PUBLIC SCHOOL 376
2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: (32/ K/ 376)
ADDRESS: 194 HARMAN STREET, BROOKLYN, N.Y. 11237
TELEPHONE: (718) 573-0781
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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

APPENDIX 9: TITLE I, PART A - SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 376 **SCHOOL NAME:** Felisa Rincon de Gautier

SCHOOL ADDRESS: 194 Harman Street, Brooklyn, NY 11237

SCHOOL TELEPHONE: 718 573 0781 **FAX:** 718 573 0769

SCHOOL CONTACT PERSON: Ms. Brenda Perez **EMAIL ADDRESS:** Bperez10

POSITION/TITLE	PRINT/TYPE NAME
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	Ms. Brenda Perez
PRINCIPAL:	Ms. Brenda Perez
UFT CHAPTER LEADER:	Mr. Edwin Rivera
PARENTS' ASSOCIATION PRESIDENT:	Ms. Dhaysy Minchala
STUDENT REPRESENTATIVE: *(Required for high schools)*	n/a

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 32 **SSO NAME:** CLSO / Network 1

SSO NETWORK LEADER: Ms. Ada Orlando

SUPERINTENDENT: Ms. Lillian Druck

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Brenda Perez	*Principal or Designee	Brenda Perez
Edwin Rivera	*UFT Chapter Chairperson or Designee	Edwin Rivera
DHAYSY CORRSA	*PA/PTA President or Designated Co-President	
Amanda Marty	Title I Parent Representative *(suggested, for Title I schools)*	Amanda Marty
Teresa Santiago	DC 37 Representative, if applicable	Teresa Santiago
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Ismenia Martinez	Member/ Parent	Ismenia Martinez
Leticia Martinez	Member/ Parent	Leticia Martinez
Blanca Tellez	Member/ Parent	Blanca Tellez
Blacina Perez-Kubinyi	Member/ UFT	
Natalie L Perez	Member/ Assistant Prin. G.E.	Natalie L. Perez
	Member/	
	Member/	

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

(Add rows, as

SECTION III: SCHOOL PROFILE

Part A. Narrative Description
Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

School Vision and Mission

Vision

We envision all of our students developing into well educated, goal-oriented, productive individuals with a lifelong love for literacy. We are dedicated to empowering our students with academic skills and social experiences that will enable them to further their educational goals. It is our belief that a combination of skills such as concentration, communication, motivation and investigation will lead to achievements and success for all of our students. This vision can and will be accomplished by providing a humanistic, nurturing and secure environment maintained by a compassionate, enthusiastic and innovative team of staff and parents working together.

Mission

As a diverse, collaborative school community, we are dedicated to providing a nurturing, challenging learning environment with high expectations for all our students. Using standard – driven instruction to foster the lifelong learning skills of thinking, communicating, reasoning, and investigating, we will respect and develop the talents and other unique abilities of all our students. We will also seek to impart the social and civic skills necessary to make them productive members of the local and world community.

P.S. 376 opened at the end of November 1995. We are part of Community School District 32, in Bushwick, located at 194 Harman Street, Brooklyn, NY 11237. The neighborhood is a low socioeconomic community, predominantly Hispanic. Our population tends to reflect the community's population: 87.4% Hispanic; 8.6% Black; 1.8% White; 1.6% Asian and others. The percentage of female gender is 51.7% and male is 48.3%. We are a School-Wide Project school and based on our latest Annual School Report Card (2008-2009), 94.1% of our students are eligible for free breakfast and lunch. P.S. 376 offered a seven-period day for the 2009-2010 school year. P.S. 376 provide a Balanced Literacy program based on the model constructed by Teachers College (TC) Reading and Writing Project. In addition to our General Education classes, we have Talented and Gifted program, Special Education classes both self-contained and Integrated Co-Teaching (ICT) with Special Education Teacher Support Services (SETSS), and related services such as speech and language, counseling, and adaptive physical education. P.S. 376 have 25% percentage of English Language Learners (ELLs) who receive mandated instructional period of English as a Second Language (ESL) support from our ESL teachers using the push-in model.

We strongly believe in the development of the whole child using art, music and dance as part of the school curriculum. In collaboration Studio in a School, American Theater and Ballroom Dancing, Joyce Theater, and Brooklyn Art Council, we are able to enrich and enhance our students' learning. In addition, we have a Student Government, Penny Harvest committee, a nutrition wellness committee, a Boys and Girls Intra-Mural basketball program to develop strong leadership and good citizenship qualities in our students.

Parental involvement and partnerships with our Community Based Organizations is the key to our school success. To increase parental involvement, we have created several programs aside from our monthly Parent Staff Association meeting. The Fatherhood program was initiated to increase father involvement in our students' lives. The motherhood program promotes parental involvement with mothers who are not active in school. Workshops are catered to promoted self-esteem, self-defense, self-independency; and physical, emotional and psychological well-being.

To provide support to our parents and students we are affiliated with the following Community Based Organizations:

- Health Plus
- MIC Women's Health Services
- Ridgewood Bushwick Career Center
- Brooklyn Public Library
- Save Latin America
- YEAR UP
- Broolyn Psychotherapy Center
- BEOC
- Committee for Hispanic Children and Families INC
- Learning Leaders
- Food Cart Access Program

Help R.O.A.D.S
Ridgewood Bushwick Youth Center
Dial-A-Teacher
Children Services
IMPACT
Hope Gardens
Wyckoff Hospital
OBT
Assemblyman Vito Lopez

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
School Name:	P.S. 376							
District:	32	**DBN:**	32K376	**School BEDS Code:**	333200010376			
DEMOGRAPHICS								
Grades Served:	Pre-K		3	√	7		11	
	K	√	4	√	8		12	
	1	√	5	√	9		Ungraded	√
	2	√	6		10			

Enrollment				**Attendance** - *% of days students attended*:			
(As of October 31)	2006-07	2007-08	2008-09	*(As of June 30)*	2006-07	2007-08*	2008-09
Pre-K	0	0	0		93.3	93.4	94.1
Kindergarten	66	76	65				
Grade 1	121	107	104	**Student Stability** - *% of Enrollment*:			
Grade 2	105	116	108	*(As of June 30)*	2006-07	2007-08	2008-09
Grade 3	78	83	93		94.2	94.8	95.1
Grade 4	92	83	93				
Grade 5	80	87	81	**Poverty Rate** - *% of Enrollment*:			
Grade 6	0	0	0	*(As of October 31)*	2006-07	2007-08	2008-09
Grade 7	0	0	0		82.6	82.6	94.1
Grade 8	0	0	0				
Grade 9	0	0	0	**Students in Temporary Housing** - *Total Number*:			
Grade 10	0	0	0	*(As of June 30)*	2006-07	2007-08	2008-09
Grade 11	0	0	0		5	7	42
Grade 12	0	0	0				
Ungraded	2	4	3	**Recent Immigrants** - *Total Number*:			
Total	544	572	555	*(As of October 31)*	2006-07	2007-08	2008-09
					9	5	2

Special Education Enrollment:				**Suspensions** *(OSYD Reporting) - Total Number:*			
(As of October 31)	2006-07	2007-08	2008-09	*(As of June 30)*	2006-07	2007-08	2008-09
# in Self-Contained Classes	21	22	22	Principal Suspensions	2	1	4
# in Collaborative Team Teaching (CTT) Classes	13	16	18	Superintendent Suspensions	0	1	3
Number all others	21	18	26				
These students are included in the enrollment information above.				**Special High School Programs** - *Total Number:*			
				(As of October 31)	2006-07	2007-08	2008-09
				CTE Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09				
# in Transitional Bilingual Classes	42	0	0	**Number of Staff** - *Includes all full-time staff:*			
# in Dual Lang. Programs	0	0	0	*(As of October 31)*	2006-07	2007-08	2008-09
# receiving ESL services only	112	161	142	Number of Teachers	42	45	45

CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	3	4	9	Number of Administrators and Other Professionals	7	13	13
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	3	4
Overage Students (# entering students overage for grade)				**Teacher Qualifications:**			
(As of October 31)	2006-07	2007-08	2008-09	*(As of October 31)*	2006-07	2007-08	2008-09
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	76.2	75.6	84.4
Ethnicity and Gender - *% of Enrollment:*				% more than 5 years teaching anywhere	50.0	55.6	62.2
(As of October 31)	2006-07	2007-08	2008-09	% Masters Degree or higher	88.0	87.0	91.0
American Indian or Alaska Native	0.6	0.4	0.4	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	88.9	91.7	92.0
Black or African American	9.9	8.9	8.6				
Hispanic or Latino	86.8	86.7	87.4				
Asian or Native Hawaiian/Other Pacific Isl.	1.1	1.9	1.6				
White	1.6	2.1	1.8				
Male	48.4	48.6	48.3				
Female	51.6	51.4	51.7				

2009-10 TITLE I STATUS					
√	Title I Schoolwide Program (SWP)				
	Title I Targeted Assistance				
	Non-Title I				
Years the School Received Title I Part A Funding:		2006-07	2007-08	2008-09	2009-10
		√	√	√	√

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY					
SURR School (Yes/No)		If yes, area(s) of SURR identification:			
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:					
√	In Good Standing (IGS)				
	School in Need of Improvement (SINI) – Year 1				
	School in Need of Improvement (SINI) – Year 2				
	NCLB Corrective Action (CA) – Year 1				
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)				
	NCLB Restructuring – Year ___				
	School Requiring Academic Progress (SRAP) – Year ___				

CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area Ratings:							
Elementary/Middle Level			**Secondary Level**				
ELA:	IGS		ELA:				
Math:	IGS		Math:				
Science:	IGS		Graduation Rate:				
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			**Secondary Level**		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native		–	–				
Black or African American		–	–	–			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		–	–				
White		–	–	–			
Other Groups							
Students with Disabilities		√SH	√	–			
Limited English Proficient		√	√	–			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		5	5	3	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2008-09		**Quality Review Results – 2008-09**	
Overall Letter Grade:	A	**Overall Evaluation:**	NR
Overall Score:	72.1	**Quality Statement Scores:**	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	12.2	Quality Statement 2: Plan and Set Goals	
(Comprises 15% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	19.9	Quality Statement 4: Align Capacity Building to Goals	
(Comprises 30% of the Overall Score)		Quality Statement 5: Monitor and Revise	
Student Progress:	37.7		
(Comprises 55% of the Overall Score)			
Additional Credit:	2.3		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	Δ = Underdeveloped
$\surd^{SH}$ = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
– = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◊ = Outstanding
	NR = No Review Required

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

NEEDS ASSESSMENT IN ENGLISH LANGUAGE ARTS

TCRWP Reading Assessments

Summary of Data Analysis/Findings

Grade K		Below Grade Level 1		Approaching Grade Level 2		On Grade Level 3		Above Grade Level 4	
Trimester	Total # of Students Assessed	%	#	%	#	%	#	%	#
Nov. 2008	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
March 2009	62	0	0	0	0	74.19%	46	25.81%	16
June 2009	55	0	0	0	0	72.73%	40	27.27%	15

In the spring of 2009 about 25.81% of kindergarten students were performing above grade level. By the end of the year, 27.27% of our kindergartners performed above grade level.

Grade 1		Below Grade Level 1		Approaching Grade Level 2		On Grade Level 3		Above Grade Level 4	
Trimester	Total # of Students Assessed	%	#	%	#	%	#	%	#
Nov. 2008	91	20.59%	21	49.02%	50	23.53%	24	6.86%	6

March 2009	**100**	**21%**	**21**	**41%**	**41**	**26%**	**26**	**12%**	**12**
June 2009	**94**	**37.23%**	**35**	**26.6%**	**25**	**28.72%**	**27**	**7.45%**	**7**

The number of students below grade level proficiency in the fall and spring is comparable at about 21%. However, the number of students performing above grade level increased during the spring. We need to work on moving more of below grade level students to approaching grade level.

Grade 2		**Below Grade Level 1**		**Approaching Grade Level 2**		**On Grade Level 3**		**Above Grade Level 4**	
Trimester	**Total # of Students Assessed**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**
Nov. 2007	**107**	**26.17%**	**28**	**28.97%**	**31**	**28.04%**	**30**	**16.82%**	**18**
March 2008	**106**	**13.21%**	**14**	**17.92%**	**19**	**39.62.%**	**42**	**29.25%**	**31**
June 2008	**112**	**15.93%**	**17**	**13.27%**	**15**	**48.67%**	**55**	**22.12%**	**25**

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Second grade data demonstrates an upward trend from the fall to the spring. In the fall about 45% of students were on or above grade level. In the spring 71% of second graders are performing on or above grade level. This demonstrates a marked increase in student performance.

Grade 3		**Below Grade Level 1**		**Approaching Grade Level 2**		**On Grade Level 3**		**Above Grade Level 4**	
Trimester	**Total # of Students Assessed**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**
Nov. 2008	**102**	**24.51%**	**25**	**15.69%**	**16**	**36.27%**	**37**	**23.53%**	**24**
March 2009	**104**	**24.04%**	**25**	**15.38%**	**16**	**37.5%**	**39**	**23.08%**	**24**
June 2009	**107**	**23.36%**	**25**	**20.56%**	**22**	**33.64%**	**36**	**22.43%**	**24**

The number of students performing at or above grade level in the fall is comparable to the number of students performing at or above grade level in the spring. This demonstrates lack of movement in student progress.

Grade 4		**Below Grade Level 1**		**Approaching Grade Level 2**		**On Grade Level 3**		**Above Grade Level 4**	
Trimester	**Total # of Students Assessed**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**
Nov. 2008	**93**	**36.56%**	**34**	**21.51%**	**20**	**13.98%**	**13**	**27.96%**	**26**

March 2009	**92**	**34.78%**	**32**	**19.57%**	**18**	**14.13%**	**13**	**31.52%**	**29**
June 2009	**95**	**40%**	**38**	**18.95%**	**18**	**20%**	**19**	**21.05%**	**20**

The number of students on or above grade level proficiency in the spring is comparable to the fall. There has been slight upward movement between level 2 and level 3. However, growth has been very limited.

Grade 5		**Below Grade Level 1**		**Approaching Grade Level 2**		**On Grade Level 3**		**Above Grade Level 4**	
Trimester	**Total # of Students Assessed**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**
Nov. 2008	**82**	**30.49%**	**25**	**24.39%**	**20**	**30.49%**	**25**	**14.63%**	**12**
March 2009	**83**	**16.87%**	**14**	**19.28%**	**16**	**32.53%**	**27**	**31.33%**	**26**
June 2009	**81**	**14.81%**	**12**	**23.46%**	**19**	**37.04%**	**30**	**24.69%**	**20**

The data demonstrates an upward trend between the fall and the spring. In the fall 45% of students were on or above grade level. While in the spring 64% of students were on or above grade level. There was slight drop between the spring and the end of school year.

Overall, the 2008-2009 Teachers College Reading Assessment indicates that about 71% of students are performing at grade proficiency level by the end of the early childhood grades and 64% of students are performing at grade level proficiency by the end of elementary school. This data has also not been disaggregated by subgroups.

Based on our needs analysis/findings:-

- We are closely monitoring and intensifying the support to all teachers in balanced literacy in order to continue the upward trend of students performing at proficiency level of 3 and 4.
- We are currently providing differentiate PD to all of teachers with the focus and strategies that will enable them to support the needs of our struggling, proficient and high achieving students in literacy.
- We will continue to strengthen the planning of differentiation in all classrooms through common preps, administration planning meetings, faculty conferences and on/off site professional development opportunities.
- Although our students show progress and movement between reading levels, they are not showing movement between benchmarks. We need to focus our attention on the interpretation of data and the implementation of strategies to move readers. We also need to ensure that we are building consistency in our methods of assessment.

Grade 3 ELA Summary of Data Analysis/Findings

Grade 3 Student Performance on the NYS-Reading Test

ALL TESTED STUDENTS								
Year	**Level 1**		**Level 2**		**Level 3**		**Level 4**	
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
2009	7	7	26	26	61	61	6	6
2008	3	3.2	34	36.2	44	46.8	13	13.8
2007	3	3.9	28	36.4	43	55.8	3	3.9

For the 2008-2009 school year, the third grade continues to demonstrate an upward trend reflecting 67% of students performed at or above proficiency level. That demonstrates an 7% increase over last year's third grade population.

