



**P.S. 276 LOUIS MARSHALL**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: P.S. 276 LOUIS MARSHALL**  
**ADDRESS: 1070 EAST 83 STREET**  
**TELEPHONE: 718-241-5757**  
**FAX: 718-241-5560**

## TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

<b>SECTION I: SCHOOL INFORMATION PAGE .....</b>	<b>3</b>
<b>SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE .....</b>	<b>4</b>
<b>SECTION III: SCHOOL PROFILE.....</b>	<b>5</b>
<b>Part A. Narrative Description .....</b>	<b>5</b>
<b>Part B. School Demographics and Accountability Snapshot.....</b>	<b>6</b>
<b>SECTION IV: NEEDS ASSESSMENT .....</b>	<b>10</b>
<b>SECTION V: ANNUAL SCHOOL GOALS.....</b>	<b>11</b>
<b>SECTION VI: ACTION PLAN .....</b>	<b>12</b>
<b>REQUIRED APPENDICES TO THE CEP FOR 2009-2010 .....</b>	<b>13</b>
<b>APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM .....</b>	<b>14</b>
<b>APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs) .....</b>	<b>17</b>
<b>APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION .....</b>	<b>24</b>
<b>APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS .....</b>	<b>26</b>
<b>APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING .....</b>	<b>30</b>
<b>APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).....</b>	<b>32</b>
<b>APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) .....</b>	<b>33</b>

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 331800010276      **SCHOOL NAME:** P.S. 276 Louis Marshall

**SCHOOL ADDRESS:** 1070 EAST 83 STREET, BROOKLYN, NY, 11236

**SCHOOL TELEPHONE:** 718-241-5757      **FAX:** 718-241-5560

**SCHOOL CONTACT PERSON:** Yasmine Fidelia      **EMAIL ADDRESS:** yfideli@schools.nyc.gov

**POSITION / TITLE**      **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Robert Rizzotti

**PRINCIPAL:** Yasmine Fidelia

**UFT CHAPTER LEADER:** Vicky Halm

**PARENTS' ASSOCIATION PRESIDENT:** Ms. Latoya Fable

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 18      **CHILDREN FIRST NETWORK (CFN):** CHILDREN FIRST NETWORK

**NETWORK LEADER:** KATHLEEN LAVIN/OLGA MEJIA GLEN

**SUPERINTENDENT:** BEVERLY WILKINS

**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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *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
Jonathan Straughn	Principal	
Robert Rizzotti	UFT Member	Comments: approved
Erica Lewis-Mieres	UFT Member	Comments: approved
Vicky Halm	UFT Chapter Leader	Comments: approved
Nicole Etienne	Parent	Comments: signature pending
Latoya Fable	PA/PTA President or Designated Co-President	Comments: signature pending
Ateshia Stewart	Parent	Comments: signature pending
Toni-Sheree Martin	Parent	Comments: signature pending
Andrea Aaron	Parent	Comments: signature pending
karen young	UFT Member	Comments: approved
Yasmine Fidelia	Admin/CSA	Electronic Signature Approved.

\* Core (mandatory) SLT members.

## 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.

□

**Vision Statement:** It is the vision of P.S. 276 to assist all children as they begin to acquire knowledge about themselves and our world. We strive to help each child to meet and exceed the New York City Performance Standards and New York State's Learning Standards for his/her grade. In addition, all students will participate in art enriched experiences. Therefore, it is necessary for the students, faculty, parents, and community to work together cooperatively to establish an atmosphere in which each child's intelligence, creativity, and self-esteem are encouraged to flourish. It is the responsibility of our school community to provide a safe, secure, nurturing environment, so that all may achieve the best possible education.

