 Monthly thereafter	Administration will allow for scheduling of weekly meetings
Establish a crisis intervention team who will help the school respond to, manage and de-escalate school wide and student crises.	Team members, guidance counselors, social workers, SBST team members, teachers.	Monthly	Administration will ensure that the crisis de-escalation plan is being followed appropriately.
SIT (School improvement Team) The team will ensure services and needs for each individual student with a disability are aligned and to ensure we are strategically working on access for students with disabilities (example: flexible programming), behavior supports, quality IEP writing and transition planning	SIT Members: school psychologist, related service providers, guidance counselor, social worker, conflict resolution teacher.	Start date: October 2015 Monthly thereafter	Administration will allow for monthly meetings and adjust schedules as needed.
Leader in Me assemblies will take place weekly and focus on one habit.	Lighthouse team members, cluster teachers	Start Date: October 2015 Weekly thereafter	Administration will allow for scheduling and provide time for planning the assemblies.

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.											
Staten Island Foundation Grant, substitute coverage will be needed to cover for teachers and paraprofessionals who will be attending the training.											
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		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.

By February 2016, we will review the number of incidents in OORS as well as determine who still needs to be trained. Team meeting debriefs will be reviewed to determine if there are any gaps in follow through.

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.

According to our quality review next steps, indicator 1.2 teacher pedagogy, needs to develop from a common set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for teaching, aligned to the curricula, engaging and meets the needs of all learners so that all students produce meaningful work products.

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.

Our grade level teacher teams will meet 30 times in the 2015-2016 school year to co-create differentiated lessons designed to meet the needs of all learners as prescribed in the professional activities described in section 5A.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Participants in TLP will enhance their facilitative leadership skills and lead grade level teams.</p>	<p>Select Teachers</p>	<p>Start Date- October 2015 End Date- June 2016</p>	<p>Administration has applied to TLP for a second cohort.</p>
<p>Team building activities and protocols to enhance collaboration in our school community.</p>	<p>Whole staff</p>	<p>Ongoing through out the year</p>	<p>TLP participants will work closely with the ELA coach and administration to plan for team building activities and ensure protocols are implemented at all grade level team meetings.</p>
<p>TLP participants will incorporate protocols at grade level meetings to examine student work, expand collaboration and</p>	<p>TLP participants</p>	<p>Weekly grade meetings</p>	<p>Administration will schedule monthly check ins with team leaders and TLP participants to ensure consistency with the CEP goals and goals of the TLP program</p>
<p>Incorporate the use of articles and videos to focus on instructional improvement and improve student achievement.</p>	<p>Grade level teams</p>	<p>Weekly grade meetings</p>	<p>TLP participants and team leaders will plan sessions and help team members explore current ideas in education and explore best practices to improve instruction.</p>
<p>Build the distributive leadership capacity so team leaders have knowledge and skills to impact change in our schools.</p>	<p>TLP participants and team leads</p>	<p>Weekly grade meetings, Monday PD</p>	<p>Meet with administration to review various protocols and resources that have the most leverage and greatest impact.</p>

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.

ELA coach, AIS personnel, Professional Texts, Videos, internal and external professional development, substitute teachers to cover teachers who attend external professional development.

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		21 st 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.

By January 2016, seek advice from ELA coach, assistant principals and team leads on next steps for future professional development and/or goals.

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 Quality Review on December 12, 2014 and the PPR, we need to improve how assessments are used to inform instruction as well as provide actionable feedback to students and continue to develop consistency of teaching practices that foster higher order thinking, active and meaningful student engagement and ownership in all classrooms.

Our instructional foci for the 2015-16 school year are listed below:

IF teachers consistently use data and daily formative assessment to revise lesson plans, THEN our students will be engaged in classrooms with multiple entry points for all students to increase their academic achievements.

IF grade level teams effectively collaborate, plan and share a common set of beliefs on how students learn, THEN all students will be engaged in student led discussions, self-assessments, accountable talk, protocols and become reflective independent learners.

IF instruction is rigorous, motivating, student led and aligned with the CCLS, THEN students will be actively engaged in meaningful activities that provide higher levels of critical thinking skills, ownership and accountability.

School Strengths:

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

School leaders meet with the school community consistently to determine needs and to elicit feedback.

School Needs:

- More coherent instructional and social and emotional support that improves student achievement.

-Training for staff in progressive discipline, strategies to motivate students and de-escalate student crises.

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 2016, 90% of our teachers will participate in professional development that supports our instructional focus and will be able to implement it in the classroom, as measured by informal and formal observations entered into Advance

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>-Ongoing professional development based on teacher’s next steps, informed by the Danielson Framework for teaching.</p>	<p>All Classroom teacher, AIS personnel, IEP SETSS Teacher, Guidance counselor,</p>	<p>September 2015 to June 2016</p>	<p>ELA coach, PD personnel,</p>
<p>Continue to share vision with staff at grade and faculty meetings as well as, emails and memorandums.</p>	<p>All Classroom teacher, AIS personnel, IEP SETSS Teacher, Guidance counselor,</p>	<p>September 2015-June 2016</p>	<p>Administration</p>
<p>Create systematic structures for meetings to elicit community needs and determine next steps</p>	<p>All Classroom teacher, AIS personnel, IEP SETSS Teacher, Guidance counselor,</p>	<p>September 2015-June 2016</p>	<p>Administration, ELA coach, TLP participants</p>

Create a schedule of inter- visitations, peer coaching with feedback to share and implement best practices	All Classroom teacher, AIS personnel, IEP SETSS Teacher, Guidance counselor,	September 2015-June 2016	ELA coach, Administration
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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.											
Professional texts, use of ELA coach, AIS personnel, technology											
Potential outside consultant for professional development purposes ie. Teacher's College Inclusive Classroom Projects											
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		21 st 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.
By February 2016, leadership will examine observations, professional learning reflection sheets and determine if our instructional focus is being met and the impact we are having on student achievement.
Part 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.