Grade 3 ELA Subgroups Summary of Data Analysis/Findings

Grade 3 Student Performance on the NYS ELA Assessment									
SUB-GROUPS									
		Level 1		**Level 2**		**Level 3**		**Level 4**	
Sub-Group	**# of Students Tested**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
ELL-2009	31	2	6	10	32	19	61	0	0
SP ED- 2009	13	4	31	6	46	3	23	0	0
ELL -2008	23	0	0	14	60.9	9	39.1	0	0
SP ED- 2008	12	2	16.7	7	58.3	3	25	0	0

In the 2009 school year 61% of ELL third graders performed at proficiency level 3. This was marked increase of about 40% from the previous year. However, none of the ELLs performed at level 4 in both 2008 and 2009.

Grade 4 ELA Summary of Data Analysis/Findings

Grade 4 Student Performance on the NYS ELA Assessment								
ALL TESTED STUDENTS								
Year	**Level 1**		**Level 2**		**Level 3**		**Level 4**	
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
2009	4	5	32	35	47	51	8	9
2008	5	6.2	25	30.9	47	58	4	4.9
2007	13	14.9	43	49.4	30	34.5	1	1.1

The percentage of students performing at proficiency levels 1 and 2 in 2009 was slightly higher than in 2008. Also the fourth grade population in 2009 as compared to their performance in third grade demonstrated comparable performance which means that students demonstrated limited progress.

Grade 4 ELA Subgroups Summary of Data Analysis/Findings

Grade 4 Student Performance on the NYS ELA Assessment				
SUB-GROUPS				
	Level 1	**Level 2**	**Level 3**	**Level 4**

Sub-Group	# students Tested	#	%	#	%	#	%	#	%
ELL-2009	16	2	13	11	69	3	19	0	0
SP ED- 2009	19	2	11	12	63	5	26	0	0
ELL -2008	20	3	15	8	40	9	45	0	0
SP ED -2008	7	1	14.3	3	42.9	3	42.9	0	0

In fourth grade, 19% of English Language Learners performed at proficiency level 3 compared to 26% in 2008. This is a slight decrease of 7%. The percentage at level 1 and 2 students was comparable to the previous year. We have no students performing at level 4 for both the 2008 and 2009 school years.

45% of special education students performed on grade level compared to 85.8% in 2008. However, the number of students tested in 2009 more than doubled since 2008. There are no students performing at Level 4 in all subgroups.

Grade 5 ELA Summary of Data Analysis/Findings

Grade 5 Student Performance on the NYS-Reading Test								
ALL TESTED STUDENTS								
Year	**Level 1**		**Level 2**		**Level 3**		**Level 4**	
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
2009	1	1	25	31	44	54	11	14
2008	4	4.4	24	26.7	61	67.8	1	1.1
2007	6	7.6	31	39.2	40	50.6	2	2.5

As compared to the 2008 fourth grade, the same population in fifth grade has demonstrated an upward trend at proficiency levels 1, 2, 3 and 4. The number of students performing at proficiency level 4 has increased by 13% in 2009 as compared to 2008.

Grade 5 ELA Subgroups Summary of Data Analysis/Findings

Grade 5 Student Performance on the NYS-Reading Test									
SUB-GROUPS									
		Level 1		**Level 2**		**Level 3**		**Level 4**	
Sub-Group	# Students Tested	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
ELL – 2009	15	1	7	8	53	6	40	0	0
SP ED - 2009	8	0	0	5	63	3	37	0	0
ELL - 2008	18	3	16.7	8	44.4	7	38.9	0	0
SP ED -2008	5	1	20	3	60	1	20	0	0

In fifth grade, 40% of English Language Learners performed at proficiency level 3, which is a slight increase from 2007 of 3 %. This shows a positive trend. The percentage in level 1 has increased in 2009 compared to 2008. None of our ELLs students performed at level 4 for 2008 or 2009 school year. As for the Sp Ed students, 37% performed at grade level. This is a 20% increase from 2008. Again, none of our Special Education students were performing at level 4.

All Grades ELA Summary of Data Analysis/Findings

Student Performance on the NYS-Reading Test – 2008

ALL GRADES									
		Level 1		**Level 2**		**Level 3**		**Level 4**	
Year	# Students Tested	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
2009	273	13	5	83	30	153	56	24	9
2008	265	12	4.5	83	31.3	152	57.4	18	6.8
2007	243	22	9.1	102	42.0	113	46.5	6	2.5

As compared to the 2008 school year, P.S. 376 has demonstrated an upward trend. In 2009, 65% of our 3, 4, and 5 grade students performed at or above proficiency level as compared to 2008 where 64% of students performed at or above grade level proficiency. That is a slight increase of 1.2% of students performing at or above proficiency level.

Overall, P.S.376 has consistently maintained student achievement at level 3 and 4 for three years:

2007 – 49% ; 2008 – 64.2% and 2009 – 65%. There was a significant increase of 15.2% in 2008 compared to 2007. However, in 2009 the increase was slight. Our percentage at level 4 is relatively low, although there is a slight increase of 4.3% in 2008 and an additional 3% in 2009.

Based on our needs analysis/findings:-

- We need to closely monitor and intensify the support to all teachers in balanced literacy in order to continue the upward trend of students performing at proficiency level of 3 and 4.
- We need to focus in the area of differentiation in order to meet the needs of our struggling students, but more so for those who are performing at or above proficiency level since the percentage of level 3 students moving to level 4 is minimal in General Education students, ELLs and Special Education students.
- Last year's Inquiry Team focus on ELLs population in literacy helped to work on designing and implementing an instructional change strategy for English Language Learners in Literacy. We are now working on transferring this information to all ELL teachers.
- Team members evaluated and revised strategies based on interim progress measures such as TCWRP assessments, End of Unit Check Lists, Ell Rigby Assessments, and Conference Notes.
- Teachers will be provided with PD to extend differentiation strategies in literacy so that high achieving students (Level 3 and 4) continue to be challenged and increase their reading proficiency. Level 3 students will be challenged to move to level 4; and that level 4 students will increase their raw scores to show positive gains.
- We will intensify planning for differentiated instruction to meet instructional needs in all classrooms including special education and ELL classes. We will continue to closely monitor the reading assessments, including the Teachers College Reading Class Assessments, and running records. Administration and the Literacy Coach continually provide opportunities to plan and discuss with teachers the action plans that meet the needs reflected in the data analysis.

NEEDS ASSESSMENT IN MATHEMATICS

Everyday Mathematics End of Unit Assessment

Summary of Data Analysis/Findings

Grade 1		Level 1		Level 2		Level 3		Level 4	
Year	**# of Students Assessed**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
June 2009	**101**	**4**	**4**	**14**	**13**	**42**	**42**	**41**	**41**
Mid Year	**101**	**12**	**12**	**16**	**15**	**33**	**33**	**40**	**40**
September 2008	101	23	23	23	23	24	24	30	31
June 2008	121	5	4	18	15	50	41	48	40
Mid Year	121	23	19	20	17	40	33	38	31
September 2007	121	30	25	27	22	29	24	35	29

An overall analysis of the First Grade EDM end of unit assessments shows that by June 2009 83% of our first grade students were performing on or above level 3. This is an improvement of 28% as compared to September 2008, where 55% of the students were operating on or above level 3.

Grade 2		**Level 1**		**Level 2**		**Level 3**		**Level 4**	
Year	**# of Students Assessed**	#	%	#	%	#	%	#	%
June 2009	**105**	6	6	17	16	43	41	39	37
Mid Year	**105**	9	8	21	20	39	37	36	34
September 2008	105	14	13	24	23	35	33	32	31
June 2008	105	4	4	15	14	45	43	41	39
Mid Year	105	9	9	18	17	40	38	38	36
September 2007	105	15	14	23	22	37	35	30	29

An overall analysis of the Second Grade EDM end of unit assessments shows that by June 2009 78% of our second grade students were performing on or above level 3. This is an improvement of 14% as compared to September 2008, where 64% of the students were operating on or above level 3.

Based on our needs analysis we have concluded that:

- We need to focus in the area of differentiation in order to meet the needs of our level 1 and 2 students as well as our level three and four students, with a focus on hands on activities and mathematics games.
- Teachers will have met with small groups of students daily in order to differentiate instruction, meet students' individual needs and challenge the level 3 and 4 performing students.
- Teachers will have effectively assessed students using RSA's or Conference Notes, and EDM End of Unit Tests. They will use the data to drive instructions and determine small group work based on student's needs.
- Teachers will have enriched instruction to challenge students to their full potential.
- P.S. 376 will have attended professional development and worked in collaboration with the CLSO, and the Math Coach.
- Professional development will be conducted during the Administrative Common Prep meetings.

NYS Mathematics Test

Grade 3 Math Summary of Data Analysis/Findings

Grade 3 Student Performance on the NYS-Mathematics Test								
ALL TESTED STUDENTS								
Year	**Level 1**		**Level 2**		**Level 3**		**Level 4**	
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
2009	**0**	**0%**	**2**	**2%**	**62**	**62%**	**36**	**36%**
2008	1	1	6	6.3	72	75	17	17.7
2007	1	1.3	3	3.9	41	53.2	32	41.6
2006	9	9.2	18	18.4	48	49	23	23.5

Grade 3 Student Performance on the NYS- Mathematics Test									
SUB-GROUPS									
		Level 1		**Level 2**		**Level 3**		**Level 4**	
Sub-Group	# Students Tested	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
ELL - 2009	31	**0**	**0**	**0**	**0**	**25**	**81**	**6**	**19**
SP ED -2009	13	**0**	**0**	**0**	**0**	**13**	**100**	**0**	**0**
ELL - 2008	25	0	0	0	0	23	92	2	8
SP ED -2008	12	1	8.3	4	33.3	7	58.3	0	0
ELL -2007	21	1	4.8	0	0	10	47.6	10	47.6
SP ED -2007	0	0	0	0	0	0	0	0	0

An overall analysis of the spring 2009 NYS grade 3 Math Assessment shows that 98% of our students were performing on level 3 and 4.

Based on the 2009 NYS Math Assessment we have found that:

- We had a 5% decrease in our students performing on levels 1 and 2, with 0% of the third grade population performing on level 1 and 2% of the third grade population performing on level 2.
- 98% of our third grade population is operating on or above level 3 and 4, which is a 6% increase as compared to 2008.

An analysis of the performance of the Third Grade subgroups of P.S. 376 population indicates the following findings.

- 100% of our Special Education population is performing at Levels 3 and 4 based on 2009 scores, which is a 36% improvement from 2008.
- 100% of our English Language Learners are performing on levels 3 and 4 based on 2009 scores.

Grade 4 Math Summary of Data Analysis/Findings

Grade 4 Student Performance on the NYS Mathematics Assessment								
ALL TESTED STUDENTS								
Year	**Level 1**		**Level 2**		**Level 3**		**Level 4**	
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
2009	**4**	**4%**	**10**	**11%**	**49**	**53%**	**30**	**32%**
2008	1	1.3	5	6.3	41	51.3	33	41.3
2007	5	5.7	18	20.7	45	51.7	19	21.8
2006	10	12.2	20	24.4	38	46.3	14	17.1

Grade 4 Student Performance on the NYS- Mathematics Test									
SUB-GROUPS									
		Level 1		**Level 2**		**Level 3**		**Level 4**	
Sub-Group	# Students Tested	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
ELL - 2009	18	**3**	**17%**	**3**	**17%**	**11**	**61%**	**1**	**6%**
SP ED -2009	20	**3**	**15%**	**7**	**35%**	**10**	**50%**	**0**	**0%**
ELL - 2008	22	1	4.6	2	9.1	15	68.2	4	18.2
SP ED -2008	5	0	0	0	0	3	60	2	40
ELL -2007	27	3	11.1	7	25.9	15	55.6	2	7.4
SP ED -2007	7	0	0	3	42.9	3	42.9	1	14.3

An overall analysis of the spring 2009 NYS grade 4 Math Assessment shows that 85% of our students were performing on level 3 and 4.

Based on the 2008 NYS Math Assessment we have found that:

- 15% of our students are performing on levels 1 and 2 which reflects an increase of 9% from 2008.
- There was an 8% decrease in our students who scored on levels 3 and 4.

An analysis of the performance of the Fourth Grade subgroups of P.S. 376 population indicates the following findings.

- 50% of our Special Education population is performing at Levels 3 and 4 based on 2009 scores which is a 50% increase from 2008.
- 67% of our English Language Learners are performing on levels 3 and 4 based on 2009 scores which is a 21% increase compared to 2008

Grade 5 Math Summary of Data Analysis/Findings

Grade 5 Student Performance on the NYS-Mathematics Test								
ALL TESTED STUDENTS								
Year	**Level 1**		**Level 2**		**Level 3**		**Level 4**	
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
2009	**2**	**2%**	**6**	**7%**	**47**	**57%**	**27**	**33%**

2008	6	6.7	12	13.5	47	52.8	24	27
2007	1	1.3	19	24.5	4.	51.3	18	23.1
2006	15	18.1	24	28.9	35	42.2	9	10.8

Grade 5 Student Performance on the NYS- Mathematics Test									
SUB-GROUPS									
		Level 1		**Level 2**		**Level 3**		**Level 4**	
Sub-Group	# Students Tested	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
ELL - 2009	16	**2**	**13**	**3**	**19**	**11**	**69**	**0**	**0**
SP ED - 2009	9	**1**	**11**	**2**	**22**	**6**	**67**	**0**	**0**
ELL - 2008	18	3	16.7	4	22.2	9	50	2	11.1
SP ED -2008	16	2	12.2	4	25	8	50	2	12.5
ELL -2007	19	0	0	9	47.4	10	52.6	0	0
SP ED -2007	9	1	11.1	4	44.4	4	44.4	0	0

An overall analysis of the Spring 2009 NYS grade 5 Math Assessment shows that 91% of our students were performing on level 3 and 4 which is an 11% increase as compared to the Spring of 2008.

Based on the 2008 NYS Math Assessment we have found that:

- 9% of our students are performing on levels 1 and 2 which reflects a decrease of 21% from 2008.
- 91% of our students scored on levels 3 and 4 which is an 11% increase from 2008.

An analysis of the performance of the subgroups of P.S. 376 population indicates the following findings.

- 67% of our Special Education population is performing at Levels 3 and 4 based on 2009 scores which is a 5% increase from 2008.
- 69% of our English Language Learners are performing on levels 3 and 4 based on 2009 which is an 8% increase from 2008

Based on Classroom Performance / Teacher Observation, our mathematics program needs:

- We have found that 30 (33%) of our 4th grade students did not make adequate yearly progress, 24 of the 30 being on level 3. In addition 32 (39%) of our 5th grade students did not make adequate yearly progress, 27 of the 32 being on level 3 . Therefore, cabinet members have decided to create a goal that will focus on instructional change strategies for High Achievers in Math. Classroom teachers, in collaboration with the Math Coach, will evaluate and revise math lessons as well as strategies based on interim progress measures such as EDM End of Unit Assessments as well as ongoing progress measures such as conference notes and kid watching.
- We need to continue to differentiate our mathematics instruction in order to meet the needs of our struggling students. In addition, we must now focus on differentiated instruction in order to meet the needs of those who are performing at or above proficiency level since the percentage of level 3 students not making adequate yearly progress is so high.
- We will continue to closely monitor teacher performance in order to support to all teachers in Mathematics with the intention to grow 4's as well as to focus more on differentiation with a lens on enrichment for our high achieving students.
- Teachers will be provided with PD to extend differentiation strategies in mathematics so that high achieving students (Level 3 and 4) continue to be challenged in order to increase their

mathematics skills. Level 3 students will be challenged to move to level 4 and that level 4 students will increase their raw scores to show positive gains.