**Mission Statement:** Our school is committed to provide the best possible education for every child through an academic, social, and nurturing environment. We are a diverse, collaborative school community dedicated to achieving high standards of academic excellence for all of our students. Our goal is to create a community of lifelong learners. P.S. 276 is an elementary school in the Canarsie section of Brooklyn, New York. Our school houses grades Pre-Kindergarten through Five, including special education, ELL, Bi-Lingual, and academically gifted students. We have 16 transportable classrooms, in addition to our main building. P.S. 276 has chosen Children First as its learning network. Additionally, the school is using some aspects of the Core Knowledge learning theory. "The Core Knowledge sequence is a detailed outline of specific content to be taught in language arts, geography, mathematics, science, and the fine arts." All grades, except Kindergarten and Grade 4, are using Envision Mathematics as the primary vehicle for math instruction in the school. Kindergarten is utilizing Math Steps and Grade 4 is utilizing "Time To Know," which is a digital teaching platform that differentiates instruction based on students' levels. Further, it gives the teacher flexibility to adjust grouping, monitor progress immediately, and it also provides a test prep component. However, there are some classes that are utilizing the Triumphs program in mathematics. We have implemented a new literacy program, Treasures, for all grades except Grade 4. Grade 4 is utilizing "Time To Know," which is a digital teaching platform. Similar to the Math component, this program aligns the themes used for both subject areas. It covers all skill areas and it also includes a writing component "More Time To Write." P.S. 276 has implemented a new writing program, "Aviator," which allows the students to build on their experiences and see firsthand their progress in writing. Strengths and weaknesses are realized by the student, thus making the writing more personal. In addition to Envision and Treasures, Grade 5 is utilizing "Success Maker," specifically for Reading and Math development. This program is a computer based program in which students work with laptops. Technology is infused into all curriculum areas through the use of classroom computers, mobile laptop labs, Smartboards, and two computer labs. Finally, music and art programs are offered to all students in a variety of modalities. P.S. 276 will show continuous improvement through a data driven approach to improving student performance, using item analysis, portfolio assessment, and other indicators to identify and address student weaknesses and target areas for growth on a continuous basis.

## 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." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	P.S. 276 Louis Marshall								
<b>District:</b>	18	<b>DBN #:</b>	18K276	<b>School BEDS Code:</b>					
DEMOGRAPHICS									
<b>Grades Served:</b>	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	25	36	54		93.8	95.2	TBD		
Kindergarten	107	95	131						
Grade 1	151	121	113	<b>Student Stability - % of Enrollment:</b>					
Grade 2	145	150	131	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	132	143	150		92.4	92.07	TBD		
Grade 4	164	138	158						
Grade 5	139	172	139	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		49.8	66.7	83.7		
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		5	26	TBD		
Grade 12	0	0	0						
Ungraded	13	9	1	<b>Recent Immigrants - Total Number:</b>					
Total	876	864	877	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					5	1	2		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	49	50	45	Principal Suspensions	12	54	TBD		
# in Collaborative Team Teaching (CTT) Classes	21	17	21	Superintendent Suspensions	13	19	TBD		
Number all others	31	32	33						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		
					0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	45	49	56	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	4	9	Number of Teachers	62	68	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	17	18	TBD
				Number of Educational Paraprofessionals	6	4	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	69.4	66.2	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	69.4	72.1	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	85	85	TBD
American Indian or Alaska Native	0.2	0.2	0.3	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	85.4	86.5	TBD
Black or African American	94.3	95.3	95.6				
Hispanic or Latino	2.3	2.1	1.8				
Asian or Native Hawaiian/Other Pacific Isl.	1	0.6	0.8				
White	2.2	1.7	1.1				
Multi-racial							
<b>Male</b>	51.5	51.4	52.7				
<b>Female</b>	48.5	48.6	47.3				
<b>2009-10 TITLE I STATUS</b>							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input type="checkbox"/> 2006-07		<input type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	
						<input checked="" type="checkbox"/> 2009-10	
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b>		<b>If yes, area(s) of SURR identification:</b>					
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>							
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-					
Black or African American	√	√					
Hispanic or Latino	-	-					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	Ysh	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	4	4	1				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	77.3	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	20.2	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	44.1	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	2.3	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = 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
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

\* = 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.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## 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/Teacher 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 your 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?