We held two large community forums this year that connect to more than two hundred participants and 8 CBOs. and received outstanding feedback.

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 hold four comparable community events in the school year to maintain closer community ties and become more responsive to community needs.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Conduct 4 community forums throughout the year with breakout sessions to build a sense of community, collaboration and determine how we can support community and family needs. Breakout sessions will also be conducted throughout these events in order to assess the needs of our school families and community.</p>	<p>Parent, CBO partners</p>	<p>February 2016</p>	<p>Community School Director will plan four community forums to elicit feedback and determine next steps.</p>
<p>Conduct monthly activities (Reading night, game night, dances, poetry night) to increase the parent involvement.</p>	<p>Parent Coordinator, teacher</p>	<p>Monthly</p>	<p>Parent coordinator will schedule events throughout the year. Administration will ensure that there will be flyers sent home (translated) and sign in sheets to keep track and monitor the turnout.</p>
<p>Advisory Board Monthly Meetings will allow for our continued efforts with the school administration, parents, and community partners to be engaged in the work ahead and also allow them to be vested by supporting this community school initiative.</p>	<p>School Staff, Parents, Community Partners, CBO's</p>	<p>Monthly</p>	<p>Monthly Meeting will include discussions on ways to support the goals at hand and allow all participants align their work to the school's mission. Having all these stakeholders take part in these meeting will also create a sense of ownership to the tasks a hand.</p>
<p>Academic Parent-Teacher Teams (APTT) Meetings that will be conducted throughout the school year replacing the</p>	<p>Second Grade teachers and parents</p>	<p>Three 75 minute APTT meetings per year as well as 30</p>	<p>The second grade teachers will be facilitating these parent conferences . In addition, our</p>

<p>traditional parent-teacher conferences. The premise of this work is to create a strong foundation for the school-home relationships between our teachers and parents. Through these efforts they will work together to set realistic goals for their children's academic progress through the sharing of academic data and working on hands on activities.</p>		<p>min. Individual Parent Meetings with each parent/guardian</p>	<p>Parent Engagement staff member will be making phone calls and outreach to these families. The CSC will also be assisting in engaging these families. There will be 3 Whole Class APTT Meetings per year targeting a specific foundation skills. There will also be 30 minute individual meetings as well where parents will discuss with teachers their child's academic goals for the year and identify specific ways to allow for progress. The foundation skills that teachers will be working on this year is "Fluency."</p>
<p>Weekly Attendance Meetings that we are calling "Here to Learn." These meeting will be conducted every Tuesday morning to discuss Attendance Goals and Strategies. School wide incentives that promote and celebrate attendance as an "Opportunity to Learn" will be reinforced throughout the year. Teachers will display evidence of class attendance in the classrooms and conduct mini math lessons around attendance goals. "Here to Learn" team members will also look at the Student Sorter data to identify chronically absent students. We will also be targeting those chronically absent students in the Tier 2 pyramid (Students with Absences in the 83-89%) and moving them to the Tier 1 area. Our Attendance Goal is 93% for this academic year. Teachers will target two students in their class that meet this criteria and become mentors to these students as well as offer incentives to them and their families in order to increase attendance. The premise is to build on those school home relationships and while also building trust and offer these families real life supports for their children to succeed academically. Educating our families and students on the importance of attendance and celebrating these positive outcomes that are directing related to good academic standing and achievement is the message we would like all to understand. We are also</p>	<p>We are targeting those chronically absent students in Tier 2 (Absent 83-89%) of the school year and moving them into the Tier 1 session of the pyramid.</p>	<p>Weekly one hour meetings every Tuesday</p>	<p>The Community School Director is responsible for facilitating these meetings. Participants include the school's AP, Pupil Accounting Secretary, PC, Truant Officer, Guidance Counselor, PWC Social Worker, and a teacher representative from every grade that will share this information and strategies discussed with the other teachers in the grade.</p>

including some local business in the area to take part in this initiative and encourage our students to be here every day.			
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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.											
Partnership with Children, Salvation Army, PAL, Fundraisers											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.
After the second meeting in February 2016, we will analyze feedback forms, surveys and needs assessment and plan next steps. We will reconvene and examine sign in sheets to determine parent participation.
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)	Fountas and Pinnell Assessments, Reading Rescue assessments, NYS State Exam Scores	Guided Reading, Reading rescue one to one tutoring, AIS push in/pull out services	Small group, one to one	During the school day
Mathematics	Baseline Assessments, Chapter tests, NYS exam scores	AIS	Small group	During the school day
Science	NYS Exam scores	AIS	Small group	During the school day
Social Studies	Classroom assessments, end of unit exams	AIS	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	PPT referral BIT referral	Counseling sessions	Small group and one to one	During the school day

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.
According to the 2014-15 BEDS Survey, all special education teachers in classrooms who are responsible for delivering instruction in a core subject are "highly qualified." 100 % of the teachers are teaching core subjects. We have partnerships with the College of Staten Island and Wagner College and have several student teachers and observers each year. We hired two teachers from Wagner College and one student teacher from CSI.

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).
We send several staff members to external professional development that is offered from the BFSC as well as central. We develop a Differentiated Professional Development Plan based on informal and formal observations. We utilize our ELA coach and AIS personnel to provide professional development, teacher mentoring, model lessons and conduct coaching sessions.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
We have two full day universal pre-k classes which provide high quality instruction. We offer parent workshops towards the end of the school year to assist them in preparing their students for kindergarten. We distribute a packet with information on how to get your students ready for kindergarten. In addition, we prepare a schedule and take the pre- k students on trips to visit the kindergarten classes. Our pupil accounting secretary sends home notices informing the parents of kindergarten registration. Our pre-k teachers are included in the professional development with our K-2 teachers. The IEP teacher works closely with the school psychologist to coordinate students who are turning five and ensure they are properly placed.