- We will intensify planning for differentiated instruction to meet instructional needs in all classrooms especially high achievers in math but not excluding special education and ELL classes.
- We will continue to closely monitor the mathematics assessments, including the EDM End of Unit Assessments, RSA Conference Notes and student assessment binders.
- Administration and the Math Coach will continually provide opportunities for planning and discussion with teachers in order to support the action plans that will meet the needs reflected by the student data.
- More professional development will be offered in order to continue to support teacher planning and instruction.

Summary Assessment for Science

Student performance in the early grades on S.C.O.P.E and Sequence grades (K-2)

Summary of Data Analysis/Findings

Kindergarten

Units	4 - Meeting Standards with Distinction	3 - Meeting Standards	2 - Not Fully Meeting Standards	1 - Not Meeting Standards
1. Getting Ready for Science / Exploring Properties	0	0	35	4
2.Trees through the Seasons	0	7	33	1
3. Animals	0	33	9	1

First Grade

Units	4 - Meeting Standards with Distinction	3 - Meeting Standards	2 - Not Fully Meeting Standards	1 - Not Meeting Standards
1. Getting Ready for Science / Properties of Matter	0	7	42	2
2.Weather and Seasons	0	16	36	3
3. Animal Diversity	5	41	9	2

Second Grade

Units	4 - Meeting Standards with Distinction	3 - Meeting Standards	2 - Not Fully Meeting Standards	1 - Not Meeting Standards
1. Getting Ready for Science / Forces and Motion	0	0	35	4
2. Earth Materials	0	7	33	1
3. Plant Diversity	0	33	9	1

Based on the data above, our science programs needs:

- To incorporate reading activities and books related to science in early childhood classes to motivate and promote a higher interest in the subject area.
- To incorporate read aloud and accountable talk activities related to science, to encourage a higher interest in the subject area.
- To align curriculum, teaching and assessments to drive instruction and inform the school of student's academic performance in science.
- To further strengthen strategies that will foster the natural curiosity in students to promote problem-solving solutions in science.

Grades 3-5 Science Summary of Data Analysis/Findings

Third Grade

Units	4 - Meeting Standards with Distinction	3 - Meeting Standards	2 - Not Fully Meeting Standards	1 - Not Meeting Standards
1. Getting Ready for Science / Matter	0	28	74	3
2.Energy / Simple Machines	0	50	55	0
3. Plant and Animal Adaptations	6	67	31	0

Fourth Grade

Units	4 - Meeting Standards with Distinction	3 - Meeting Standards	2 - Not Fully Meeting Standards	1 - Not Meeting Standards
1. Getting Ready for Science / Animals and Plants in their Environment	0	30	61	6
2.Electricity and Magnetism	0	47	49	2
3. Properties of Water / Interactions of Air, Water, and Land	13	51	34	0

Fifth Grade

Units	4 - Meeting Standards with Distinction	3 - Meeting Standards	2 - Not Fully Meeting Standards	1 - Not Meeting Standards
1. Getting Ready for Science / Nature of Science	0	33	43	2
2. Earth Science	0	52	27	0
3. Exploring Ecosystems	22	51	7	0

Based on the data above, our science programs needs:

- To have teachers in each grade level, brainstorm and develop problem-solving activities using the scientific process on inquiry skills.
- To incorporate read aloud and accountable-talk activities related to science, to encourage a higher interest in the subject area.
- To ensure that our curriculum calendars and maps are continually updated as the teachers and students revise their goals
- To continue with the monthly science committee meetings to ensure that benchmarks, timeframes and unit goals are met
- To use the technology to expand our science resources.
- To further strengthen strategies that will foster the natural curiosity in students to promote problem-solving solutions in science.
- To strengthen the use of assessments online periodically to monitor student progress.

PS 376 met the State-designated AYP targets for the 2007-2008 NYS Science Exam.

Category		Counts of Students Tested				
		Level 1 0-44	**Level 2 45-64**	**Level 3 65-84**	**Level 4 85-100**	**Total**
May 2009	General Ed	2	3	24	47	75
	Special Ed	3	5	6	1	16
	All students	5	8	30	48	91
May 2008	General Ed	3	5	30	36	74
	Special Ed	0	2	0	0	2
	All students	3	7	30	36	76
May 2007	General Ed	5	15	32	30	82
	Special Ed	3	4	4	2	13
	All students	8	19	36	32	95
May 2006	General Ed	3	23	35	12	73
	Special Ed	1	1	3	0	5
	All students	4	24	38	12	73

Summary of Data Analysis/Findings

- Looking at the four years trend, the number of students performing at level 4 in 2009 has increased significantly since 2006.
- The number of level 1 and 2 students has decreased.
- Despite a significant increase in the number of special ed students tested in 2009 (0 in 2008 / 16 in 2009) the percentage of students performing at level 3 and 4 is 86% in 2009 as compared to 87% in 2008, 72% in 2007, and 68% in 2006. This is a positive trend.

STUDENT ACHIEVEMENT IN SCIENCE BY SUB-GROUP – Grade 4
2008 - 2009 (Based on Availability of Data)

CLASS	Total No. of Students	No. of students at LEVEL 4	Percent of students at LEVEL 4	No of. students at LEVEL 3	Percent of students at LEVEL 3	No. of students at LEVEL 3 or 4	Percent of students at LEVEL 3 or 4	No. of students at LEVEL 2	Percent of students at LEVEL 2	No. of students at LEVEL 1	Percent of students at LEVEL 1	No. of students at LEVEL 2 or 1	Percent of students at LEVEL 2 or 1
GENERAL	22	14	**64%**	7	**32%**	21	**96%**	1	4%	0	_	1	4%
ELL	22	7	**32%**	12	**55%**	19	**87%**	1	4%	2	9%	3	13%
CTT	25	10	**40%**	8	**32%**	18	**72%**	6	24%	1	4%	7	28%
TAG	17	17	**100%**	0	_	17	**100%**	0	_	0	_	0	_
SPEC. ED	5	0	_	3	**60%**	3	**60%**	0	_	2	40%	2	40%
Total	91	48	**53%**	30	**33%**	78	**86%**	8	9%	5	6%	13	15%

STUDENT ACHIEVEMENT IN SCIENCE BY SUB-GROUP – Grade 4
2007 - 2008 (Based on Availability of Data)

CLASS	Total No. of Students	No. of students at LEVEL 4	Percent of students at LEVEL 4	No of. students at LEVEL 3	Percent of students at LEVEL 3	No. of students at LEVEL 3 or 4	Percent of students at LEVEL 3 or 4	No. of students at LEVEL 2	Percent of students at LEVEL 2	No. of students at LEVEL 1	Percent of students at LEVEL 1	No. of students at LEVEL 2 or 1	Percent of students at LEVEL 2 or 1
TOP	18	17	**94%**	1	**6%**	18	**100%**	0	_	0	_	0	_
ELL	23	6	**26%**	13	**57%**	19	**83%**	4	17%	0	_	4	17%
GENERAL	18	8	**44%**	8	**44%**	16	**88%**	2	12%	0	_	2	12%
GENERAL	20	4	**20%**	12	**60%**	16	**80%**	3	15%	1	5%	4	20%
Total	79	35	**44%**	34	**43%**	69	**87%**	9	12%	1	1%	10	13%

Summary of Data Analysis/Findings

- **PS 376** met the State-designated **AYP** targets for the 2008 - 2009 NYS Science Exam.
- According to the New Grade 4 Science Test Analysis, 95% of our students performed at level 2 - 4 which is an increase from 92% in the previous year.
- ELLs students scores above level 2 is 87% which is an increase of 4% compared to previous year which is 83% indicating a positive trend in student achievement.
- Special Education student performing at level 3 and 4 also increased in 2009 = 44%, compared to 2008 = no special ed students were tested, in 2007 = 36%, in 2006 = 20%.

Areas of Strengths and Weaknesses

PS 376 teachers had similar data regardless of the grade they taught.

- Students showed strength in the units on plants and animals
- Students showed weakness in scientific inquiry skills
- The more visuals and hands-on activities the easier it was for the students to get an understanding of the content area.
- Matter and its properties were a more difficult concept for students to understand.
- The weakness came about in the measurement part on the Performance Section.
- The students' strength came in the Electricity and Magnets in the Performance Section.

Analysis of the effectiveness of curriculum and instruction and the impact of other areas related to student achievement.

Citywide, grades K-2 have not yet received the New York City curriculum materials for science instruction. However, we have teacher guides, lab manuals, and assessment tools to use until the core curriculum materials are updated and distributed. Teachers in grades 3-5 now have a complete classroom set of teacher resources, texts, assessment tools, Harcourt Grade Level Materials kit, and core curriculum trade books to teach the curriculum. The 3-5 classroom teachers now have great instructional resources, however still require training in best practices and in deepening their scientific understandings.

Through surveys we found that teachers need:

- To refine the science curriculum maps/plan to include interim goals
- To set time frames in order to facilitate periodic monitoring.
- To have more time to collaborate with the science clusters to plan hands-on inquiry activities and interim goals.
- To have more basic science materials and trade books to enhance instruction for grades K-2.

Summary Assessment Social Studies

Student Performance in Early Childhood Grades

Kindergarten	Grade 1	Grade 2	Grade 3
Family/Community • Needs/Wants • Rules Who are community workers?	What is a Community? What do you think is a community? What are questions that we can ask @ different communities	What do you think is an Urban Community? * Looking through maps/communities and asking questions	Countries around the World
75% of kindergarten students can discuss and identify the different roles within the family and has knowledge of the different community workers in their community	80% of all first graders are able to define what a community is and discuss the differences between the communities	85% of Second Graders know the difference between urban and rural communities and are able to make a simple map of the community.	75% of Third grade students are able to discuss the different cultures such as Dominican Republic, China, India, Africa and compare those cultures to their own. They have also acquired basic map skills- through inquiry
25% need the skills to gain the basic understanding of how to question through inquiry the needs and wants play a role within the community	20% of First Graders need to acquire stronger map skills through the inquiry process	20% of Second Graders need to acquire the knowledge of 50 states and their regional location within the United States through inquiry	25% of students still need to learn how to take skills taught during inquiry and use them for ex: map skills and apply them independently to projects or individual assignments

Specific Areas of strength and weakness:

Strengths	Weakness
• Students are able to identify what a Primary source document is and can apply that knowledge to an essay. • Most students can answer document based questions. • Most students are able to use documents and produce an essay based on those documents. • Students are able to identify longitude and latitude on a map. • Students are able to locate the equator on the map. • Students can locate the Northern and Southern hemispheres and the countries located within those hemispheres.	• Students need to gain more knowledge of how to read and analyze various maps. • Students need to acquire more knowledge on how to analyze political cartoons. • Students need to acquire early U.S. history facts. • Students need to master cardinal and intermediate directions and be able to apply it to reading a map. • Students need to know the major events in order, which led to the U.S. becoming free from England. • Students need to acquire the basic knowledge of roles in government.

Grade 5 Student Performance on the NYS Social Studies Test								
ALL TESTED STUDENTS								
	Level 1		**Level 2**		**Level 3**		**Level 4**	
Year	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
2008	7	9%	5	6%	40	50%	28	35%
2007	10	11	6	6.7	58	65.1	15	16.8
2006	14.4	18	16	20	43.2	54	6.4	8
2005	14	17.1	12	14.6	40	48.8	16	19.5

An analysis for the Social Studies test results are as follows:

- Students performing at level 1 have decreased by 2% this year as compared with the 2007 school year.
- Students performing at level 2 has also decreased significantly yearly from 2006 to 2008, which is again a positive trend.
- The number of students performing at proficiency level 3 has decreased by 15% however, there was an increase of about 20% in level 4 students which indicated a positive trend compared to all previous years.

Sub-Groups

Grade 5 Student Performance on the NYS Social Studies Test				
Special Education Students				
	Level 1	Level 2	Level 3	Level 4
Year	%	%	%	%
2008	50	17	33	0
2007	80	20	0	0

2006	75	0	25	0

Summary of data analysis/findings:

Students performing at level 3 have increased as compared with 2008 by 33%. The percentage at level 1 has decreased by 30%.

Through surveys we found that teachers need:

- More visuals such as globes, maps, puzzles, and big books are needed for the lower grades and special education classes. More non-fiction and historical fiction books need to be in classroom libraries.
- Intensive professional development in the understanding and use of specialized instructional strategies such as the use of the document based questions to meet the needs of all students.
- All teachers in grade K-5 will become familiar with and utilize the scope and sequence and core curriculum, as well as understanding document based questioning techniques as related to American and New York State and City History.
- Teachers will reinforce Social Studies through the use of literacy and Teacher's College reading and writing program.
- Pacing calendars will be developed in each grade according to curriculum calendar provided by the region and by New York State. Classroom materials will match with the units before the units are taught. Opportunities will be provided for teachers to plan collaboratively; share materials discuss needs, align instructional assessments and assess students' work to focus instruction directly on students needs.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.
Notes: *(1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.*

Goal 1: English Language Arts
Based on the unique needs of our school population we will continue to support the development of teacher expertise through their participation in teacher teams in the effective utilization of data in order to differentiate instruction in literacy. **By June 2010, 80% of classroom teachers will have participated in teacher teams and professional development with a focus on the use of data to differentiate instruction for the various subgroups in our school.**

Goal 2: English Language Learners
Based on the successful outcome of our 2008-2009 ELL inquiry team, we will now include all ELL teachers in the action research approach used to align oral language development and literacy acquisition skills. **By June 2010, 85% of teachers of ELL classes will have been trained in the use and implementation of literacy strategies that facilitate oral language development.**

Goal 3: Mathematics
Based on the successful outcome of our 2008-2009 Math inquiry team, we will now include all TAG teachers in the action research approach used to differentiate instruction to meet the needs of our high achievers. **By June 2010, 100% of the teachers of TAG classes will have been trained in the use and implementation of math strategies that facilitate higher level mathematics development in order to demonstrate one years growth in student performance in mathematics.**

Goal 4: Parental Involvement
Based on the 2008-2009 Parent Survey we will increase parental involvement at P.S. 376 through new school wide initiatives that represent the needs and wants of our parent community. **By June 2010, we will increase the number of new school wide initiatives aimed at improving parental involvement by at least 10%.**

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. ***Reminder:*** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): **Literacy**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**By June 2010, 80% of classroom teachers will have participated in teacher teams and professional development with a focus on the use of data to differentiate instruction for the various subgroups in our school.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• **Teachers will participate in professional development led by TC Consultants, Literacy Coach, Data Specialist, Assistant Principals and Principal.** • **Professional development will be organized to facilitate subgroup and cross grade conversations.** • **Students will be assessed using TC Assessments during September 2009, November 2009, March 2010 and May 2010 in order to monitor progress. We will also utilize mock ELA exams beginning January 2010 and April 2010 in order to monitor progress on data.** • **Teachers will participate in professional development on the use of TC Assessment Pro to monitor progress and group students for small group instruction.** • **Based on the assessments, students will be targeted for small group instruction which will meet their instructional needs.** • **Teachers will have a comprehensive system in place to analyze formative, diagnostic and summative data in order to plan for small group instruction.** • **Teachers will use and analyze a variety of assessments such as student work, conference notes, TC assessment Pro on an on-going basis to make decisions on whether to continue, modify and/or adapt individual goals according to data results.** • **Teachers will communicate with students on a monthly basis in order to set individual goals as well as inform them of their progress based on the data.** • **Teachers will equip parents with strategies that will enable them to support their children's progress at home.** **Scheduling:**