For the Needs Assessment portion of the CEP, several sources will be analyzed: Being that we did not receive a formal Quality Review for the 2008-2009 or the 2009-2010 school year, we will continue to rely on the data from the Quality Reviews from the 2006-2007 school year and from the 2007-2008 school year, Progress Reports from the 2007-2008 school year, the 2008-2009 school year, and the 2009-2010 school year. In addition State Test Data (from the 2008, 2009, and 2010 school years in the areas of Math and ELA, the 2008, 2009, and 2010 school years in Science, and the 2008 and 2009 school years in Social Studies) will be utilized.

Quality Review:

For the 2006-2007 school year, the school received a "Proficient" rating on the Quality Review. For the 2007-2008 school year, the school received a "Well Developed" rating. Although the overall level went up, there are some important findings that we have found. First, in both years of the Quality Review, it has been stated that the school needs to improve on how goals are explicitly linked between whole school, grade, and subject areas. In addition, goals must be set so that it becomes embedded as routine practice. One other commonality between both years of the Quality Review is that data and assessments need to drive instruction. For both years of the Quality Review, it has been stated that the environment that is provided to our students is nurturing, which creates a positive learning environment. It is also evident that the school is focused on improvement and there is a clear vision for the future.

Progress Report:

For both the 2007-2008 school year and the 2008-2009 school year, the school received a grade of "A." For the 2009-2010 school year, the school received a grade of "C." The overall score for our school jumped from 66.7 (2007-2008) to 77.3 (2008-2009). For the 2007-2008 school year, the school placed in the 73 percentile of all elementary schools citywide (73 percent of those schools scored lower than our school). For the 2008-2009 school year, the school placed in the 38th percentile of all elementary schools citywide (38 percent of those schools scored lower than our school). However, the school's overall score dropped to 34.8 for the 2009-2010 school year. Additionally, the school placed in the 26th percentile of all schools citywide (26 percent of those schools scored lower than our school). This is a significant decrease. For all years, the school was "In Good Standing." All categories for the 2007-2008 Progress Report received category grades of

"A," with the exception of School Environment, which received a category grade of B. All categories for the 2008-2009 Progress Report received category grades of "A." For the 2009-2010 Progress Report, the school received grades of "C" in all categories, with the exception of School Environment, which received a grade of "B." These are significant decreases that are being analyzed and discussed by all school personnel.

#### Test Results:

##### Science:

For the 2008 Science test, there were 9 Special Education students that were tested. One student received a 1 (11%), 4 received a 2 (44%), 4 received a 3 (44%). There were 151 General Education students that were tested. Of those students, 4 received a 1 (3%), 16 received a 2 (11%), 54 received a 3 (36%), and 77 received a 4 (51%). For the 2009 Science test, there were 10 Special Education students tested, of which 1 received a 1 (10%), 5 received a 2 (50%), 2 received a 3 (20%), and 2 received a 4 (20%). There were 127 General Education students that were tested, of which 4 received a 1 (3%), 4 received a 2 (3%), 32 received a 3 (25%), and 87 received a 4 (69%). For the 2010 Science Test, there were 12 Special Education students tested, of which 1 received a 1 (8.3%), 2 received a 2 (16.7%), 6 received a 3 (50%), and 3 received a 4 (25%). There were 144 General Education students that were tested, of which there were zero (0) that received a level 1, 9 that received a level 2 (6.3%), 43 that received a level 3 (29.9%), and 92 that received a level 4 (63.8%). Based on these results, it is clear that progress is being made. The number of students receiving grades of 1 and 2 on the test is declining, while the number of students receiving grades of 3 and 4 on the test is increasing. From 2007 to 2008, the level of students receiving grades of 3 and 4 on the test has remained constant in our General Education population. For Special Education, the number of students receiving grades of 3 and 4 has increased. Notice the greatest increase in the number of students receiving grades of 3 and 4 from the 2008 test to the 2009 test, including our Special Education population. Further, notice the number of our Special Education population receiving a level 4 on the 2010 test and that there are no level 1s in our General Education population for the 2010 test. Our goal is to continuously move more of our Special Education students out of level 1 and into levels 2, 3, and 4. \*Reinforcement of skills using State Science curriculum. \*Implement use of practice tests (practical and multiple choice) in 3rd grade and 4th grade. \*Provide test preparation materials. \* Provide AIS services (if necessary).