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.
During our instructional team meetings, teachers review the assessment data and decide as a team which assessments will be used to measure student learning. We use protocols to review student work and determine next steps for student improvement.

4c. “Conceptual” Consolidation of Funds in SWP Schools

<p>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 codes¹. 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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u>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.</p>				
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 <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , 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	534,598.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		

Tax Levy (FSF)	Local	5,053,069.00		
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¹Explanation/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.

²The **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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Public School 78 in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. Public School 78 will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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) Template

Public School 78, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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.

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

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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

Part A: School Information	
Name of School: <u>P.S. 78</u>	DBN: <u>31R078</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>36</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

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

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

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

Results from the NYSITELL and NYSESLAT are used to group students and determine acadmeic needs. Our results indicate that many students have been identified with a beginner and intermediate level of English proficiency. In addition, our students perform better at listening and speaking than reading and writing. However, these results differ for each student.

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

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

After School Program Description

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

Saturday Program Description

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

Sunday Program Description

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

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Part C: Professional Development

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

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

Begin description here: _

-
The professional development mainly focuses upon the four modalities tested on the NYSESLAT, listening, reading, writing and speaking. Staff members are educated as to the various assessments that

Part C: Professional Development

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

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

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

This year's workshops include:

November 2014 - Suggestions for Supporting K-12 ELL instruction

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

January 13, 2015 - Vocabulary Strategies

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

March 10, 2015 - ESL and Writer's Workshop

April 14, 2015 - Preparing for NYSESLAT

May 12, 2015 - Testing Strategies for Standardized Exams

June 16, 2015 - A Year in Review

Part D: Parental Engagement Activities

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

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

Begin description here: _

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

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

- Our Parent Coordinator, Nancy Adames will host several workshops throughout the school year aimed at teaching parents ways to improve their children's academic progress. Workshops include topics, such as, How to Read with You Child. Additionally, Adult ESL classes are held on-site two days a week. Parents enrolled in classes will be allotted additional time to develop their language acquisition and speaking skills by partnering with the LINC program. The goal is for use to support parents and increase the pace

Part D: Parental Engagement Activities

and proficiency of their language acquisition. The use of this program will help parents become better equipped to support their children. Parents will be notified of workshops and programs through flyers and the school website. Flyers will be sent home in English as well as the student's native language. Flyers will be translated through the use of the Department of Education Translation Unit and / or bilingual staff members. The Parent Coordinator and the adult ESL teacher, Ms. Hidalgo run the parent program. Parents will also be given a schedule of days and times of workshops and classes scheduled. In addition, the ELL teacher and the parent coordinator will provide workshops throughout the year. Topics include preparing ELL students for NYS standardized testing, strategies to build literacy and math skills at home, as well as sessions on the Common Core Learning Standards and Citywide expectations. Parent workshops are presented by the Parent Coordinator Nancy Adames, ELL teacher and/or a guest speaker. These events are held in the Teacher's Lounge on Tuesday's monthly from 2:45pm - 4:45pm. The workshops include:

January 13, 2015 - Nutrition

January 27, 2015 - Healthy Living

February 10, 2015 - Finances

February 24, 2015- 529 College Savings

March 3, 2015 - Mental Health

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

Part E: Budget

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

Allocation Amount: \$11200

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

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 31	Borough Staten Island	School Number 078
School Name Stapleton Lighthouse Community School		

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 Louis Bruschi	Assistant Principal Jodi Contento
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Nellie Dugan	School Counselor Meri Atlas
Teacher/Subject Area Tania Renna	Parent Mr. Figueroa
Teacher/Subject Area Danielle Arena/Special Ed	Parent Coordinator Nancy Adames
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent Anthony Lodico	Other (Name and Title) Daniel Singleton/Asst. Prin.

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 <u>not</u> currently teaching in a bilingual program	0	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	1	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 <u>not</u> 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	0

D. Student Demographics

Total number of students in school (excluding pre-K)	691	Total number of ELLs	62	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

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

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	62	Newcomers (ELLs receiving service 0-3 years)	48	ELL Students with Disabilities	20
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	14	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	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	
TBE										0
DL	5									0
ENL	43			14						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																
SELECT ONE	5																		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): <u>5</u>	Number of students who speak three or more languages: <u>0</u>
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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	5	12	16	8	10									0
Chinese		1												0
Russian														0
Bengali														0
Urdu														0
Arabic			2	2	1									0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	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)	2	1	1	2	1	1								0
Emerging (Low Intermediate)	1	3	2	0	3	3								0
Transitioning (High Intermediate)		2	3	3	2	2								0
Expanding (Advanced)		2	5	8	2	4								0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				3										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			3	1	3									0

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									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:

- 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.
Data not available
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Paste response to question here:
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Paste response to question here:
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?**Paste response to questions here:**
- 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:
- How do you make sure that a student's new language development is considered in instructional decisions?
Paste response to question here:
- For dual language programs, answer the following:
 - How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - 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).