	• **Literacy Coach and Data Specialist will receive PD on addressing the needs of various sub groups then turn key to teachers.** • **Teachers will be a part of on and off site TC staff development in sub group cohorts.** • **Teachers will be given a schedule of meeting dates.** • **Teachers will meet twice a month during administrative preps and faculty conferences commencing September 2009.**
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	• **TL DYO Assessment** • **TL Data Specialist** • **TL Fair student funding**
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	**We will use the following as evidence throughout the year to evaluate our progress towards meeting our goal:** • **Diagnostic:** Data gathered and analyzed on a monthly basis in all grades includes End of Unit checklists and/or rubrics, self and peer reflections, reading logs, conference notes, writing portfolio binders, the Writing Narrative Continuum, On demand writing pieces, Reading skills portfolios in grades 3, 4, 5.- Monthly • **Formative:** Data gathered and analyzed in all grades through the new Teacher's College Reading Assessments includes running records, Words Their Way Spelling and Writing Inventories, and Word ID lists. These assessments are posted onto TCRWP Assessment Pro four times a year (September, November, March, May). The data results will be used by classroom teachers to identify areas of weakness, inform instruction and guide small group formation.- Periodically as indicated above • **Summative:** Data gathered and analyzed includes the NYS English Language Arts Assessment for grades 3-5 - Yearly • Monthly meeting with all teachers from K-5. Literacy to discuss on the ongoing assessment of students and monitoring of core-curriculum in Literacy. • Learning walkthroughs • Formal and informal observations • **Agendas/attendance logs** • **TC Staff Development Notes** • **Informal and Formal observations**

Subject/Area (where relevant): **English Language Learners**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**By June 2010, 85% of teachers of ELL classes will have been trained in the use and implementation of literacy strategies that facilitate oral language development.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• **ELL teachers participate in professional development led by TC professional development, ELL out of classroom personnel, literacy coach and assistant principal.** • **Teachers will meet monthly to set specific goals for students.** • **Teachers will learn to use and analyze a variety of assessments such as 2009 ELA scores, NYSESLAT scores, and Teachers College running records, literacy conference notes, benchmark language checklist to plan effective ways to boost oral language.** • **Students will be assessed quarterly using TC Assessment Pro's multiple literacy assessments.** • **Based on assessments, students will be identified for small group instruction with a focus on oral storytelling and literary retelling.** • **Teachers will communicate with students on a monthly basis in order to set individual goals as well as inform them of their progress** • **Teachers will equip student's parents with strategies that will enable them to support their children's progress at home** • **Teachers (in a study group) will read the book, Balancing Reading and Language Learning by Mary Capellini to deepen their knowledge and make decisions about the next steps to support our targeted ELL students.** **Scheduling:** • **Literacy Coach and ELL Coordinator will receive PD on addressing the needs of the ELL population then turn key to ELL teachers.** • **ELL teachers will be a part of on and off site TC staff development in sub group cohorts.** • **Teachers will be given a schedule of meeting dates.** • **Teachers will meet once a month during sub group common prep commencing September 2009.**

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	• **TL Data Specialist** • **TL Fair Student Funding** • **Title III**
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	• **Diagnostic:** Data gathered and analyzed on a monthly basis in all grades includes retelling and language acquisition checklists and/or rubrics, self and peer reflections, reading logs, conference notes, Reading skills portfolios in grades 3, 4, 5.- Monthly • **Formative:** Data gathered and analyzed in all grades through the new Teacher's College Reading Assessments includes running records and retelling assessments. These assessments are posted onto TCRWP Assessment Pro four times a year (September, November, March, May). The data results will be used by classroom teachers to identify areas of weakness, inform instruction and guide small group formation.- Periodically as indicated above • **Summative:** Data gathered and analyzed includes the NYS English Language Arts Assessment for grades 3-5 - Yearly • Monthly meeting with all teachers from K-5 to discuss on the ongoing Literacy assessments of students, revisions for small group instruction (as needed) and monitoring of core-curriculum in Literacy. • Learning walkthroughs • Formal and informal observations

Subject/Area (where relevant): **Mathematics**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**By June 2010, 100% of the teachers of TAG classes will have been trained in the use and implementation of math strategies that facilitate higher level mathematics development in order to demonstrate one years growth in student performance in mathematics.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• **Students will be assessed using performance series every 10 weeks starting December 2009, February 2010 and May 2010 in order to monitor progress.** • **Based on the assessments, students will be targeted for small group instruction and project based learning to meet their instructional needs.** • **On a monthly basis the team will use and analyze a variety of assessments such as 2009**

	New York State Mathematics Assessment results, EDM end of unit test, student assessment binders, math conference notes, Acuity ITA's and Scantron Performance Series (on line assessments) on an on-going basis as well as math projects to make decisions on whether to continue, modify and/or adapt individual goals according to data results • **Teachers will be trained in a variety of math strategies that will include but are not limited to Everyday math methodology.** • **Teachers will communicate with students on a monthly basis in order to set individual goals as well as inform them of their progress.** • **Students will be expected to goal set and self reflect on a monthly basis** • **Teachers will equip students' parents with strategies that will enable them to support their children's progress at home** **Scheduling:** • **Math Coach will continue to attend PD on addressing the needs of high achieving students and turn key to TAG teachers.** • **Teachers will be given a schedule of meeting dates** • **Teachers will meet once a month during subgroup common prep commencing October 2009.**
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	• **TL DYO Assessment** • **TL Data Specialist** • **TL Fair student funding**
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	**We will use the following as evidence throughout the year to evaluate our progress towards meeting our goal:** • **Diagnostic:** Data gathered and analyzed monthly in all grades includes End of Unit Assessments using NYS Holistic rubrics, RSAs and or conference notes, Self Assessments, Open Ended Responses, Student Math Portfolio Binders. • **Formative:** Data gathered and analyzed periodically in all grades includes the Acuity ITAs and Predictive. The data results will be used by classroom teachers to identify areas of weakness which will be used to inform instruction in the way of small group strategy lessons. • **Summative:** Data gathered and analyzed yearly includes the NYS Mathematics Assessment for grades 3-5.

- Monthly meeting with all Talented and Gifted Teachers in K-5 to discuss the ongoing assessment of students, revision of small group instruction (as needed) and monitoring of core-curriculum in Mathematics.
- Agendas/Attendance Logs
- Formal and informal observations

Subject/Area (where relevant): **Parental Involvement**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**By June 2010, we will increase the number of new school wide initiatives aimed at improving parental involvement by at least 10%.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• **Schedule a variety of parent workshops that include but are not a limited to: Conflict Resolution and Discipline, Parent-Child Communication, Homework Help, Early childhood intervention, Wellness Initiative, Parent-Teacher Communication.** • **PSA meetings held during alternate times to accommodate parents' schedules.** • **Back to School Blast held in September to welcome back parents and students to the school community.** • **Conduct entrance interviews with parents of new admits.** • **Grandparent's Day to incorporate extended members of the family into our school community.** • **Fatherhood Program to promote the involvement of positive male role models in the lives of our students.** • **Motherhood Program to empower mothers to become aware of their strengths as women.** • **Mother's book club to enhance literacy skills and incorporate mothers into the culture of reading.** • **Mommy and Me program to provide mothers of pre-school children with early childhood intervention.** • **Karaoke Cafe to foster a sense of community among mothers and provides a support system for them.** **Scheduling:** • **Parent coordinator will plan for school initiatives.** • **PSA will facilitate school activities**

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	• **Title I SWP** • **TL Fair Student Funding** • **Tax Levy**
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	• **Attendance to workshops** • **Attendance to weekly common planning periods** • **Culminating celebrations** • **End of program evaluations**

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: *All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6.* ***Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.***

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	24	24	N/A	N/A	0	0	0	2
1	50	50	N/A	N/A	2	2	0	1
2	57	57	N/A	N/A	7	1	0	0
3	101	101	N/A	N/A	4	0	0	0
4	100	100	100	100	2	0	0	1
5	89	89	89	89	0	0	0	2
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	**Description:** Provide a brief description of **each** of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	AIS personnel provide academic intervention services to students in grades 1, 2, and 4 in a small group setting (push-in model). AIS personnel use scaffolding methodologies in the core-curriculum. They do Guided Reading and strategy lesson base on core-curriculum. Students in grades 3 – 5 will receive Intervention services during Extended Time 4 times a week for 30 minutes. Students in grades 1-5 will receive academic support during after school programs 3 times a week for one hour.
Mathematics:	Students in grades K through 5 will be provided Academic Intervention Services during the school day within the math block.
Science:	Students in grades 3 and 4 will receive intervention services in science after school. Students in grade 5 will receive additional intervention services in science weekly during multi-media blocks.
Social Studies:	Students in grades 4 and 5 will receive social studies academic intervention services in the class room setting and during weekly social studies preps during the school day. Students in grade 5 will also receive additional social studies academic intervention during an After School program. Students in grade 4 will receive an additional social studies academic intervention services period weekly during multi-media blocks.
At-risk Services Provided by the Guidance Counselor:	Selected students will receive Guidance support outside the classroom setting during the school day
At-risk Services Provided by the School Psychologist:	Small group counseling for selected at-risk /behavioral students. Also one to one students when necessary.
At-risk Services Provided by the Social Worker:	N/A

At-risk Health-related Services:	Selected students in Grades K-5 will receive Health Related Services Provided by Health Paraprofessionals

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

Office of English Language Learners
Grades K–8 Language Allocation Policy
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District 32	School 376
Principal Ms. Brenda Perez	Assistant Principal Ms. Wanda Ramirez
Coach Ms. Rivera	Coach Ms. Gukassey
ESL Teacher Ms. Hwang	Guidance Counselor Mr. Barrera
Teacher/Subject Area Ms. Sierra/ ESL Teacher	Parent Ms. Minchala
Teacher/Subject Area type here	Parent Coordinator Ms. Illas
Related Service Provider Ms. Dones	SAF Ms. Hurtle-Taylor
Network Leader Ms. Orlando	Other

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	5	Number of Certified Bilingual Teachers		Number of Certified NLA/FL Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	613	Total Number of ELLs	173	ELLs as Share of Total Student Population (%)	28.22%

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

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

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0									0
Dual Language (50%:50%)										0
Freestanding ESL										
Self-Contained	27	26	21	20	25	0				119
Push-In/Pull-Out	8	15	8	0	5	18				54
Total	35	41	29	20	30	18	0	0	0	173

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	173	**Newcomers (ELLs receiving service 0-3 years)**	137	**Special Education**	6
SIFE	3	**ELLs receiving service 4-6 years**	36	**Long-Term (completed 6 years)**	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	137	3	2	36		4	0			173
Total	137	3	2	36	0	4	0	0	0	173

Number of ELLs in a TBE program who are in alternate placement: 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	TOTAL
Spanish										0
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both	Number of third language speakers: ___

languages): ___	

Ethnic breakdown of EPs (Number)

African-American: ___ Asian: ___ Hispanic/Latino: ___

Native American: ___ White (Non-Hispanic/Latino): ___ Other: ___

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	35	40	29	20	29	18				171
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic		1			1					2
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other										0

Programming and Scheduling Information

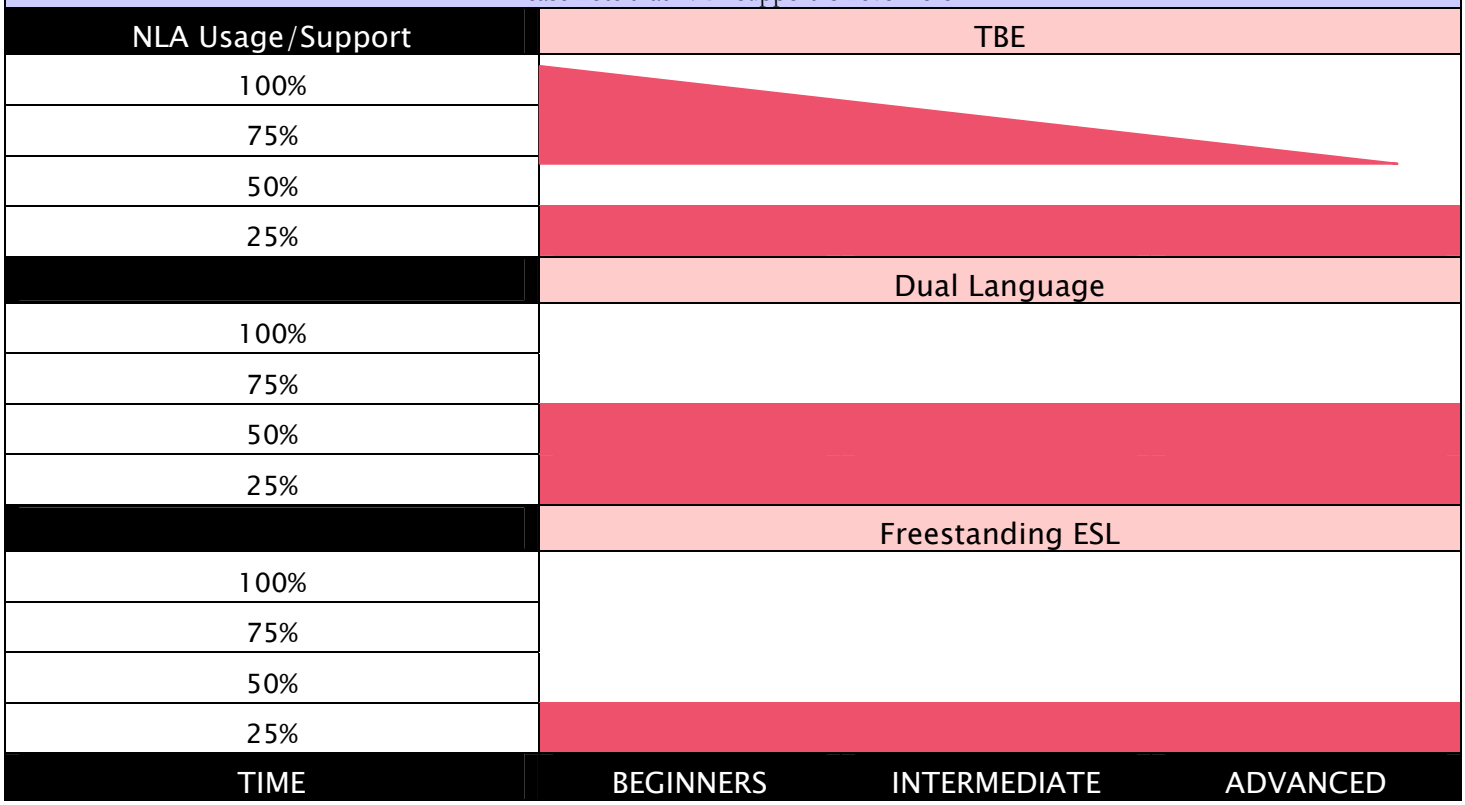
1. How is instruction delivered?
   a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model.
   b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
   a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
   a. Describe your instructional plan for SIFE.
   b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
   c. Describe your plan for ELLs receiving service 4 to 6 years.
   d. Describe your plan for Long-Term ELLs (completed 6 years).
   e. Describe your plan for ELLs identified as having special needs.

TOTAL	35	41	29	20	30	18	0	0	0	173

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

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. If there is a test your school uses that is not listed below, attach your analysis of the results to this worksheet.

Overall NYSESLAT* Proficiency Results (*LAB-R for new admits)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	19	18	5	4	2	2				50
Intermediate(I)	6	10	9	5	3	6				39
Advanced (A)	10	13	15	11	25	10				84
Total Tested	35	41	29	20	30	18	0	0	0	173

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
Listening /Speaking	B		1	1	0	0	1			
	I		13	2	0	0	1			
	A		12	26	15	13	5			
Reading/ Writing	B		9	4	3	3	2			
	I		10	9	3	26	6			
	A		8	14	3	0	10			

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	10	19		30
4	3	11	3		17
5	1	8	6		15
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3					22	2	6		30
4	2	1	3		11		1		18
5	1	1	3		11				16
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	1	2		10		3		18
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	2	3	1	9		0		16
8									0
NYSAA Bilingual Spe Ed									0

ECLAS-2						
	Level I	Level II	Level III	Level IV	Level V	Level VI
K						
1						
2						
3						

EL SOL						
	Level I	Level II	Level III	Level IV	Level V	Level VI
K						
1						
2						
3						

NATIVE LANGUAGE READING TESTS		
	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
ELE (Spanish Reading Test)	%	%
Chinese Reading Test	%	%

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

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
    a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
    b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
    c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. For dual language programs, answer the following:
    a. How are the English Proficient students (EPs) assessed in the second (target) language?
    b. What is the level of language proficiency in the second (target) language for EPs?
    c. How are EPs performing on State and City Assessments?
5. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Ramirez	Assistant Principal		1/5/10
Ms. Illas	Parent Coordinator		1/5/10
Ms. Hwang	ESL Teacher		1/5/10
Ms. Minchala	Parent		1/5/10
Ms. Sierra	Teacher/Subject Area		1/5/10
Ms. Dones	Teacher/Subject Area		1/5/10
Ms. Rivera	Coach		1/5/10
Ms. Gukassey	Coach		1/5/10
Mr. Barrera	Guidance Counselor		1/5/10
Ms. Hurle-Taylor	School Achievement Facilitator		
Ms. Orlando	Network Leader		1/5/10

	Other		
	Other		

Signatures	
School Principal	Date 1/5/10
Community Superintendent	Date
Reviewed by ELL Compliance and Performance Specialist	Date

Filename: 32K376 LAP Worksheet 2009-2010_ Final.doc
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Title: OFFICE OF ENGLISH LANGUAGE LEARNERS
Subject:
Author: rbellis
Keywords:
Comments:
Creation Date: 1/6/2010 2:03:00 PM
Change Number: 2
Last Saved On: 1/6/2010 2:03:00 PM
Last Saved By: NYCDOE
Total Editing Time: 2 Minutes
Last Printed On: 3/8/2010 5:18:00 PM
As of Last Complete Printing
Number of Pages: 10
Number of Words: 5,844 (approx.)
Number of Characters: 33,311 (approx.)