##### Social Studies:

For the 2008 Social Studies test, there were 25 Special Education students tested, of which 5 received a 1 (20%), 3 received a 2 (12%), 14 received a 3 (56%) and 3 received a 4 (12%). There were 143 General Education students tested, of which 10 received a 1 (7%), 8 received a 2 (6%), 67 received a 3 (47%) and 58 received a 4 (41%). For the 2009 Social Studies test, there were 7 Special Education students tested, of which 3 received a level 1 (42.8%), 3 received a level 2 (42.8%), and 1 received a level 3 (14.2%). There were 133 General Education students tested, of which 9 received a level 1 (6.8%), 5 received a level 2 (3.8%), 66 received a level 3 (49.6%), and 53 received a level 4 (39.8%). Based on the results, it is clear that progress is slow. The percentage of students receiving scores of 1 and 2 is remaining constant, in both populations tested. The percentage of students receiving scores of 3 and 4 is also remaining constant. It is noted that there is no New York State Social Studies exam for the 2010 school year. \*Reinforcement of skills using the State Social Studies curriculum. \*Implementation of practice tests in Grade 5 (Part I and Part II). \*Focus on test taking strategies in Grades 3 and 4. \*Provide test preparation materials for use in Grades 4 and 5. \*Provide AIS services if needed.

## Math:

For the 2008 Math test, there were 112 students tested in the 3rd grade, 11 Special Education and 101 General Education. RESULTS: Special Education: Level 1 - 1 (9.1%), Level 2 - 3 (27.3%), Level 3 - 0, and Level 4 - 7 (63.6%). General Education: Level 1 - 2 (2.0%), Level 2 - 7 (6.9%), Level 3 - 69 (68.3%), and Level 4 - 23 (22.8%). For the 2009 Math test, there were 139 students tested in Grade 3, 12 Special Education and 127 General Education. RESULTS: Special Education: Level 1 - 1 (8%), Level 2- 6 (50%), Level 3- 5 (42%), Level 4-0. General Education: Level 1-0, Level 2- 3 (2%), Level 3 - 99 (78%), Level 4 - 24 (19%). For the 2010 Math test, there were 147 students tested in Grade 3, 26 Special Education and 121 General Education. RESULTS: Special Education: Level 1 - 11 (42.3%), Level 2- 7 (26.9%), Level 3 - 6 (23.1%) and Level 4 - 2 (7.7%). General Education: Level 1 -10 (8.3%), Level 2 - 54 (44.6%), Level 3 - 38 (31.4%), Level 4 - 19 (15.7%). According to the results, there has been a drop in the number of students receiving a Level 1 (from 2008 to 2009 (-2% in General Education and -1.1% in Special Education)), but there has been a tremendous increase in the that number from 2009 to 2010 (an increase of 34.3% for Special Education and an increase of 8.3% for General Education). There has been a drop in the number of students receiving a Level 2 in our General Education population from 2008 to 2009. However, in our Special Education population, there was a 23.7% increase in the number of students receiving a Level 2. There has been an increase in the number of General Education students receiving a Level 2 from 2009 to 2010 (an increase of 42.6%) and a decrease in the number of Special Education students receiving a Level 2 (from 50% to 26.9%) There has been an increase in the number of students receiving a Level 3 in the General Education population (+9.7%) and Special Education population (+42%) from 2008 to 2009. However, both of those populations saw decreases in the number receiving Level 3 for the 2010 test (a decrease of 46.6% for General Education and a decrease of 18.9% for Special Education). Additionally, the number of students receiving a Level 4 has decreased in the General Education population (by 3.3%), while increasing in the Special Education population (by 7.7%).