Paste response to question here:

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.
Our school uses a multi-step procedure for identifying ELLs. The ELL identification process begins at student registration.
 - At enrollment , trained personnel , the ENL teacher , and the parent coordinator meet the parents and help them fill out the Home Language Identification Form (HLIS) . At this time the ENL teacher and/or a pedagogue personnel conduct an oral interview with the parent and the student . Any parent that needs support in a language that we don't have accomodations for , we contact the translation and interpretation unit , who then conducts the informal oral interview by phone or send an interpreter . At our school we have the ENL teacher and the parent coordinator that are fluent in spanish , and various paraprofessionals at our school are fluent in Arabic .
 - Once the HLIS is collected , Marilyn Valentin , our pupil accounting secretary , enters the OTELE ALPHA Code in ATS including students that are eligible for NYSITELL . Copies of the the HLIS are kept in the the office filed , the original stays in the students cum file until they graduate NYC schools .
 - Within 10 days of entering the NYC school system , eligible students are administered the NYSITELL , which is the formal initial assessment . This test is administered by Nelly Dugan , the licensed and certified ENL teacher at our school . To ensure completion of testing within 10 days , ATS generates a list of eligible students for NYSITELL testing .
 - The ENL teacher is responsible for keeping accurate and updated lists of all students who have been tested. She keeps a record of the testing date and hand scores on file in the ENL classroom at our school. If a student does not pass the NYSITELL, they are considered ELLs. If the native language is Spanish the Spanish LAB test is administered by the ENL teacher.
 - To determine continuation, as soon as the NYSESLAT scores are available (usually in september), the ENL teacher evaluates the scores and determines the grouping of continuing ELLs. The students are grouped by proficiency levels : Entering, Emerging, Transitioning, Expanding, and Commanding. The Commanding students receive 90 minutes of intergrated ENL/ELA instruction for the following two years. Expanding and Transitioning students receive 180 minutes of Intergrated ENL/ELA instruction, Emerging and Entering students receive 360 minutes of intergrated and Standalone ENL/ELA instruction. This score determines the amount of minutes scheduled according to CRPart 154. This is how the ENL teacher creates the ENL program roster.
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).
To identify SIFE students LENS and the SIFE oral-Interview questionnaire are administered by the ENL teacher. This test comes translated into different languages. At this time the ENL teacher can get samples of writing & reading to determine proficiency level. After this part of the assesment is completed then the NYSITELL and same ELL procedue continue.
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).
If a student has an IEP, the IEP is reviewed by a Language Proficiency Team that includes the ENL teacher to determine the language proficiency and the NYSITELL is administered by the ENL teacher. The identification process continues as with other ELLs.
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.
Entitled and Non-Entitlendment parent notification letters are distributed within 5 school days after the NYSITELL is scanned and a score is determined. The ENL teacher sends the letters home translated in the language preferred for written communication. When the notices are returned the ENL teacher keeps a record in the ENL classroom.
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).
Parents are informed that they have the right to appeal ELL status within 45 days of enrollment during the orientation meeting given by the ENL teacher at our school.
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.

Our school has structures in place that ensures parents understand all program choices. Parents of ELLs receive a letter inviting them to a orientation meeting in their home language within the 5 days after the ELL has been identified. The orientation meeting is scheduled by the liscensed and certified ENL teacher at our school. This meeting explains what is available at our school, the parent coordinator, Nancy Adames, works closely with the ENL teacher at this meeting informing parents of all the programs at our school for the parents and the students. At this meeting The NYC Video is presented in their native language explaining the program choices. Parent Survey and Parent Selection Forms are filled out in the native language. At this time the parent will be notified of the Re-Idenfintication Process and opting out within 45 days. Copies of these forms are attached to the HLIS and the other copy is kept on file with the ENL teacher. This information is entered in ATS and on the ELPC screen by the ENL teacher within 20 days.

- If a parent is unable to attend the orientation meeting, a second meeting is scheduled the following week. If they cannot attend forms such as the Parent Selection Form and Parent Choice Form are sent home with the ELL student. If the parent or Guardian does not respond, the parent choice falls as Transitional Bilingual by default as per CRpart 154.

-Every year, at the beginning of the year, Continuing Permission Letters are sent home to the parents or guardians of continuing ELLs. This letter gives the choice of keeping the students in the same program. The letter recommends that keeping the student in the same program is more academic ly successful then alternating between different programs. This letter also states that giving sufficient number of students, additional programs could become available.

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.

The ENL teacher is responsible for the Entitlement Letters. The RLER report lists all ELLs. She distributes the letters individually to the ELLs in English and Home Language Traanslations (Arabic, Chinese, and Spanish). If the forms are not returned, the default program is Transitional bilingual. The ENL teacher makes copies of these forms. One is attached to the original Home Language Survey and kept in the students cumlitive folder and a copy is kept in the ENL classroom. The forms are evaluated, filed, secured, and stored in the ENL classroom with the ENL teacher.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. As in CRpart 154, if the form is not returned and completed the default program is Transitional Bilingual.

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

When the ELL is identified and eligible for testing , the ENL teacher sends out a form letter in the home language. These forms are kept in the students cum folders and copies are maintained in the ENL classroom.

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

Records of all the forms are kept secured in binders and files in the ENL classroom with the ENL teacher.

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.

In the spring, each ELL is administered the NYSESLAT to determine the level of English Language Proficiency. This test determines whether or not the studend continues to qualify for ENL or Bilingual services. The test is ordered and delivered from Questar by the testing coordinator. Our NYS liscensed and certified ENL teacher generates the ATS report (RLER) to determine the students eligible for testing. When the testing materials arrive, the ENL teacher checks and sorts and prepares test grids and testing booklets. The test is assembled into the Speaking part and the 3 other components Listening, Reading and Writing . She packages the tests and prepares them, keeping accurate lists to ensure every student is administered all four subtests of the NYSESLAT within the month window of the test. The teachers that Administered the test is Nelly Dugan and Test Coordinator. The rooms are prepared for testing according to the New York State mandates and guidelines. Testing modifications are alligned with IEP mandates. When all 4 components are finished the ENL teacher and Test Coordinator pack the test. Then the test is hand delivered within the mandated time frame to the designated drop off at the borough assesment office.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

The ENL teacher sends out notification letters in home language translations and keeps copies in the ENL classroom.