Language Allocation Strategies 2009-2010

Part I. School Language Allocation Strategies Overview

Our school mission is to provide a challenging learning environment, with high expectations, for *all* our students including our English Language Learners. In order for each English Language Learner (ELL) to meet and exceed high standard set for all students, P.S. 376 has established Language Allocation Strategies aligned to the City and State Language Allocation Strategies guidelines. P.S. 376 Language Allocation Strategies will ensure uniformity as well as consistency in the delivery of instruction to ELLs. Language Allocation Strategies will also enable P.S. 376 to meet and exceed the minimum requirements for English language development instruction as mandated by CR Part 154.

Part II: ELL Identification Process

ELL Identification Process

When students are newly admitted into P.S. 376, a certified pedagogue (Assistant Principal responsible for ESL Programs or an ESL Teacher) administers the Home Language Identification Survey (HLIS). This initial screening process includes an oral interview in English and in the family's native language to ensure the validity of the HLIS and to gather additional information not requested on the HLIS. The Assistant Principal and the ESL Teacher both have been trained to conduct the HLIS accurately and are certified pedagogue of ESL/Bilingual Programs. Students who are identified to have a home language other than English are tested with Language Assessment Battery Revised (LAB-R) within 10 calendar days of admittance to determine their eligibility to ESL services. All students who have scored at a Beginning and Intermediate level of English language proficiency, according to the result of LAB-R, are provided with 8 periods (360 minutes) of ESL services by a fully-certified ESL teacher. Students who have scored at an Advanced level of English language proficiency are provided with 4 periods (180 minutes) of ESL and 4 periods (180 minutes) of ELA. All students who pass the LAB-R are determined to be proficient in English and are placed in a regular mono-lingual class. All entitled English Language Learners (ELLs) will be evaluated annually using the New York State English as a Second Language Achievement Test (NYSESLAT) to determine their growth in language in the four modalities of Speaking, Listening, Reading and Writing. The level of their English Language proficiency is then determined by the result of the NYSESLAT and is provided with necessary ESL services accordingly. ELLs will remain in ESL programs until they are determined to be "Proficient" in English according to their scores on the NYSESLAT. ELLs who "pass" the NYSESLAT (receive a score of Proficient) will be closely monitored for 2+ years by the ESL team and the school instructional cabinet to ensure that former ELLs continue to make adequate academic progress.

Program Choices

When the students are determined to be English Language Learners (ELL) and therefore entitled to ELL services, parents/guardians are invited (through written notices) to a parent orientation. We conducted a large-scale ELL Parent Orientation on September 15th, 2009 and are planning another orientation in June 2010. ELL Parent Orientations empower parents with knowledge of guidelines, compliance and the distinctions of Transitional Bilingual, Dual Language and ESL Programs. The parents are then given options to select what program their ELL child will participate in for the academic year 2009-2010 through the completion of the Parent Survey. We present their options (to choose a Transitional Bilingual, Dual-language or an ESL program) with clarity and objectivity. A video in nine (9) languages provides parents of newly enrolled ELLs into the New York City school system with the information on the organization of the school system and their right to choose educational options for their child. The video is available in: English, Spanish, Chinese, Russian, Haitian, Arabic, Korean, Urdu, and Bengali. Parents are also provided with brochures that explain the three program models: Transitional Bilingual Education Programs, English as a Second Language Programs, and Dual Language Programs. Additionally, parents are provided with a Q & A session for further explanation of their program choices, of the state and city standards, the core curriculum, assessment, student expectation and general educational program requirements. This enables parents to make an informed and sound educational decision as to which program best meets the needs of their child. In addition to the two large-scale ELL Parent Orientations, our Parent Coordinator and ESL Coordinator conducts on-going orientations for parents of newly admitted ELLs throughout the year so that they would be able to make informed choices for their children.

Entitlement Letters & Parent Survey and Program Selection Form

Immediately after the ELL Parent Orientation in September 2009, parents were requested to fill out a Parent Survey and Program Selection form. Parents were provided with an option to return it within the week if they needed additional time to make a decision. Parent Coordinator and the ESL Coordinator also reach out to individual parents who have not participated in the ELL Parent Orientation through phone calls and letters. We request meetings with each parent in order to ensure that all parents are well-informed and students placed appropriately. Entitlement letters (and Non-Entitlement letters) are sent to all ELL parents in mid-September informing them of their child's score on the LAB-R /NYSESLAT and the ESL services they will be receiving throughout the year.

Criteria and Procedures Followed to Place ELLs in Bilingual or ESL Programs

We organize our ESL programs strictly according to parental choice made on the Parent Survey and Program Selection forms. We are committed to organizing a Transitional Bilingual class if we have at least 15 Parent Surveys with TBE as their choice (If a form is not returned, we understand that the default program for ELLs is Transitional Bilingual Education as per CR Part 154.) All letters, brochures, and meetings (including Parent Orientation) are conducted in the parents' native language and in English. Any and all consultation and communication is translated in their native language in order to ensure that the parents are well-informed. If we do not have enough parents selecting TBE as their choice, we have individual meetings with parents to provide them with information and aid in transferring the student to a nearby school with a quality TBE program that is appropriate for their child.

Trend in Program Choices

For the past few years, the trend has been that a vast majority of ELL parents choose to place their child in ESL. Again, in this year 2009-10, the vast majority of Newly Admitted ELL' parents chose to place their children in ESL programs (according to the Parent Surveys that we received in September of 2009). To this date, 31 parents out of 35 Kindergarten ELL parents chose to place their child in ESL and 4 parents did not return the Parent Survey. None of the parents chose to place their child in TBE. We are still working to reach the 4 parents who did not return the Parent Survey

in kindergarten. In first grade, 11 out of 12 parents (whose child has been identified as a newly admitted ELL) chose ESL and 1 has not returned the Parent Survey. In fourth grade, there is one Newcomer whose parent chose ESL. Aligned to the parent requests (parent surveys) we received, we organized a self-contained ESL class in kindergarten for all Beginners and Intermediate ELLs. We also placed all Advanced Kindergarten ELLs (8) in a mono-lingual class where they will receive ESL push-in services by a fully-certified ESL teacher.

Alignment between Program Offerings and Parent Choice
P.S. 376 is committed to building alignment between parent choice and program offerings. We have organized quality ESL programs in each grade according to parent choice. We also have the capacity (with a number of bilingual licensed teachers and materials) to organize Transitional Bilingual classes if 15 or more parents in 2 contiguous grades were to choose TBE program for their child. This information is provided to parents clearly during the Parent Orientation and during individual interviews. We are currently in the process of developing a more formal procedure for the Home Language Information Survey interview to be able to provide a clearer, more comprehensive information regarding ELL identification process, parent choice and program offerings from the beginning.

Part III: ELL Demographics

a. Programming and Scheduling Information

Programming
In the year 2009-2010, we have organized a self-contained ESL class in kindergarten, 1st, 2nd and 4th grade. We also grouped ELLs (in each grade) in one class so that they can receive all mandated hours of ESL services by a fully certified Push-in ESL teacher. At P.S. 376, we have fully adopted the push-in model for all grades where the classroom teacher and the ESL teacher plan together and co-teach during all ESL periods. All English Language Learners were placed in their appropriate grade levels. In Kindergarten, Beginner and Intermediate students were placed in the self-contained class and advanced students were placed in a regular mono-lingual class with ESL Push-in support. In all other grades, ELLs were grouped heterogeneously (mixed proficiency levels) and are being targeted with differentiated instruction.

Mandated Number of Instructional Minutes Fully Delivered
Students receive mandated hours of ESL instruction in accordance with the individual students' result of the LAB-R and New York State English as a Second Language Achievement Test. Beginning and Intermediate students receive 360 minutes a week of ESL instruction. Advanced students receive 180 minutes a week of ESL instruction and 180 minutes of ELA. Two full-time ESL certified teachers are pushing into ESL classes to provide all mandated hours of ESL services to all entitled students. Native language support is being provided in small groups according to the needs of individual students by trained classroom teachers and/or the ESL teacher.

Content Area Instruction
In a freestanding ESL model, content area instruction is being delivered in English using various ESL strategies, such as TPR, visuals, and realia to make content comprehensible and to enrich language development. ESL Classroom and Cluster teachers not only use ESL strategies in their

instruction to ensure that content is clear to ELLs, but use content areas as a medium to enrich language development in all modalities. We are also committed to providing various enrichment programs for ELLs during the school day. We target different content areas, such as CASA program for music and a mask-making program for social studies & visual arts. Furthermore, in afterschool, we are conducting several clubs targeting enrichment in the content areas such as Science Club, Journal Club, Dance Club, Art Club, Guitar Band and Mighty Milers (Running Club). In the Newcomers afterschool program and in Spanish Club, content area instruction is being delivered in the students' native language to support them further in their English language acquisition in the content areas.

Differentiating Instruction

At P.S. 376, we are differentiating instruction for each of our ELL subgroups:

1. Plan for SIFE

Newcomers who come with interrupted education of at least 2 years are identified by our Pupil Accounting Secretary as SIFE (Students with Interrupted Formal Education). At P.S. 376, we have 3 SIFE in grades 4 and 5 (1 in 4th grade and 2 in 5th grade). In order to best support the special needs of these students, a fully certified ESL teacher will provide intensive small group intervention using a computer program with native language support (Imagine Learning English). ESL providers will support SIFE through an accelerated and explicit teaching of academic language. They will use Rigby's In Step Readers guided reading program and RAZ/ Reading A to Z to support them in small group setting with individualized attention to meet their special needs. During ESL periods, students will receive native language support in small group setting. There will be on-going assessments being administered to SIFE by all service providers so that targeted educational plan can continuously be modified to fit the students' special needs. All SIFE will be targeted for an afterschool program using My Sidewalk on Reading Street. They will also be targeted for Title III Saturday program where instruction will focus on increasing all four modalities of language development across the content areas using Into English program. During Title III Saturday program, students will receive native language support in small groups. Progress of our SIFE will be monitored closely by their classroom teachers and ESL teacher. They will have a quarterly meeting with the Assistant Principal of ESL in order to ensure that their needs are being fully met.

2. Plan for ELLs in US Schools Less than Three Years (Newcomers)

Newcomers who have been in US schools less than three years are also identified for targeted ESL instruction. They will receive 360 minutes of ESL instruction by a fully certified ESL teacher. Newcomers will also be targeted for a computer intervention program with native language support, Imagine Learning. In addition, they will be offered Title III Newcomers program *and* Title III Saturday Academy. During Newcomers Afterschool, students will work on building oral and written language in various content areas. During Saturday Academy, newcomers in grade 3-5 will receive explicit instruction in reading comprehension in preparation of the NYS ELA. Newcomers will receive native language support during afterschool and in Saturday Academy. Newcomers will also be targeted for Spanish Club and other enrichment programs to increase their language development across the content areas.

3. Plan for ELLs receiving service 4 to 6 years

Analysis of the NYSESLAT scores for ELLs receiving ESL service for 4-6 years illustrate their overall weakness in reading and writing. Therefore, ESL teacher will push-in during Reader's and Writer's Workshop to target their specific needs in reading and writing. Differentiated

instruction will be delivered through small groups targeting the varying needs of our students who are reading at their individual, independent reading levels. Also, continuing with our Inquiry work conducted in the previous year 2008-09 on increasing oral language development through Book Clubs and Accountable Talk, we will focus on increasing oral language development and bridging the oral language development to their writing skills. We will provide ELLs with various story-telling/ retelling strategies and monitor their oral language development through the TC Retelling Rubric and Language Development checklist. Student scores on the NYSESLAT, ELA and TC Assessments will also be cross-referenced to define their needs and to develop an educational plan that specifically targets their individual need. In support of our students, component work, such as Shared Reading, Interactive Writing, Word Study, Guided Reading, and strategy lessons, will be carefully considered and matched to the level of their language acquisition. Furthermore, an Academic Intervention Specialist will provide targeted Intervention in the content area of science for 4th grade ELLs. ELLs in this subgroup will also be targeted for an afterschool intervention program using My Sidewalk on Reading Street and Saturday Academy using Into English program.

4. Plan for long-term ELLs (in NYC schools six years or more)

Long-term ELLs are identified by BESIS and/or RYOS report. We currently have 2 long-term ELLs in the 5th grade. Like SIFE, long-term ELLs will be monitored closely by the classroom teacher and ESL teacher. NYSESLAT, along with other formal assessments such as the ELL Interim Assessment, ELA, Math, Science and Social Studies will be analyzed by the teachers to formulate an appropriate educational plan for long-term ELLs. The data from these assessments will drive instruction in class, AIS group, After-school and Saturday Academy. Informal assessments such as teacher observations and writing samples will also be utilized for continuous evaluation. Long-term ELLs will also be targeted for an afterschool program using My Sidewalk on Reading Street. They will also be targeted for Title III Saturday program where instruction will focus on increasing all four modalities of language development across the content areas using Into English program. We are also implementing Reading A-Z program where long-term ELLs can work on various literacy skills on-line.

5. Plan for ELLs with Special Needs

ELLs with special needs will be identified by IEPs. IEP will be reviewed carefully by push-in ESL teacher, classroom teacher and IEP teacher in order to best meet the educational goals stated on the IEP. All mandated hours of ESL will be provided by an ESL teacher dually certified in ESL and in Special Education. Formal and informal assessments will also be reviewed and analyzed by the ESL teacher. She along with the classroom teacher will identify the stumbling blocks of progress: disability verses challenge caused by linguistic needs. ESL teacher will provide appropriate native language support as well. ESL teachers will work hand in hand with the IEP teacher and the classroom Special Ed. teacher to bridge resources between the two areas. ELLs with Special Needs will likewise be eligible for all academic intervention opportunities (such as afterschool and Saturday program) as well as enrichment programs (such CASA program-visual arts and music).

Intervention Programs

There are many intervention programs that are being conducted for ELLs in ELA, math and other content areas. All ELLs (in all ELL subgroups) in grades 3-5 are being targeted for Extended Day where teachers are providing intervention in ELA and Math. For Newcomers, teachers are providing ELA intervention through Shared Reading and Small Group reading instruction. For ELLs receiving services for 4-6 years and Long-term ELLs, we are providing ELA intervention through Small Group Guided Reading and Strategy lessons. Intervention is being provided for ELLs in math through the use of math games and math diaries. Furthermore, math intervention is being provided during Extended Day through differentiated instruction in

small groups. We are also providing all ELLs with targeted intervention program during Afterschool using My Sidewalk on Reading Street and during Title III Saturday Academy using Into English ESL program. In addition, several enrichment programs such as Native Language/ Spanish Club, Art Club, Dance Club, Journal Club, Guitar Band, and Science Club are being offered to ELLs in order to increase their language development in the content areas.