For the 2008 test, 168 students were tested, 30 Special Education and 138 General Education. RESULTS: Special Education: Level 1 - 2 (6.7%), Level 2 - 11 (36.7%), Level 3 - 16 (53.3%), and Level 4 - 1 (3.3%). General Education: Level 1 - 4 (2.9%), Level 2- 17 (12.3%), Level 3 - 80 (58.0%), and Level 4 - 37 (26.8%). For the 2009 Math test, there were 132 students tested in Grade 4, 12 Special Education and 120 General Education. RESULTS: Special Education: Level 1- 2 (17%), Level 2 - 5 (42%), Level 3 - 4 (33%), Level 4 - 1 (8%). General Education: Level 1- 2 (2%), Level 2 -8 (7%), Level 3 -69 (58%), Level 4 - 40 (33%). For the 2010 Math Test, there were 154 students tested in Grade 4, 16 Special Education and 138 General Education. RESULTS: Special Education: Level 1 - 6 (37.5%), Level 2- 9 (56.3%), Level 3- 1 (6.3%) and Level 4 -0. General Education: Level 1- 4 (2.9%), Level 2- 58 (42%), Level 3- 55 (39.9%), and Level 4- 21 (15.2%). According to the results, the number of students receiving a Level 1 has dropped from 2008 to 2009 in our General Education population by 0.9%. However, the number has increased by 11% in our Special Education population from 2008 to 2009 and by 20.5% from 2009 to 2010. There was a 0.9% increase for the General Education population from 2009 to 2010. The number of students receiving a Level 2 dropped from 2008 to 2009 in the General Education population (-5.3%). That same population saw an increase of 35% for Level 2 from 2009 to 2010. In our Special Education population, the number has increased by 5.3% from 2008 to 2009 and by 14.3% from 2009 to 2010. The number of Special Education students receiving a Level 3 decreased by 20.3% from 2008 to 2009 and by 26.7% from 2009 to 2010. The number of General Education students receiving a Level 3 remained the same from 2008 to 2009 and decreased by 18.1% from 2009 to 2010. The number of Special Education students receiving a Level 4 increase by 4.7% from 2008 to 2009, but decreased by 8% from 2009 to 2010. The number of General Education students receiving a Level 4 increased by 6.2% from 2008 to 2009, but showed a decrease of 17.8% from 2009 to 2010.

For the 2008 math test, 139 students were tested in grade 5, 17 Special Education and 122 General Education. RESULTS: Special Education: Level 1 - 8 (47.1%), Level 2 - 4 (23.5%), Level 3 - 5