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).

After reviewing the Parent Survey and Program Selection Forms for the past year, the trend in program choice is ESL. This year we have 12 new ELLs. The remaining students requested free standing ESL and were placed there. The continuing 48 , according to parent selection forms requested ESL. 48 parentschose to continue ESL and 5 parents chose Dual Language Program.

-If the ESL trend changes and our numbers increase, our school would provide Bilingual or another Dual Language class.

-The Parent Survey and Program Selection Forms are attached to the home language forms and stored in the students cumulative file. A copy is stored in the ENL information binder in the ENL classroom.

-This information is entered in ATS on the EPLC screen within 20 days. The information is reviewed every year.

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.

P.S. 78 has a total of 62 ELLs. The ENL program has 57 ELLs. Entering and Emerging students receive 360 minutes per week of ENL instruction during the scheduled school day as required under CR Part 154. Transitioning and Expanding students receive 180 minutes per week of ENL instruction during the scheduled school day. Commanding students receive 90 minutes of ENL instruction. The program services the students in eight 36 minute blocks per day, 5 days per week. Two blocks are standalone ENL instruction for Entering and Emerging students (36 min. x 5 days = 180 minutes). These two blocks are divided into upper and lower grades (K-2 and 3-5). The other six 36 minute blocks are integrated ENL instruction. One block for each grade K-5 that includes all levels of proficiency. All the ELLs were grouped into one class per grade making it possible for the integrated ENL/ELA instruction. These blocks are heterogeneously grouped and of mixed proficiency levels.

 - (1) 8:46-9:17 (Mon-Fri) - Entering and Emerging levels; grades 3-5 (Standalone)
 - (2) 9:18 - 9:54 (Mon-Fri) - Entering, Emerging, Transitioning, Expanding, and Commanding ; grade 3 (Integrated)
 - (3) 9:55-10:31 (Mon-Fri) - Entering, Emerging, Transitioning, Expanding, and Commanding; grade 4 (Integrated)
 - (4) 10:32-11:08 (Mon-Fri)- Entering, Emerging, Transitioning, Expanding, and Commanding; grade 5 (Integrated)
 - (5) 11:09-11:45 (Mon-Fri)- Entering, Emerging, Transitioning, Expanding, and Commanding; grade K (Integrated)

LUNCH

 - (6) 1:00-1:36 (Mon-Fri) - Entering, Emerging, Transitioning, Expanding, and Commanding; grade 1 (Integrated)
 - (7) 1:37-2:03 (Mon-Fri) - Entering, Emerging, Transitioning, Expanding, and Commanding; grade 2 (Integrated)
 - (8) 2:04-2:40 (Mon-Fri) - Entering and Emerging levels; grades k-2 (Standalone)
 - b. TBE program. *If applicable.*
 - c. DL program. *If applicable.*

The Dual Language class has 25 students. It is set up as a self-contained class. This is a heterogeneously grouped with mixed proficiency levels.
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)?

The school ensures that the mandated number of instructional minutes is provided according to proficiency levels in each program with schedules approved by the instructional specialists assigned to our school. Entering and Emerging students receive 360 minutes of ENL instruction per week, Transitioning and Expanding students receive 180 minutes of ENL instruction per week, and Commanding students receive 90 minutes of ENL instruction per week during the school day. All schedules are in compliance with CR Part 154. The ENL program at P.S. 78 delivers instruction in English 100% of the time by our New York State licensed and certified ESL teacher. Common Core Language Standards are used to teach English in a content based cross curriculum format using ENL methodologies. Standard based instruction is implemented in the four modalities of language skill: speaking, listening, reading and writing in English. The following scaffolding techniques are used to prepare students for the NYSESLAT ; modeling, bridging, schema building, text representation, metacognition and self assessment with rubrics. Home Language Arts is implemented in the ENL classroom. There is 45 minutes of Home Language Arts instruction delivered daily, by a New York State licensed and certified teacher. The schedule reflects the mandates of CR Part 154.
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.

The ENL program delivers instruction in English. The program uses the Amazing English ESL Curriculum by Addison Wesley to deliver instruction in content areas. This program is multicultural and activity centered. Our program also uses "Let's Sing About It".

This is a program by Mondo that enriches language and fluency through songs. All programs are aligned with the Common Core Learning Standards. Our school has implemented the Danielson Rubric teaching frameworks for teaching. Presently our school is focusing on the domain 3b, which is using questioning and discussion techniques. All teachers must use open ended questions, they build on responses effectively, and engage students in higher order thinking.