Plan for Continuing Transitional Support (two years)

Although students who have received proficiency on the NYSESLAT no longer receive ESL services, their academic progress will be monitored continuously through formal and informal assessments, such as NYS Assessments, TC Assessments, running records, teacher observations, student writing samples and etc. Classroom teachers, along with ESL teachers, will have quarterly meetings with Assistant Principal of ESL to ensure that these students are continuously making academic progress and to provide academic intervention as needed. In addition, ESL Coordinator will conduct Inquiry/ Action Research with 2nd grade former ELLs (who reached proficiency on the NYSESLAT in the past academic year 2009) in order to research best educational practices for continuing transitional support.

New programs or improvements being considered

For the upcoming school year, we are adding Social Studies instruction through Technology. Former computer teacher will collaborate with classroom teachers in providing core social studies instruction. He will teach social studies content through the use of technology in order to deepen our students' understanding of key Social Studies concepts and to widen our students' experiences through the use of high technology resources (such as Smart Boards.) Social Studies/ Computer teacher will be continuously collaborating with classroom teachers and the instructional cabinet to plan lessons using NYC Social Studies Scope and Sequence. We are also conducting many new enrichment afterschool programs, such as Native Language/ Spanish Club, Art Club, Dance Club, Journal Club and Science Club. For afterschool programs, we are implementing a new intervention curriculum (My Sidewalk on Reading Street) to differentiate ELA instruction for struggling students, including ELLs. In addition to Imagine Learning computer program, we are also implementing Reading A-Z program where struggling students can work on various literacy skills on-line.

Programs/ Services being discontinued

Headsprout computer program will be discontinued for all students in the year 2009-10. Because we felt strongly that continuity with one program best benefits the students, we made a decision reduce the number of computer programs being offered to the students. We made a decision to keep Reading A-Z program for struggling ELLs and Imagine Learning program for Newcomers who are in need of native language support.

ELLs with Equal Access to All Programs

ELLs are afforded equal access to all school programs. They are offered to attend the Title I Afterschool program on weekdays in addition to the Title III Saturday Academy and Title III Afterschool for Newcomers where we will provide native language support, as well as intensive instruction in English using ESL strategies. All ELLs in grades 3-5 also have been targeted for Extended Day. In addition, ELLs are targeted for all enrichment programs during and after school and have access to Imagine Learning intervention program as well as Reading A-Z.

Instructional Materials, Including Technology

In addition to core instructional material, there are various ESL materials being used to support ELLs (exclusively). Imagine Learning computer program is being used for Newcomers, SIFE and other struggling ELLs in need of native language support. Licenses were purchased for individual

students based on need. Certified ESL teacher is using Imagine Learning computer program during Extended Day to target all four modalities in a highly interactive and engaging computer program. The computer program takes the individual students through various language experiences, initially supporting students in their native language. Follow-up Small Group instruction is being provided by the ESL teacher during Extended and school day. Gear Up and In Steps Guided Reading Programs are being used strictly for ELLs in small group instruction. In addition, all ESL classrooms have a listening center to support ELLs during TC Reader's and Writer's Workshop. Reading A-Z computer program is also being provided to struggling ELLs across the grades. Attanacio's Getting Ready for the NYSESLAT are being used as a resource in the classroom. My Sidewalk on Reading Street program is being implemented and Into English program is being used for Title III Saturday Academy. Instructional materials being used to support ELLs in the content areas are components of Rigby's On Our Way to English (for social studies) and Journeys by Rosen Classroom Books & Materials (for science).

Native Language Support

In Freestanding ESL, all whole-class instruction is being provided in English. However, we are providing native language support in small groups and through the use of materials in the students' native language. ESL teachers and classroom teachers are teaming up to provide ELLs (especially Beginners and SIFE students) with instruction in their native language in small groups to jumpstart their content and language acquisition. All ESL classrooms have books and bilingual dictionaries in the students' native language that students can access. ESL students also have native language support during school, Saturday Academy and in enrichment clubs.

Services Support, and Resources, Corresponding to ELLs' Ages and Grade Levels

All mandated ESL services are being provided in grade and age-specific groups. We also ensure that all ESL resources are appropriate to our ELLs' age and grade level.

Activities to Support Newly Enrolled ELL Students before the Beginning of the Year

In addition to the ELL Parent Orientation conducted in September and in June, we are organizing a Curriculum Day for our newly enrolled ELL students and parents before the beginning of the school year. Newly enrolled ELL students and parents are invited to be a part of our kindergarten class for a morning where they learn to orient themselves in a new school setting and curriculum. Teachers engage newly enrolled students in Read Aloud with Accountable Talk, storytelling and other academic activities. They also meet with the Principal and the Assistant Principal, as well as other key staff in the building such as Parent Coordinator, ESL Coordinator and ESL Teacher. In addition, we are continuing our partnership with Early Childhood Headstart where they bring their pre-k students to visit our school for a day. Assistant Principal, Literacy Coach, and Parent Coordinator work collaboratively to introduce the pre-kindergarten students to key areas in our school, as well as staff members. They also engage in a Read Aloud/ Storytelling time with teachers in the school library. In the year 2009-10, we are also implementing a weekly Mommy & Me program where participating parents receive hands-on training on how to effectively read with their children by a Reading Specialist.

b. Professional Development and Support for School Staff

Professional Development Plan

P.S. 376 recognizes the importance of on-going staff development. Therefore, the staff of the ESL programs will be offered various professional development opportunities, which include PD conducted by a TC consultant focusing on ELLs, TC calendar day workshops and other ESL workshops offered by out-side consultants. The focus of the on–going staff development will be on: language acquisition and transference, scaffolding techniques, collaborative teaching, differentiated instruction, and data-driven instruction. We will also have monthly study groups to study practical strategies to enhance ELLs' oral language development, aligned to our ELL goal for the year 2009-10.

The following is a description of professional development plan for all personnel who work with ELLs:

Staff	PD Plan
Assistant Principals	• A.P. Study Group provided by Community LSO on ELLs • PDs provided by TC consultants focusing on ELL subgroup • TC Calendar Days • PDs offered on Protrax • In-house PDs during Professional Development Days & Faculty Conferences • School Study Group on Language Development of ELLs
Bilingual/ ESL Coordiantors	• PDs provided by TC consultants focusing on ELL subgroup • TC Calendar Days • PDs offered on Protrax • In-house PDs during Professional Development Days & Faculty Conferences • ELL Study Group • Involvement in ELL Teacher Team
Common Branches Teachers	• PDs provided by TC consultants focusing on ELL subgroup • TC Calendar Days • PDs offered on Protrax • In-house PDs during Professional Development Days & Faculty Conferences • ELL Study Group (classroom teachers teaching ESL students) • Involvement in ELL Teacher Team (classroom teachers teaching ESL students) • Studies explored during Common Preps
Subject Area Teachers	• PDs provided by Community LSO on Content Area Instruction for ELLs • TC Calendar Days

	• PDs offered on Protrax • In-house PDs during Professional Development Days & Faculty Conferences • ELL Study Group • Involvement in Teacher Team
Paraprofessionals	• In-house PDs during Professional Development Days & Faculty Conferences • PDs offered on Protrax
ESL Teachers	• PDs provided by TC consultants focusing on ELL subgroup • TC Calendar Days • PDs offered on Protrax • In-house PDs during Professional Development Days & Faculty Conferences • ELL Study Group • Involvement in ELL Teacher Team
Guidance Counselors	• In-house PDs during Professional Development Days & Faculty Conferences • PDs offered on Protrax
Special Education Teachers	• PDs provided by Community LSO on Content Area Instruction for ELLs • PDs provided by TC consultants • TC Calendar Days • PDs offered on Protrax • In-house PDs during Professional Development Days & Faculty Conferences • Involvement in Teacher Team • Studies explored during Common Preps
Psychologists	• PDs provided by Community LSO (e.g. How to Assess ELLs?) • PDs offered on Protrax • In-house PDs during Professional Development Days & Faculty Conferences • Workshops conducted by various Universities with Guest Speakers who are experts in working with ELLs
Occupational/	• PDs provided by Community LSO (e.g. How to Assess

Physical Therapists	ELLs?) • PDs offered on Protrax • In-house PDs during Professional Development Days & Faculty Conferences • Workshops conducted by various Universities with Guest Speakers who are experts in working with ELLs
Speech Therapists	• PDs provided by Community LSO (e.g. How to Assess ELLs?) • PDs offered on Protrax • In-house PDs during Professional Development Days & Faculty Conferences • Workshops conducted by various Universities with Guest Speakers who are experts in working with ELLs
Secretaries	• In-house PDs during Professional Development Days & Faculty Conferences • PDs provided by Community LSO • PDs offered on Protrax (e.g. BESIS Data Collection on ATS)
Parent Coordinator	• In-house PDs during Professional Development Days & Faculty Conferences • PDs provided by Community LSO • PDs offered on Protrax (e.g. BESIS Data Collection on ATS)

PD for Transitional Support

In the year 2009-10, we are planning to offer 5th grade ELL teachers with PD on supporting our 5th grade ELLs transition to middle school. Teachers will be reflecting on ways to increase student independence in and out of the classroom. They will also brainstorm issues and topics they may want to discuss in preparation of the transition to middle school. This information will be used as a guide to support students who will be transitioning to middle schools emotionally, socially and academically.

7.5 Hours of ELL Training for Staff

As per Jose P., a minimum of 7.5 hours of ELL training will be provided for all staff who does not hold an ESL or a bilingual license. By attending ESL workshops, teachers will learn about language acquisition and transference in the four modalities, scaffolding techniques, ESL strategies and etc.

c. Parental Involvement

Parental Involvement at P.S. 376

P.S. 376 recognize the importance of parental involvement in the education of *all* of our children, participation of our ELL parents in the on-going parent workshops are *highly* encouraged. Many workshops specifically target ELL parents, such as ELL Parent Orientation (where parents are introduced to the different ELL programs offered in the city of New York), workshops on the NYSESLAT (presenting different ways to help ELLs achieve higher performance on the NYSESLAT), Literacy through the Arts workshop (focusing on creatively integrating arts with literacy at home), workshop on the topic of "How to bring your child to a museum?" and etc. Moreover, parents are strongly encouraged to participate in graduation ceremonies, assembly programs, Title I parent meetings, academics and content area workshops, including music concerts, science fair, art fair, and all other parental activities. In the year 2009-10, our Literacy Coach will conduct a new book club with ELL parents and Parent Coordinator will be conducting a book club with Learning Leaders to increase parental interest in book talk.

Partnerships

P.S. 376 partners with many agencies and Community Based Organizations to provide workshops and other services to ELL parents. Some of the collaborating organizations and their services are as follows:

Children Services – workshops on child abuse
BEOC & OBT – informational workshops on ESL and GED classes
Help R.O.A.D.S. – workshops on domestic violence
MIC Women's Health – informational workshops on services for women such as counseling
Brooklyn Public Library – workshops on-site on reading with your children
Ridgewood Bush wick Youth Center – provides Summer Youth Workers for school and conducts informational workshops on Summer Camp, GED and ESL services
Hope Gardens – workshop on breast cancer
Wyckoff Hospital – workshops on H1N1 flu, breast cancer awareness
Save Latin America, Inc. – collaborate with our school to implement Reaching for your Dream project by providing motivational speakers who have succeeded despite obstacles in their lives, evaluating student essays on their dreams, providing banquets, awards and prizes (10 tickets to Yankee stadium)to winning essays.
Beacon Center for Arts & Leadership – informational workshops on summer camp
Learning Leaders – math workshops, literacy workshops, workshops to transitioning to middle school
Health Plus – provide various health workshops such as workshops on heart disease and child obesity, provide health insurance to families
Brooklyn Psychotherapy – provide family counseling

Other collaborating agencies and donors are IMPACT, Food Card Access Project, Dial-a-Teacher, The Committee for Hispanic Children & Families, Inc., Yearup, and Con Edison.

Evaluating the Needs of the Parents
We have a Parent Coordinator that reaches out to the ELL parents on a regular basis through meetings, workshops, surveys, letters and phone calls. In addition to PTA meetings, we have numerous workshops and assemblies for parents each month. During these activities, Parent Coordinator receives feedback and evaluated the current needs of parents.

Parental Involvement Activities
We conduct workshops, classes, meetings, trips, and school-wide parent events to increase parental involvement on *all* levels. We have series of workshops and activities such as Fatherhood program, Motherhood program, Mommy & Me Program, Parent Computer Class, and Parent ESL class where parents not only learn to support their children academically, but also work to strengthen family relationships, gain personal and professional growth, and increase social and emotional strength through counseling and support groups.

Part IV: Assessment Analysis

Assessment Tools Used to Assess Early Literacy Skills
Various assessment tools are used at P.S. 376 to assess the early literacy skills of our ELLs. For lower grades K-2, the assessment tools include TCRWP, running records, observations, portfolios, spelling inventories, unit tests, and teacher-made tests. For grades 3-5, the assessment tools include NYS ELA, NYS Math, NYS Social Studies, NYS Science, TCRWP, running records, observations, portfolios, unit tests and teacher-made tests. Data is analyzed by each teacher and discussed during common preps with Literacy Coach and Assistant Principal to plan next steps for individual students. For example, first grade ELL data (from TCRWP) indicated that Newcomers did not have the pre-reading skills necessary to read grade-level books. Data also illustrated the fact that they lack basic vocabulary. Therefore, instructional plan (next steps) was developed for these group of students to expose them to various experiences such as community walks and trips to museums (building vocabulary development in content areas) in order to enrich their language. At the same time, pre-reading skills such as phonemic awareness was taught through songs and in small group instruction. In such ways, assessment data on each grade is crucial in guiding the direction of instructional plan for the school.

LAB-R and NYSESLAT Patterns
A close examination of students' NYSESLAT scores (from spring of 2009) in the four modalities, illustrates an illuminating pattern of the ELLs' on-going linguistic needs. Students who are at the beginning and intermediate levels across grades K-5 indicate a similar need in all four modalities. Listening seemingly is our ELLs' strongest area. The other three modalities of speaking, reading, and writing illustrate the need for stronger support. However, their scores on all four modalities are low and therefore, we can rightfully determine that they have a high need for linguistic support in ***all*** areas. Therefore ESL teachers, who have mostly beginners and low intermediate ELLs in their classes, will ensure the use of ESL strategies in *all* their instruction to provide adequate academic scaffolding in the four modalities. ESL Push-in teachers (especially in the lower grades where there is a concentration of Beginners) will push in during reader's ***and*** writer's workshops in order to provide balanced support in the four modalities. Push-in teachers will also give small group strategy lessons, guided reading lessons, and shared reading & writing lessons to best support our Beginning ELLs.

NYSESLAT scores of High Intermediate and Advanced students illustrate a pattern that is notably different from the Beginning students. Writing undoubtedly is the weakest area for all Intermediate and Advanced students. According to the data, students who seemed to have acquired some level of proficiency in English still need lots of support in acquiring academic language and various writing skills. Therefore, push-in ESL teachers in grades 3-5 (where there is a concentration of High Intermediate and Advanced students) will push-in during writer's workshops to support their writing needs. Moreover, the NYSESLAT data show that many of the High Intermediate and Advanced students (most significantly in the second grade) have scored low in Speaking as well. Although our High Intermediate and Advanced students across all grades are able to communicate socially, data demonstrates that they still need support and focused instruction in acquiring academic oral language. Therefore, continuing with our Inquiry work conducted in the previous year 2008-09 on increasing oral language development through Book Clubs and Accountable Talk, we will focus on increasing oral language development for all our ELLs across the grades. Grades 2-5, where students show a greater need in the writing modality, we will work on best practices to transfer their oral language skills to written language.

Further Assessment Patterns and Implication

Assessment data across the content areas show that our ELL population is mostly performing on grade-level. Majority of our ELLs, with the exception of Beginners and SIFE, have scored 3 on the ELA, Math, Science and Social Studies State examinations. Although ELLs are adequately acquiring content knowledge, the English language difficulties that our ELLs have are hindering them from achieving a 4. Most of our ELLs, again with the exception of few Beginners and SIFE, chose to take the state examinations in English rather than in their native language. Beginners who took the exams in their native language have score at or slightly below grade level. (2's & 3's) On the other hand, SIFE who took the exams in their native language scored 1 because they did not have adequate amount of academic language even in their native language.