(29.4%), and Level 4 - 0. General Education: Level 1- 4 (3.3%), Level 2- 14 (11.5%), Level 3- 78 (63.9%), Level 4 -26 (21.3%). For the 2009 Math test, 170 students were tested in Grade 5, 29 Special Education and 141 General Education. RESULTS: Special Education: Level 1- 1 (3%), Level 2 - 10 (34%), Level 3- 15 (52%), Level 4- 3 (10%). General Education: Level 1- 4 (3%), Level 2- 8 (6%), Level 3- 84 (59%), and Level 4- 45 (32%). For the 2010 Math Test, there were 140 students tested, 8 Special Education and 132 General Education. RESULTS: Special Education: Level 1- 1 (12.5%), Level 2- 5 (62.5%), Level 3- 2 (25%) and Level 4-0. General Education: Level 1- 8 (6.1%), Level 2- 40 (30.3%), Level 3- 53 (40.2%) and Level 4- 31 (23.5%). According to the results, from 2008 to 2009 in the General Education population, there was no significant change in the percent of students receiving Level 1. However, there was an increase in the Special Education population (9.5%) and the General Education population (3.1%) for Level 1. There was an increase in the number of students receiving Level 2 on the test, in both the Special Education population (28.5%) and the General Education population (24.3%). For students receiving a Level 3, there was an increase in the Special Education population of 22.6% from 2008 to 2009 and a decrease of 27% from 2009 to 2010. For students receiving a Level 3 in the General Education population, there was a decrease of 4.9% from 2008 to 2009 and a decrease of 18.8% from 2009 to 2010. For Special Education, there was an increase of 10% for those receiving a Level 4 from 2008 to 2009, but a decrease of 10% from 2009 to 2010. For General Education, there was an increase of 10.7% of those receiving a Level 4 from 2008 to 2009 and a decrease of 8.5% from 2009 to 2010. \*We need to focus our attention on moving students out of Level 1 and Level 2 into Level 3. Additionally, we have to focus our efforts on providing the skills needed so that more Level 3 students (especially those that are on the cusp) can advance to a Level 4. Additional resources need to be given to our Special Education teachers so that the Special Education population can enjoy success. We have to ensure that they are making advances. \*There is still a need for improvement of basic skills and concepts to move the Level 1 and 2 students to higher levels of academic achievement. \*Develop, incorporate, model, continuously share and encourage best practices in Envision (Grades 3 and 5) and Time to Know (Grade 4) instruction. \*Utilize the results of ITA exams, Predictive exams, as well as curriculum unit assessments to drive instruction practices and align test preparation materials with mathematics instruction as part of the daily routines apparent in each classroom/learning environment during the Math Workshop block. \*Differentiated instruction needs to continuously occur for the Special Education, ELLs, and General Education students. \*Promote and provide tutorial services to at-risk students. \*Continue to provide AIS services to students in need. \*Continue the use of after school tutorial for students that have been identified as at-risk for 37 1/2 minutes. \*Provide rigorous instruction to meet the new standards set forth by the New York State testing committee.

#### ELA:

For the 2008 ELA, 128 students were tested in grade 3, 12 Special Education and 116 General Education. RESULTS: Special Education: Level 1 - 1 (8.3%), Level 2 - 8 (66.7%), Level 3 - 3 (25.0%), and Level 4 - 0. General Education: Level 1 - 4 (3.5%), Level 2 - 38 (32.8%), Level 3 - 65 (56.0%), and Level 4 - 9 (7.8%). For the 2009 ELA, 139 students were tested in Grade 3, 12 Special Education students and 127 General Education. RESULTS: Special Education: Level 1 - 5 (42%), Level 2 -7 (58%), Level 3 -0, and Level 4 - 0. General Education: Level 1 - 6 (5%), Level 2 - 27 (21%), Level 3 - 85 (67%), and Level 4 - 7 (6%). For the 2010 ELA, 142 students were tested in Grade 3, 26 Special Education students and 116 General Education students. RESULTS: Special Education: Level 1 - 14 (53.8%), Level 2-6 (23.1%), Level 3- 4 (15.4%) and Level 4- 2 (7.7%). General Education: Level 1- 22 (19%), Level 2- 39 (33.6%), Level 3- 42 (36.2%) and Level 4- 13 (11.2%). According to the results, the number of students achieving a Level 1 has increased across the board. For Special Education, there was an increase of 33.7% (2008 to 2009) and an increase of 11.8% (from 2009 to 2010). For General Education, there was an increase of 1.5% (from 2008 to 2009) and a 14% increase from 2009 to 2010. The number of students receiving a Level 2 dropped in Special Education by 8.7% from 2008 to 2009 and by 34.9% from 2009 to 2010. For General Education, the number has dropped by 11.8% from 2008 to 2009 and increased from 2009 to 2010 by 12.6%. The number of students receiving a Level 3 dropped by 25% from 2008 to 2009 for Special Education, and

then increased by 15.4% from 2009 to 2010. For General Education, that number increased by 11% from 2008 to 2009, but it decreased by 30.8% from 2009 to 2010. Special Education remained constant for Level 4 from 2008 to 2009, but increased by 7.7% from 2009 to 2010. For General Education, the number dropped by 1.8% from 2008 to 2009 and increased by 5.2% from 2009 to 2010.