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

Our school administered the Estrellitas every year. The purpose of this exam is to assess the Spanish and English reading proficiency of native speakers who are receiving language arts instruction in their native language. The results of this test are used to drive instruction in Spanish and English in the Dual program.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Once a year in the spring the school assesses all Ells with the NYSESLAT. This exam covers all four modalities . Throughout the year teachers at our school, including the ESL teacher and the Dual teachers keep Teacher's College (TC) assessments, running records, and performance assessments on all our students. These assessments include all four modalities of speaking, listening, reading and writing. Teachers at our school use conferencing and goal sheets to keep accurate records with strategies to build on. All the Ells in our school are in Achieve 3,000. This is a computer program that assess students and adjusts their reading levels in Lexicons. Assessments are entered into ARIS.
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
 - a. At this time we do not have SIFE students. The plan will follow mandated minutes of instruction as needed. There is a center set up in the classroom especially for SIFE student. This center includes a picture dictionary, native language books, leveled books, books on tapes, earphones and access to Achieve 3,000. The instructional plan for the Sife student is not just academic. The teacher will build self confidence. The teacher will use scaffolding techniques and ENL methodology to bring the student up to grade level. The teacher will build a comfortable environment so the student feels safe to make mistakes. The student will participate in all programs based on need .
 - b- At this time our school has 48 Newcomers. These are students in U.S. schools less than 3 years. The newcomer receives the mandated 360 minutes per week of ESL instruction during the school day. The ESL teacher works closely with the classroom teacher to make sure the needs are met. There is a newcomer center provided by the ESL teacher that include picture dictionary, Newcomer book, books on tapes, Native language books, a set of earphones, and access to Achieve 3,000. These students participate in AIS, SETSS and supplemental instructional support through Title III .
 - c - At this time our school has 14 ELLs that are in U.S. schools 4 to 6 years. These students need extension of services. The ESL teacher is responsible for filling out and submitting the BESIS and BEXS reports. These students have the same mandate minutes per week depending on their NYSESLAT scores. These students are in intense remediation focusing on higher order thinking concepts and questioning. They use the writing process with self assessment rubrics. They have access to Achieve 3,000. These students participate in AIS, SETSS and supplemental instructional support through Title III Program.
 - d- At this time our school does not have any long term ELLs. These are students that have completed their 6th year in U.S. schools. The teacher must apply for extension of services for these students. They have the same mandated minutes according to the NYSESLAT scores and level of proficiency. These students are in intensive remediation focusing on higher order thinking and questioning. These students would have access to Achieve 3,000. These students would participate in AIS, SETSS and supplemental instructional support through Title III.
 - e - At this time our school has 3 former Ells. These students will receive 90 minutes of integrated ENL/ELA instruction. They still are entitled to extended time on tests. They are entitled to participate in any Ells program such as Title III. These students have access to Achieve 3,000.
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

Chart (months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.

We have none at this time.

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?

The instructional strategies and grade level materials that teachers of ELL-SWD use in our school is the ReadyGEN curriculum for grades Kindergarten through fifth grade. These programs have Listening and Learning strand lessons, comprised of teacher read-alouds with extensive activities. Teachers incorporate multiple entry points to provide all students with access. Skill strands teaches reading and writing. The domains build on each other within and across grades. Assessments are included with each lesson. This program is aligned with the Common Core Learning Standards. Teachers adapt the lessons to IEP goals. ELL-SWD students are working in small group with the teacher using Mondo Intervention Programs.

Our school is using the Go Math for grades Kindergarten through fourth grade. This program assesses before and after each lesson and there are mid checkpoints. RTI and ELL specific activities are embedded in the program. This program is aligned with the Common Core Learning Standards. Teachers adapt the lessons to IEP goals.

Our school offers the technology program called i-Ready that is accessible to all Ells. Title III offers small groups and individualized supplemental support to all Ells after school and on weekends. We have a SETSS teacher that offers additional instructional support during the school day. Our school offers after school programs such as Above Excellence and Saturday programs such as Saturday Excel for additional instructional support.

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?

The ENL teacher is in close contact with the classroom teacher and all other providers to make sure the individual needs are met and followed as indicated on the students IEP. When the ENL teacher pulls out the ELL-SWD, they are in heterogeneous groups with mainstream students. Group sizes range from 8 to 10 students. All work is aligned with the Common Core Learning Standards.

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	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (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 <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher 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.



*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 <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (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 <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> 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 Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL 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 K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

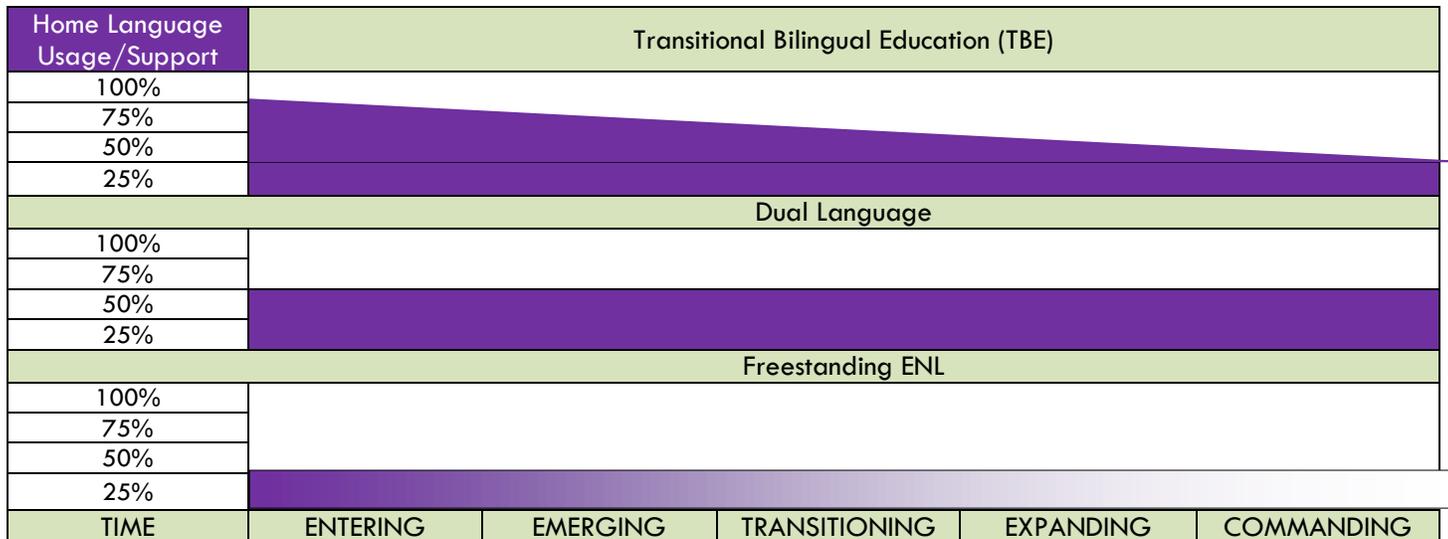


*Note: “other approved services” does not apply to New York City at this time.