P.S. 376 chose not to administer ELL Periodic Assessments in the past year 2008-09. Instead, we monitored their progress in their language acquisition through the use of Language Skills checklist, Rigby's ELL Assessments, TC Assessments and other informal assessments. We used the results of these assessments to drive our Inquiry Team work on ELLs and to ensure that ELLs on all levels are progressing adequately throughout the year. We have learned in our Inquiry Team, using the Rigby's ELL Assessment in combination with other student data, that giving ample opportunities for Accountable Talk is crucial to the development of the ELLs' oral and written language. We also learned that it is important to differentiate book clubs based on stages of language development and not just based on students' reading levels. Therefore, we decided that we will use listening centers as a scaffold for beginners and low-intermediate ELLs in book clubs. We will also model and have students refer back to speaking prompts and talk prompts that match the different genres that we are studying. We will continue to have high expectations for our ELLs and build upon what they know in their native language. Furthermore, we will foster a collaborative environment with low-affective filter in order to allow ELLs to feel comfortable asking questions. We are currently working to implement these best practices in all ELL classes across the grades.

Evaluating the Success of Our Programs for ELLs

We use student data gathered from formal and informal assessments to evaluate the success of our programs for ELLs. We monitor our ELLs closely in all content areas to ensure that our program for ELLs is rigorous, challenging and that it fully meets the needs of our English Language Learners. We also base our evaluation on national standards for student learning using guidelines provided by National Study of School Evaluation and NYS Learning Standards. We are reflective of our current practices and are continuously looking to improve our programs for ELLs.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) K-5 **Number of Students to be Served: 175 LEP _____ Non-LEP**

Number of Teachers 8 **Other Staff (Specify) _____**

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) K-5 **Number of Students to be Served: 175 LEP _____ Non-LEP**

Number of Teachers 8 **Other Staff (Specify) _____**

Title III program in P.S.376 (32K367) will provide English Language Learners with a rigorous Title III Newcomers program and Title III Saturday Academy. Title III Newcomers program will target Newcomers that are new to NYC public school system in the year 2009. There will be 1 class servicing all Newcomers and group size will be maintained at 10-15 students. Two teachers will team-teach in the Newcomers program, but focus on different target population (One teacher will target newcomers in grades K-2

Total: $4,789.44+ $10,476.90 = $15,266.34

Supplementary materials will be purchased for ESL Instruction to be used in Title III Newcomers program and After School program.

- Bilingual dictionaries
- Picture dictionaries
- Picture cards and other manipulative used to scaffold instruction for ELLs
- Trade books that support content areas
- Prep Material for NYSESLAT (Getting Ready for the NYSESLAT)
- Licenses to Imagine Learning computer program
- Consumable materials from Into English program
- Notebooks and other learning materials for students

We believe that language is best acquired through authentic experiences. Therefore, we feel strongly that ELLs must be given many opportunities to safely explore areas outside school. With Title III funds, we plan to provide our ELLs with lots of opportunities to extend their learning in school by exploring museums, aquariums, Broadway shows and outside workshops. Grades K-2 will have the opportunity to visit Green Meadow Farm & New York Aquarium. Students will then write Small Moment stories by recounting their experiences on the trips. They will also compare and contrast different animals that they encountered and write about their findings (writing in the content area of science and social studies). Students in grades K-2 will also be given the opportunity to visit Pizzeria Unos Restaurant to attend a workshop on "How-to make pizza?" This trip will be an introduction to their writing unit of study on Non-fiction writing. Students will then write a How-to book using what they have learned. These trips will cost approximately $2,250, including the workshop on-site. Grade 3 students will visit the Museum of Chinese in the Americas, as well as a Chinese Teahouse. Their experience on this trip will allow them to gain an in-depth understanding of their social studies unit on China. These trips will cost approximately $500, including the workshop on-site. Grade 4 students will visit the New York Tenement Museum and Ellis Island. They will engage in various activities that extend their learning on Immigration. These trips will cost approximately $500. Grade 5 students will visit the Theodore Roosevelt Birthplace and make connections to their social studies on American history. This trip will cost approximately $500. (Approximately $3,750 Total)

School Building Instructional Program/Professional Development Overview

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

To ensure that our Title III programs are implemented effectively, all teachers in the Title III afterschool will receive on-going professional development (monthly) on data-driven and differentiated instruction through workshops provided by Teacher's College workshops on ELLs (at no-cost to Title III) and in-house expert teachers. Furthermore, we will form a study group for teachers interested in learning about research-based, best practices on scaffolding and implementing ESL methodologies in their instruction. For workshops being conducted before/ after school hours, teachers will be paid trainee rate. Teachers will also be provided with professional books on best ESL practices. (Approximately $200 Total)

Study group began meeting the first week of October and will continue to meet every Friday for 10 sessions. (3 teachers x 1 hr x 10 sessions x $22.72 = $681.60)

Description of Parent and Community Participation

P.S. 376 recognizes the importance of parental involvement in the education of *all* of our children. Therefore participation of our ELL parents in the on-going parent workshops are *highly* encouraged. We conduct workshops, classes, meetings, trips, and school-wide parent events to increase parental involvement on all levels. We have series of workshops and activities such as Fatherhood program, Motherhood program, Mommy & Me class, Parent Computer Class, and etc. where parents not only learn to support their children academically, but also work to strengthen family relationships, gain personal and professional growth, and increase social and emotional strength through counseling and support groups.

Date	Workshop
September	ELL Parent Orientation
November	Building Language through Neighborhood Walks
December	Building Academic Language in the Content Areas through Hands-on Activities

With Title III funds, we are planning to conduct a series of workshops specifically for ELL parents to guide parents in ways they can support their child at home both academically and socially. Workshops will be conducted during the school day by lead ESL teachers fully certified in ESL and highly qualified content area teachers at no cost to program. We will be targeting approximately 35 parents for each workshop session and the workshop will run approximately 1 ½ hours to 2 hours. We will also be providing parents with children's literature books and other relevant materials that they can use to help their child at home. The workshop will be led in both English and in the parents' native language (e.g. Spanish). Light refreshments will be served at the workshops.

Scheduled ELL Parent workshops are as follows:

January	Asking our Children the Right Questions to Build Language
February	Getting Ready for New York State ELA
March	Getting Ready for New York State Math
April	Preparing for NYSESLAT
May	Building Language Through Visual Arts
June	Ensuring Continuous Growth in Language through Conversations about Summer Activities

In addition to parent workshops in school, we are planning to organize a trip to Ellis Island & Statue of Liberty for upper grade ELL parents and a trip to Brooklyn Children's Museum for lower grade ELL parents. The objective of the trips is not only to gain new content knowledge and create supportive relationships with one another, but also to promote parents to take their children on such trips and to have rich conversations with their children, which would help increase their language. Admission fees and transportation costs will be provided. We will be targeting 15 parents for each trip. (Approximately $1,000 total for admission fees and transportation costs)

Form TIII – A (1)(b)

School: P.S. 376 **BEDS Code:** 333200010376

Title III LEP Program
School Building Budget Summary

Allocation Amount: $25,430.00		
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) - Per session - Per diem	$10,476.90 $4,789.44 (Total direct instruction: $15,266.34) $681.60 otal: $15,947.94	**Saturday Academy per session** (252 hours of per session for ESL and General Ed teacher to support ELL Students during Saturday Academy: **(7 TRs x 3 hrs x 10 sessions x $49.89 =$10,476.90)** **Title III Newcomers Afterschool per session** (110 hours of per session for ESL and General Ed teacher to support ELL Students during Newcomers ELL Academy Afterschool: **(2 TRs x 1 hr x 48 sessions x $49.89 =$4,789.44)** Study Group Trainee Rate **(30 hours of per trainee rate for teachers to attend ELL Professional Study Group:** (3 TRs x 1 hr x 10 sessions x $22.72 = $681.60)
Purchased services - High quality staff and curriculum development contracts.	$3,750.00 $850.00 Total: $4,750.00	**Admission Fees (including workshops on-site for trips) - Students** **Admission Fees (including workshops on-site for trips) - Parents**
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	$200.00 $102.06 $200.00 $400.00 $350.00 Total: $1,252.06	**Instructional Books for Afterschool** (Getting Ready for the NYSESLAT, Big Books) **General Supplies for Afterschool and Saturday Academy** (notebooks, paper, folders, binders, pen, pencil) **Professional Books for ELL Teachers** **Food for Parent Workshops, including ELL Orientation** **Books and Materials for Parent Workshops** (children's literature, paper, art supplies, pen, pencil, markers)

Educational Software (Object Code 199)	$750.00	**Licenses to English Imagine Learning computer program**
Travel	$150.00	
Other	$0.00	
TOTAL	$22,700	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

P.S. 376 reviewed the ATS data on demographics and Home Language in order to get a broad sense of the school's possible translation needs. We then conducted teacher/parent interviews to find specific needs that we have in our school for both written translation and oral interpretation. Assistant Principal, ESL Coordinator, and Parent Coordinator then met in the beginning of the year to discuss the major findings and to develop a plan of action to meet the needs for the current year.

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

Some major findings were as follows:

Written translation needs

- P.S. 376 currently has students whose Home Language is Spanish, Chinese, and Yemen.
- There are personnel available in the building that is able to translate document into Spanish and Chinese.
- There are no personnel in the building that can translate documents into Yemen.
- There are many school documents that still need to be translated into Spanish, Chinese and Yemen.

Oral translation needs

- P.S. 376 currently has many parents who only speak Spanish, Chinese, and Yemen
- There is a lack of personnel in the building that speak Chinese and Yemen.
- There are many school events and activities where the oral interpretation in the above three languages (such as parent/teacher conferences) would be crucial for the success of the event.

ESL Coordinator, Parent Coordinator and Assistant Principal engaged in the collaborative effort to report findings to the school community during common preps.

Part B: Strategies and Activities

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

Grade Leaders (lead teachers in each grade) will articulate with other teachers in their grade level during common preps to identify current translation needs. Once a translation need is identified, the lead teacher will fill out a form indicating the specific translation need and due date (along with a copy of a letter to be translated if applicable) to administration. We will hire our own personnel, as translators to meet Spanish and Chinese translation needs. To meet Yemen translation needs, we will use DOE Translation Unit.

In addition, Parent Coordinator will articulate with administration and PSA to identify general school needs. We plan to provide translation services (for teachers who have students whose home language is not English) to compose necessary documents so that their families are fully informed of students' academic performance and needs. We will provide services to translate all formal and informal letters sent to parents that communicate information about the school's academic program and students' participation, individual child's performance at school and specific academic plan for the child, and various school activities that we plan to conduct throughout the year.

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

As with the written translation, Grade Leaders will articulate with other teachers in their grade to identify specific oral interpretation needs. We plan to provide oral interpretation services for the Parent Coordinator and teachers in order to increase parental participation and involvement in various school activities. We will provide several Spanish, Chinese, and Yemen interpreters during Parent Orientation, Parent-Teacher Conference, and formal meetings with parents where specific student academic performance and needs would be discussed. Oral interpretation services will largely be provided by in-house personnel and parent volunteers. We will use outside contractors depending on availability.

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

P.S. 376 will be in full compliance with the Chancellor's Regulations A-663. All letters sent to parents will be translated into the students' Home Language. This would enhance parents' understanding of academic standards, assessments and tests, parent choice and supplementary educational services available for their child, school vision and policies. It would also increase parent participation and involvement in various school activities.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:
- *All* Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	764,394	5,114	769,508
2. Enter the anticipated 1% set-aside for Parent Involvement:	7,644		7,644
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		511	511
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	38,250		38,250
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		941	941
6. Enter the anticipated 10% set-aside for Professional Development:	94,821		94,821
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		3,662	3,662

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: _100%_____

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

As per the BEDS HQT report dated 1/6/10 100% of teachers teaching core academic subjects are of High Quality.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school's Parent Involvement Policy.

Part A: School Parental Involvement Policy

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use the sample template below as a framework for the information to be included in their parental involvement policy. (Note: This template is also available in the eight major languages on the DOE website at http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm.) Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

I. General Expectations

P.S. 376 agree to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
    - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring :
        - that parents play an integral role in assisting their child's learning;
        - that parents are encouraged to be actively involved in their child's education at school;

- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. P.S. 376 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
    - The PSA members meet and collaborate in the development of the school parental involvement plan and disseminate the policy on September 16, 2009 to the parents of students attending PS 376.
    - The PSA members will get feedback from other parents for workshops or training they would like to receive during the PSA meetings and Parent survey.
    - The PSA members, based on the needs of the parents in this community will decide on programs, workshops and trainings for parents of PS 376.

2. P.S. 376 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
    - The School Leadership Team meets to discuss on school review and improvements.
    - School Principal will have quarterly meetings with the PSA President and members along with the Parent Coordinator to discuss on school review and improvement.
    - PSA President holds monthly PSA meetings to receive feedbacks and suggestions from parents as how the school can improve.

3. P.S. 376 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
    - P.S 376 will provide all necessary assistance needed for the PSA members to coordinate and implement any workshops, programs or training for the parents. Assistance includes but not limited to building permit, security, purchasing of materials and food, setting up equipments and rooms to accommodate the parents' meeting, announcements, fundraising, planning of trips and transportation, translation for parents and any resources which they may need.
    - P.S 376 will provide teachers to conduct academic workshops for ELA, Math, Science and Social Studies for parents increase awareness of the standardized testing, strategies parents can use to support their children academic achievement such as, read aloud workshops, math games and activities, and literacy activities.

4. P.S. 376 will coordinate and integrate Title I parental involvement strategies under the following other programs/workshops:
    - Parents Read A Loud * Ways I can help my child with Homework
    - Learning Leaders Program * Effective ways to discipline my Child.

- Literacy Program-Workshops and Author
- Math Workshop
- Standard Assessments Workshops
- Multicultural Assembly Programs
- Family Movie Nights
- Computer Training for Parents- six sessions
- Motherhood Initiative Program
- Fatherhood Initiative Program
- Domestic and Child Abuse Workshops
- Stress Management
- Nutrition Workshops
- Asthma Awareness, Breast Cancer and Health Workshops.
- Grandparent's Day – Class Activity
- NYS ELA, Math, Social Studies, Science, Test Parent Workshop
- ARIS -Parent Link Workshop
- Parent Book Club
- Articulation to Middle School

  Volunteer Appreciation Day- Parents Award Assembly in recognition of their outstanding volunteer work during the school year.

5. P.S. 376 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

   - The PSA members will conduct a parent Survey to determine the needs of its constituents, collect parent evaluation forms after each workshop/ program and provide sign in attendance forms at workshops/ programs to determine if there is an increase in parental involvement. They will send letters/flyers home to parents inviting them to the activities and announce on the school's LCD sign any upcoming events.

6. P.S. 376 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
   - PSA Meetings
   - Family Fridays
   - Family Movie Night
   - Back to School Blast

- School Assembly Programs
- Fatherhood 8-Week Program
- Motherhood 8-Week Program
- Learning Leaders Parent Volunteer's
- Multicultural Celebrations
- Grandparents' Day
- Standardized Assessment Workshops
- Literacy, Math, Science and Social Studies Workshops
- Café/Karaoke Night

a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
   i. the State's academic content standards Workshops
   ii. the State's student academic achievement standards Workshops
   iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
      - P.S 376 will provide teachers to conduct academic workshops for ELA, Math, Science and Social Studies for parents increase awareness of the standardized testing, and provide strategies for parents to use to support their children at home through read a loud workshops, math games and activities, literacy activities.

b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
   i. Providing workshops to enhance parents knowledge in Balance literacy on Read Out Loud, Poetry, Share Reading, Creative Writing
   ii. Technology Workshop for parents on the online services which school has purchased or free world wide website to link school to home ie. , Learning.com , Internet searching on World Wide Web, word processing, and *Acuity*,
   iii. Provide parents with informational handout on the Parental Involvement Policy and Parent Compact

c. The school will, to the extent feasible and appropriate, coordinate and integrates parental involvement programs and activities with Head Start, and The Talented and Gifted Program. P.S.376 will provide orientation, workshops for our ELL Parent Orientation and TAG Parents.

d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
   - All correspondence such as letters, flyers, and calendars are on school letterhead and translated in parents' native language.
   - Translations personnel and units are available to parents for parent teacher conferences, PSA meetings, and parent workshops.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by PSA meeting, Agenda and attendance sheet. This policy was adopted by the P.S. 376 on 06/09 and will be in effect for the period of One Year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September, 2009

2. School-Parent Compact

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website at http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated

in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2009-10 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

Felisa Rincón De Gautier P.S. 376 , and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-10.