For the 2008 ELA, 166 students were tested in grade 4, 29 Special Education and 137 General Education. RESULTS: Special Education: Level 1 - 8 (27.6%), Level 2 - 14 (48.3%), Level 3 - 7 (24.1%), and Level 4 - 0. General Education: Level 1 - 4 (2.9%), Level 2 - 26 (19.0%), Level 3 - 95 (69.3%), and Level 4 - 12 (8.8%). For the 2009 ELA, 132 students were tested in Grade 4, 12 Special Education and 120 General Education. RESULTS: Special Education: Level 1 - 2 (17%), Level 2 - 8 (67%), Level 3 - 2 (17%), and Level 4 - 0. General Education: Level 1 - 3 (3%), Level 2 - 24 (20%), Level 3 - 89 (74%), Level 4 - 2 (2%). For the 2010 ELA, 150 students were tested in Grade 4, 16 Special Education and 134 General Education. RESULTS: Special Education: Level 1 - 9 (56.3%), Level 2 - 7 (43.8%) and Level 3 and 4 - 0. General Education: Level 1 - 15 (11.2%), Level 2 - 61 (45.5%), Level 3 - 57 (42.5%) and Level 4 - 1 (0.7%). According to the results, the number of students achieving a Level 1 dropped from 2008 to 2009 (by roughly 10% in the Special Ed. population), but there were significant increases in both populations from 2009 to 2010 (an increase of 39.3% for Special Education and an increase of 8.2% for General Education). In the Special Education population, the number of students receiving a Level 2 increased by 19% and remained constant in the General Education population (from 2008 to 2009). However, there was a decrease for the Special Education population (23.2%) and an increase in the General Education population (25.5%) from 2009 to 2010. The number of students achieving a Level 3 increased from 2008 to 2009 in the General Education population (roughly 5%), but that number has decreased by 31.5% from 2009 to 2010. In the Special Education population, the number of students receiving a Level 3 decreased by about 7% from 2008 to 2009 and decreased by 17% from 2009 to 2010. The number of students achieving a Level 4 decreased by roughly 6% from 2008 to 2009 and 1.3% from 2009 to 2010 for the General Education population.

For the 2008 ELA, 137 students were tested in grade 5, 17 Special Education and 120 General Education. RESULTS: Special Education: Level 1 - 3 (17.7%), Level 2 - 11 (64.7%), Level 3 - 3 (17.7%), and Level 4 - 0. General Education: Level 1 - 0, Level 2 - 26 (21.7%), Level 3 - 92 (76.7%), and Level 4 - 2 (1.7%). For the 2009 ELA, 168 students were tested in Grade 5, 29 Special Education and 139 General Education. RESULTS: Special Education: Level 1 - 0, Level 2 - 13 (45%), Level 3 - 16 (55%), and Level 4 - 0. General Education: Level 1 - 2 (1%), Level 2 - 22 (16%), Level 3 - 100 (72%), and Level 4 - 15 (11%). For the 2010 ELA, 136 students were tested in Grade 5, 8 Special Education and 128 General Education. RESULTS: Special Education: Level 1 - 5 (62.5%), Level 2 - 2 (25%), Level 3 - 1 (12.5%) and Level 4 - 0. General Education: Level 1 - 13 (10.2%), Level 2 - 53 (41.4%), Level 3 - 43 (33.6%), and Level 4 - 19 (14.8%). For 2008 to 2009, there was a drop in the number of students in the Special Education population receiving Level 1 (by almost 18%) and an increase of 1% in the General Education population. From 2009 to 2010, there was an increase of 62.5% for the number of Special Education students receiving Level 1 and an increase of 9.2% for the General Education population. There has been a consistent decrease in the number of Special Education students receiving a Level 2 (a decrease of 19.7% from 2008 to 2009 and a decrease of 20% from 2009 to 2010). There was also a decrease in the General Education population from 2008 to 2009 (5.7%). However, there was a tremendous 25.4% increase from 2009 to 2010. For Level 3, our Special Education population saw an increase of 37.3% from 2008 to 2009, but saw a decrease of 42.5% from 2009 to 2010. Our General Education population saw a 4.7% decrease from 2008 to 2009 and a decrease of 38.4% from 2009 to 2010. The Special Education population saw a decrease of 2.7% in Level 4 from 2008 to 2009 and no change from 2009 to 2010. Our General Education population saw an increase of 9.3% from 2008 to 2009 and an increase of 3.8% from 2009 to 2010.