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. Our classroom teachers use the Core Knowledge and Expeditionary Learning for the ELA Curriculum. Intervention is embedded in these programs. Teachers use Scholastic News and WordsTheir Way. Along with the Core Curriculum students use computer programs such as Starfall, iready and Raz-Kids. Our classroom teachers use the Go Math and ReadyGEN and select NYS Modules curriculum. This program has intervention embedded in it. The RTI programs include Soar To Success. Our Science teacher, Barbara DellaSalla , includes group instructions with many hands on activities and field trips to a nearby park. Our school has a SETTS teacher that picks up children for additional support. We have a PIP and PPT program that meets every month. Our school offers afterschool TitleIII that is available to all Ells. This program is an academic and enrichment cooking program one day a week afterschool. The ELL program provides an afterschool and Saturday and Sunday program that helps the students with homework.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Scores are not in as of this time.
12. What new programs or improvements will be considered for the upcoming school year?
We have a new Curriculum in Language arts called Core Knowledge and Expeditionary Learning. We have a new Math program called Go Math and the NYS Modules. We have a new teacher evaluation system called Danielson. We are continuing the Achieve 3,000 computer program and extending it to more classrooms. We are continuing the Title III afterschool program for all Ells.
13. What programs/services for ELLs will be discontinued and why?
Currently we have no programs that are going to be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All after school and supplemental programs are offered to every child at P.S. 78, including Ells. The Parent Coordinator sends notices in the students' Home Language. Notices are sent home and translated in Home language. A phone call is also made to parents and guardians to clarify any notices or programs that are being offered, if needed. After school programs are available for students and aTitle III cooking program is offered. Our school also offeres an Adult ENL on Mondays and Wednesdays mornings for parents and adults in our community. This is sponsored by the New York Board of Education . An ENL teacher works this program. This program is designed to teach and support parents so they can help their children be successful in school.
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.
Instructional materials used to support the Ells in the ENL classroom during Standalone time (180 min per week for Entering and Emerging) include 'Amazing English by Addison Wesley, Scott Foreman's E.S.L. Accelerated English Language, Breakthrough to Literacy by McGraw Hill. and Let's Sing About It by Mondo. In Math we use the Reading Word Problems. The students are emerged in content reading in Social Studies, Geography, and Vocabulary Connection. Grades 3-5 use content area reading standard based materials. Computer technology programs include Achieve 3,000 and Starfall. The ENL class has a multilingual library including books in Spanish, Chinese, and Arabic.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Home language support is delivered in the ENL program 25% of the time in Spanish by the ENL teacher to clarify concepts if needed. The classes have bilingual libraries and content area materials. Practice tests are also translated in Spanish.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Required services support and resources correspond to Ells ages and grade levels. Students are picked up and grouped with 2 grade levels at a time . Materials correspond to the grade levels. Differentiated instruction is delivered according to needs.
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).
Newly enrolled Ells are Newcomers. These students receive the mandated instructional minutes during the scheduled school day according to C R Part 154.The ENL teacher works closely with the classroom teacher to make sure the student's needs are met. There is a Newcomer Center provided by the ENL teacher that includes a picture dictionary and a Native language dictionary if needed. Besides the newcomer center provided in the classroom, the ESL teacher has a special orientation class. The newcomers are taken on a tour of the school. The ENL teacher takes them to the cafeteria, auditorium, the gym, the nurse, the office, and shows them where the boys and girls bathrooms are. The students walk the halls and are introduced to the computer teacher, librarian, school nurse,

and science teacher. The newcomers walk up and down the stairs and the ENL teacher points out the arrows painted on the walls showing up and down directions.

19. What language electives are offered to ELLs?

There are no language electives offered at our school at the present time.

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)?

Dual language is taught as a self-contained. The teacher conducts alternate days in English and Spanish. The percentages are balanced each week with the rotating days. All core content areas are taught in English and Spanish respectively. The languages are separated for instruction by day.

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.)

ELL personnel at our school include the ENL teacher and ENL/test coordinator. She registers for district wide professional development workshops through e-mail at the survey monkey.com. These workshops are grouped by clusters and networks. The Department of Education Website has a library of videos for additional support for classroom teachers of ELLs. Workshops will reflect the new mandates of CRPart 154 including 50% of the workshops being ENL workshops for ENL teachers.

- LAP Orientation on September 2015

-Every Monday there is extended day Professional Development at our school for all the teachers, including teachers of ELLs. These workshops are given by various pedagogues and classroom teachers. Workshops will be scheduled to meet the new mandates of CRPart 154 (15% ENL workshops for teachers of ELLs)

-Our assistant principals attend "Go Math PD, READYGEN and Danielson training.

- Our school was selected for the NYCDOE/MANHATTANVILLE COLLEGE/READING REFORM COLLABORATION Program. We have selected one teacher per grade to attend the two week full day courses, and mentoring will continue through the year.

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?

These professional developments will be planned next year in September.

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

Our school provides an orientation meeting at nearby I.S. 49 for the graduating 5th grade class. The students go to the Middle school and are introduced to the staff members. They are given a tour of the school so they can familiarize themselves for next year.

Our Guidance counselor has attended Danielson PD in June of last year. She attended questioning PD in Sept. She also attends the

PPT meeting that are given at our school every month.

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.

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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?

The ENL teacher will schedule these meeting for Tuesdays afterschool during the Parent Outreach Time. Notices will be sent home and followed up by phone calls to make sure the parent is aware of the scheduled meeting. There will be a recorded checklist maintained to make sure all parents are reached out to and connected with.