Felisa Rincón de Gautier P.S. 376 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as described in the CEP Action Plan for each content area.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held twice a year during the month of November and March.
3. Provide parents with frequent reports on at-risk students, PIP children's progress through AIT who supplies report 3 times a year, annual reviews for IEP students, teacher's daily monitoring of student's progress (telephone calls, letters, behavioral contracts).
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents through Parent Coordinator, who will be the key to make a link of communication between teachers and staff. Our Parent Coordinator can arrange meeting with any staff necessary on a regular basis.
5. Provide parents opportunities to participate in their child's class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.
    a. parents can participate in the PSA meeting held once every month and help them prepare the refreshment, make photocopies and assist them thought the meeting
    b. School letter confirming parents attendance in graduation, stepping-up ceremony for K
    c. Parent request through letter
    d. Trip consent form with chaperones requested
    e. Become a Learning Leaders take the 3 session training to receive a identification to walk in school and make their own schedule to volunteer in the classroom to help the teachers.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-Wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's school.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- Send my child with uniform everyday as per chancellor regulation

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

   Please refer to Section IV.

2. Schoolwide reform strategies that:

Students who are Level 1 and 2 are targeted for AIS in different capacities, using different programs which are researched based. (Please refer to Appendix I). All student subgroups (general education, Talented and Gifted, special education and ELLs) are serviced during the day, after-school, zero hour and also Saturday Academy.

For our Talented and Gifted students, we will provide professional development to teachers to increase teaching effectiveness through the use of a Project Based Curriculum. A Project Based Curriculum integrates different content areas. Teachers are trained in using the SmartBoard to motivated and stimulate students learning. SmartBoards allow teachers to use a variety of online resources to teach. Students will also be taught to use Wiki, Pod-Cast, I-Movie I-Pages, Garage Band, Keynote, Power Point, Excel, Video recording, and social networks to create and share products for their Project Based Curriculum. They will also be exposed to Video Conferencing. During extended day the Talented and Gifted students will use the Renzulli online program, which is based on scientifically-based research to increase student achievement.

This year, PS 376 is continuing a Teacher-Student mentoring program which targets student achievement. Our SAPIS worker works with upper grades for the Respect for All program and the Drug Awareness program. Students who are in need of counseling due to Temporary Housing or crisis in family are targeted for at-risk counseling. Before our 5th grade students leave to middle school, they will attend a career day where different people will speak on different career that they can embark on in the future. We also have an upper grade Student Government to promote self-esteem, good citizenship and leadership.

In addition to the above, students from K-5 receive enrichment programs from different cultural organizations such as American Ballroom Dancing, Brooklyn Art Council, and HADA. The school also provides enrichment/extra-curricular programs such as dance, girls and boys basket-ball, recycling program, and band.

3. Instruction by highly qualified staff.

All teachers at PS 376 are highly qualified. One teacher is working on getting the dance license under Title I highly qualified funding and another teacher is working on attaining the music license under Title I highly qualified funding. Two teachers are approaching the completion of their requirements for the Talented and Gifted extension to their Common Branch license.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

   PS 376 contracts Teacher's College Reading and Writing Project Consultants to continue the professional development which we began with them six years ago. Consultants come into our building to provide monthly PD and teachers also go off-site for PD. In addition, PD is also provided in Mathematics, Science and Social Studies. The principal, Ms. Brenda Perez, attends the Teacher College PD and she also has a mentor. The paraprofessionals receive on-site and off-site PD.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

   N/A

6. Strategies to increase parental involvement through means such as family literacy services.

   Our goal is to provide support and increase our parental involvement. We are continuing our Fatherhood Initiative which we started 3 years ago. The Fatherhood initiative goal was to increase the fathers' involvement in their children's lives in all areas such as academic, social, emotional and psychological. In addition, we are continuing The Motherhood Program which promotes parental involvement with mothers who are not active in school. Workshops are catered to promoted self-esteem, self-defense, self-independency; and physical, emotional and psychological well-being.
   We encourage parents to become Learning Leaders and trainings are provided to them. Literacy and Mathematics along with content areas workshops are provided year-round to promote parental awareness of students' academic lives. Workshops for standardized testing are also provided to parents so that they are aware of the testing standards and will also be able to support their children academically.

   In order to ensure that all parents are properly supported, we are affiliated with the following Community Based Organizations:

- Health Plus
- MIC Women's Health Services
- Ridgewood Bushwick Career Center
- Brooklyn Public Library
- Save Latin America
- YEAR UP
- Broolyn Psychotherapy Center
- BEOC
- Committee for Hispanic Children and Families INC
- Learning Leaders
- Food Cart Access Program
- Help R.O.A.D.S
- Ridgewood Bushwick Youth Center
- Dial-A-Teacher
- Children Services
- IMPACT
- Hope Gardens
- Wyckoff Hospital
- OBT
- Assemblyman Vito Lopez

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

   In PS 376, teachers are actively involved in the academic assessments of their students. Reports for assessment online are generated quickly by the Library media personnel and teachers themselves so that they can use the data from assessments to drive instructions. They align their curriculum and provide strategy lesson and small group intervention to ensure that all students who are struggling are able to grasp the skills that are lacking. They also articulate with the AIS teachers so that they can provide the intervention too. Teachers meets with their peers regularly during common prep to plan the upcoming units, discuss assessments and strategies. Teachers are also provided with ongoing PD in all areas.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

   Please refer to Appendix 1.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Please refer to Question 6 for the CBO's which PS 376 is affiliated with to provide different workshops and services for the community.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Please refer to Question 6 and Apendix 4 Part B for Federal, State, and local services and programs we coordinate with to service our school community.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
    a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
    b. Help provide an accelerated, high –quality curriculum, including applied learning; and
    c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

N/A

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR[1] Phase/Group *(If applicable):*** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified.

N/A

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

N/A

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

N/A

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

N/A

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

N/A

[1] School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	**Review Team Categorized Recommendations** (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	**Actions the school has taken, or plans to take, to address review team recommendations**
N/A	N/A	N/A

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an "audit of the written, tested, and taught curriculum" to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for "corrective action." The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the "audit of the written, tested, and taught curriculum" outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher's role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.

- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.

- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)[2] data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

[2] To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

- **English Language Learners**
  Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

P.S 376 follows a Balanced Literacy model in collaboration with The Teachers College Reading and Writing Project for the last six years. We have met our AYP goal as stipulated in the Accountability Verification Report and our school continues to be in good standing. We believe that the ELA curriculum we follow is aligned to state standards. Teachers are provided with an array of resources, unit of studies, curriculum calendars, unit of study materials, and assessment tools. Differentiation of instruction is embedded into our balanced literacy program to meet the needs of all our learners through small group or individual instruction. Teacher and student roles are defined to promote clear expectations. Teachers as facilitators help students set goals so that they will know what they need to master in the curriculum and obtain positive outcomes.

Professional development is an essential part of growth. Our school provides ongoing staff development for teachers and providers. This is imperative to better service all our students and our teachers are well informed of all the professional development opportunities which are available to them. There are monthly professional development calendars days provided by Teachers College (on and off site), CLSO, and Protraxx available for teachers. The teachers that attend turn key the learning to other teachers during their common planning periods, administrative meetings and/or faculty conferences. Study groups use professional literature books with the intention to support teacher's instruction for our struggling readers and writers.

Our students are provided with instruction on all levels to obtain academic achievement in literacy. However, teachers have a localized understanding of reading that does not extend beyond their immediate grade level. Our professional development needs to move beyond the immediate grade goals and target reading instruction at all five dimensions. This will ensure a comprehensive understanding of reading instruction for all types of learners.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☐ Applicable ☒ Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Administrators have conducted classroom formal and informal observations during literacy; reviewed assessments and discussed these findings with teachers during one on one meetings and or common planning time. Administrators and the literacy coach have focused the professional development to support teacher's needs. Professional development by the literacy coach will be provided to teachers that have localized understanding of reading that does not extend beyond their immediate grade level. We will provide professional development support to move beyond the immediate grade goals and target reading instruction at all five dimensions to ensure a comprehensive understanding of reading instruction for all types of learners.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

1B. Mathematics

Background
New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.

- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

In order to assess whether this finding is relevant to our school's educational program the administrators of PS 376, in collaboration with the math coach, have conducted classroom observations during the programmed math block. Administrators and the coach have focused not only on the content being taught but also on the process being used to teach the content. Professional development provided by the math coach will be provided when it had been found that a teacher is providing math lessons that lack student engagement, hands on activities, differentiation, and small group instruction.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☐ Applicable ☒ Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

At PS 376 we follow the NYC core curriculum which is Everyday Mathematics. Everyday Mathematics is not a program that lends itself to independent seatwork solely. Most, if not all, concepts are taught from the concrete to the abstract. The program relies heavily on the use of manipulative in order to further the student's understanding of mathematic concepts. Furthermore the program facilitates the use of games in support of key concept in mathematics such as multiplication in place of rote memorization.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. N/A

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Through observations, lab sites, and walkthrough the instructional team is able to analyze how differentiated instruction is embedded into our balanced literacy program to meet the needs of every type of learner. Through these processes we have been able to observe students engaged in short mini lessons followed by independent work time which includes small group instruction and individual conferences. Students also participate in partnerships in Kindergarten through second grade and book clubs in third to fifth grade to support each other's learning. Teacher and student roles are defined to promote clear expectations. Teachers as facilitators help students set goals so that they will know what they need to master in the curriculum and obtain positive outcomes.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☐ Applicable ☒ Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

P.S 376 follows a Balanced Literacy model in collaboration with The Teachers College Reading and Writing Project for the last six years. Teachers are provided with an array of resources, unit of studies, curriculum calendars, unit of study materials, and assessment tools. Differentiation of instruction is embedded into our balanced literacy program to meet the needs of all our learners through small group or individual instruction. Teacher and student roles are defined to promote clear expectations. Teachers as facilitators help students set goals so that they will know what they need to master in the curriculum and obtain positive outcomes.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM[3]) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

[3] To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

This finding is not relevant to our school's educational program the administrators of PS 376 because Administration along with the math coach have collaborated in conducting classroom observations during the programmed math block. Administrators and the coach have focused not only on the content being taught but also on the process being used to teach the content. Professional development provided by the math coach will be provided when it had been found that a teacher is providing math lessons that lack student engagement, hands on activities and group work.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☐ Applicable ☒ Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

At PS 376 we follow the NYC core curriculum which is Everyday Mathematics. Everyday Mathematics is not a program that lends itself to independent seatwork solely. Most, if not all, concepts are taught from the concrete to the abstract. The program relies heavily on the use of manipulative in order to further the student's understanding of mathematic concepts. Furthermore the program facilitates the use of games in support of key concept in mathematics such as multiplication in place of rote memorization.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

At PS 376, our turnover is not high. In the 2008-09 school year, four teachers left the school. One teacher was unable to complete her Master's Program which resulted in her termination by the DOE. Three teachers resigned to relocate to other states due to the high cost of living in New York and a desire to be closer to immediate family members.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☐ Applicable ☒ Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The turnover rate in our school is primarily the result of circumstances which were beyond the control of teachers, such as termination due to failure to complete a masters program and acquire permanent licensure.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

In June, teachers are given a survey regarding professional development interests and opportunities. Our school provides ongoing staff development for ELL's teachers and providers. This is imperative to better service our ELL population and our teachers are well informed of all the professional development opportunities which are available to them. There are monthly calendars with Professional Development days available for teachers. Our CLSO offers monthly PD and teachers that attend these workshops articulate with the other ELL teachers during their common preps. Our students are provided with scaffold instruction on all levels to obtain academic achievement and accelerate language. Staff development is an essential part of growth. A study group was created using the books from Pauline Gibbons or Mary Capallini with the intention to support teacher's instruction for our ELLs. In addition, we offer Teachers

College Reading and Writing Project on-site and off-site calendar days. Teachers that attend the off-site PD are scheduled a time to turnkey with other teachers in our building.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☐ Applicable ☒ Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our teachers are well informed of the professional development opportunities available to them. In addition, teachers have choice options where they can register for workshops through Protraxx. Our school keeps an inventory of the Professional Developments that our teachers attend. Teachers are assigned a day were they turnkey the information to the staff in cohorts. In addition, our ESL teachers participate at workshops/study group offered by our CLSO on monthly basis. They articulate with the other ELL teachers during the ELL common prep which meet weekly as needed.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

In the beginning of the school year, the ESL coordinator meets with all teachers of ELLs to look at NYSESLAT scores and our ELL teachers are trained on how to disaggregate data by proficiency level. Our ELL Specialist creates a profile for all ELLs in the school by

grade level. That data profile includes Lab scores, Current and Previous NYSESLAT scores and their gains. In addition, the profile includes an analysis of negative gains, type of program and years of servicing. Teachers use the data to aligned curriculum and drive instruction.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☐ Applicable ☒ Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Ell teachers meet once a week or as needed during our ELL common preps to discuss the progress of students. After analyzing data, our teachers, literacy coach and ELL coordinator discuss the next steps for differentiated instruction and small group work. In addition, our ELL Inquiry Team is also looking closely at data to think about ways to align literacy instruction to meet the language acquisition needs of our ELLs. Students are assessed through Running Records for all grades, an oral language checklist, and Acuity for grades 3-5.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

At P.S.376 special education teachers, general education teachers, service providers and school administrators are provided with Professional development through out the school year that helps in differentiated instruction in order to meet students' needs. Special Education and General education teachers meet during common prep to discuss instruction, students' strengths and weaknesses and how to use strategies that will provide students with the necessary tools in all content areas and providing a rich learning environment. Teachers are provided with on-site and off-site Professional Development to enrich strategies and skills for themselves as well as for their students. Student assessments are conducted periodically and data is used to aligned / plan curriculum and drive instruction.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☐ Applicable ☒ Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

All teachers are given support by our reading and math coaches who meet with our teachers in special education and general education settings to model and provide the necessary tools to build students' knowledge in all content area. Conferencing with teachers is provided on an on-going basis in order to assess not only students learning but also to give teachers the support to target all students' needs in their classroom. In-house inter-visitation is provided as well for teachers to observe model teachers and regular meetings are planned with school administration to discuss curriculum concerns.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

<u>Please respond to the following questions for Key Finding 7:</u>

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

IEP students have set goals which are based on the Teacher's College Reading and Writing project. The IEP is aligned to the reading and writer's workshop which uses reading levels to assess students' progress in reading comprehension, listening comprehension and writing. General Education Teachers are involved in the planning of related services for students IEP page 3 and 4. Students' phonemic awareness skills are being address by using Words Their Way. The mathematics goals are aligned to the Everyday Mathematics curriculum which is a spiraling program that differentiates students' needs of both General Education and English Language Learners.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☐ Applicable ☒ Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

For students who are in need of a behavioral plan, an FBA is generated to meet the needs of the student. The classroom teacher, psychologist, social worker, counselor, principal, assistant principal, IEP teacher, and parent meet to plan the FBA according to the student's developmental situation.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:
- *All* Title I schools must complete Part A of this appendix.
- *All* Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf

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Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

As of October 27th, 2009 there are ___3__ student(s) in temporary housing.

2. Please describe the services you are planning to provide to the STH population.

Students of PS 376 who are residing in temporary housing will receive at-risk counseling from the school guidance councilor. In addition, students in temporary housing will be provided with academic intervention services, extended day services, and academic after-school programs.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

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