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.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents are involved in every activity at our school. Our Parent Coordinator, does outreach to all parents involving them in every aspect. All outreach materials are sent home and posted in both English and Spanish, Chinese and Arabic when necessary. If any other language is needed the translation unit is contacted. Our school keeps parents informed of all the latest news. Workshop dates have not been planned for 2015-2016 school.
 - Orientation Meeting - Introductions, Parent Handbook, PTA membership, ELA and Math Curriculum.
 - Computer Literacy for Parents - setting up E-mail and texting
 - Financial Literacy
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school partners up with the JCC to provide ESL classes for our parents and the community. The class is directed by an ESL teacher . The classes are held every Mondays and Wednesdays mornings 8:30 - 11:30 am . The families that cannot attend are directed to viist the New American Family Center and the YMCA.
5. How do you evaluate the needs of the parents? Our school evaluates the needs of our parents through our various surveys. Surveys ask parents for their input. We have great communication , so parents are aware of what is going on at our school. Everything is translated, if a parent needs a language other than Spanish, Chinese and Arabic. Our school makes sure all notices and surveys going home are translated. Our school generates from ATS a roster of Home languages and gives this to the parent coordinator so she is aware of the languages in need. Presently we are showing Spanish, Arabic, and Chinese.
6. How do your parental involvement activities address the needs of the parents? Our parental involvement activities address the needs of the parents by having a direct line with our parent coordinator and administration. We establish excellent communication skills in Spanish and English. If there is any need for another language, the Translation and Interpretation unit is contacted.

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.

Paste response here:

School Name: _		School DBN: _	
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)
Louis Bruschi	Principal		1/1/01
Jodi Contento	Assistant Principal		1/1/01
Nancy Ramos	Parent Coordinator		1/1/01
Nelly C. Dugan	ENL/Bilingual Teacher		1/1/01
Ricardo Figueroa	Parent		1/1/01
Tania Renna	Teacher/Subject Area		1/1/01
Danielle	Teacher/Subject Area		1/1/01
N/A	Coach		1/1/01
N/A	Coach		1/1/01
Meri Atlas	School Counselor		1/1/01
Anthony Lodico	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 31 **School Name: Stapleton Lighthouse Community**
Superintendent: Anthony Lodico

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.learnndoe.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.

The data and methodologies used to assess the schools written translation and oral interpretation comes from the language spoken by the parents and guardians of the students and the Home Language Identification surveys at our school . This data is generated by the RHLA list generated in ATS . This is a list of all the OTELE ALPHA Language Codes in our school . In addition , the parent coordinator Nancy Adames initiates a Language Identification Survey of the primary language spoken by the parent and guardian of each student enrolled and if the language is not English , translation and oral interpretation will be provided . As of this year , our parents needs are Spanish and Arabic . Our school has pedagogues fluent in these languages . If another language is required the Translation and Interpretation unit will be contacted . Also in the main office ,where the emergency cards are kept , the home language forms and language of communication is identified and filed .

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 major finding of our school's written translation and oral interpretation needs is that most of our students are from English speaking homes but 20% come from Spanish speaking homes . We have 4 other languages (Spanish , Arabic , Mandarin , and Jamican-Creole) that are spoken in our students homes .Our school has pedagogues that are fluent in languages other than English . We have teachers that are fluent in spanish and Arabic . If another language is needed for translation and interpretation we contact the Translation and Interpretation Unit .The Unit have sent somone in the past for reasons such

as IEP meetings, when the parent or guardian needs language interpretation .Any document that contains individual student specific information regarding health ,safety, legal or disciplinary matters need also to be translated .

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.)

Monthly school calendar , Report Cards ; New York State Testing Dates; Parent - Teacher Conference Announcements ; After - school Program Information Newsletters ; Individualized Education Plan Notices ; General overview of student curriculum; Letters from school leadership; Class Trip Notices

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.

Family Night in September for parents to meet staff and learn about their childs educational goals and curriculum and then again in May ; Parent - Teacher conferences (September , November , March , and May) Curriculum nights for Math and Literacy once in the fall and then in the spring ; New enrolled ELL Parent Orientation Meeting and Formal ELL parent conference to discuss ENL students progress .

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.

Our Parent Coordinator (Ms. Adames , fluent in Spanish), our ENL teacher (Ms. Dugan, fluent in Spanish), our school secretary (Ms. Valentin , fluent in Spanish) , our Resource Coordinator (Ms. Brancale . fluent in Spanish) and various staff members such as the Guidance Counselor , School psychologist , Family and Social Workers and teachers and para-professionals are fluent in both Spanish and Arabic) all collaborate to translate documents for the identified translation needs of our parents . We also utilize the New York City Department of Education's Translation and Interpretation Unit (Phone 718-752-73730on an as needed basis, to assist us in translating documents for the identified

needs of our parents . Translated documents will be given to parents according to document distribution dates .

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.

Our parent Coordinator (Ms. Adames ,fluent in Spanish , our ENL teacher (Ms. Dugan fluent in Spanish) , our Resource coordinator (Ms.Brancale , fluent in Spanish) and our teachers , Guidance counselors , school-psychologist ,Family and Social Workers and para- professionals that are fluent in Arabic and Spanish , collaborate to translate documents for the identified translation needs of our parents . We also utilize the New York City Department of Education's Translation and Interpretation Unit (phone number 718-752-7373) on an as needed basis to assist us in translating documents for identified translation needs of our parents .

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.)

Our school will ensure that all staff members are aware of how to use translation services and the over-the phone interpretation services through professional development training , faculty meetings directed by the school principal and/or a trained staff member and the school handbook .

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

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)

The mechanisms our school will use to gather feedback from parents on the quality and the availability of services are the parents survey and feedback forms .