\*We need to focus our attention on moving students out of Level 1 and Level 2 into Level 3.

Additionally, we have to focus our efforts on providing the skills needed so that more Level 3 students (especially those that are on the cusp) can advance to a Level 4. Programs will be developed to move

all students in this category, especially those in the Astral program. Additional resources need to be given to our Special Education teachers so that the Special Education population can enjoy the same success. We have to ensure that they are making advances. \*Continue the use of the Workshop Model in Balanced Literacy. \*Continue the use of guided reading, literacy circles, and the 90 minute reading block. \*Continue AIS programs for at-risk students. \*Continue using test preparation materials for entire grades (uniform materials). \*Continue the use of ELA days to prepare students for actual testing conditions. \*Focus on skill analysis to isolate problem areas for students. \*Use results from ITA, Predictive, and teacher made assessments to drive instruction. \*Use ARIS to track student performance. \*Continue the use of grade level meetings for review of best practices. \*Incorporate literacy and the arts to promote active student learning. \*Expose students to a variety of literary genre, with an emphasis on non-fiction. \*Implement Treasures reading and Aviator writing program. \*Continuation of after school tutorial for at-risk students for 37 1/2 minutes. \* Use valuable computer software programs to develop comprehension skills in all grade levels, such as Achieve3000 (all grades), Time to Know (Grade 4), and Success Maker (Grade 5).

## 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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> <p><b>Subject</b> <b>Area: English Language Arts (Including English Language</b></p> <p><b>Learners, where applicable)</b></p> <p><b>Annual Goal: By June 2011, students in Grades 3, 4, and 5 will show</b></p> <p><b>improvement of 3-5% as measured by city and state ELA</b></p> <p><b>assessments (including our Special Education, and ELL population).</b></p>	<input type="checkbox"/> <p>Pre-Kindergarten is using classroom libraries, Open Court, and Core Knowledge to develop the literacy skills that they need to move on to Kindergarten. Grades Kindergarten through 5 are using classroom libraries, Core Knowledge materials, and Treasures to develop the literacy skills that are needed to advance to the next grade. They are making use of the 90 minute Literacy Block, which incorporates the Balanced Literacy approach to learning. In addition, assessments are given on an ongoing basis. Grade 4 is utilizing the Time to Know computer based program and Grade 5 is utilizing the Success Maker computer based program to further develop ELA skills</p>
<input type="checkbox"/> <p><b>Mathematics</b></p> <p><b>By June 2011, student</b></p>	<input type="checkbox"/> <p>Pre-Kindergarten is using Everyday Mathematics, supplemented by teacher made materials and educational math games to teach the skills required for their grade level and necessary for the next grade. 10 to 15 minute intervals are used to retain interest and focus. Kindergarten is using Math Steps, teacher made materials, math games, and math journals to teach the skills</p>

<p><b>achievement in Grades 3 through 5 will increase by 3-5% as measured by city and state mathematics assessments (including our special education and ELL populations).</b></p>	<p>required for their grade level and necessary for the next grade. Grades 1,2,3,and 5 are using Envision Mathematics. Grades K-2 are using the 60 minute Math Workshop model, while grades 3-5 are using the 75 minute Math Workshop model. Grade 4 is utilizing the Time to Know computer based program and Grade 5 is utilizing the Success Maker computer based program.</p>
<p><input type="checkbox"/> The Arts</p> <p>By June 2011, PS 276 will implement diverse integrated art programs through a variety of instructional and cultural initiatives for all students.</p>	<p><input type="checkbox"/> <b>Students will receive art instruction, dance instruction, and music instruction by licensed, out-of-classroom teachers. Additionally, there will be a variety of programs that will be utilized in our school that focus on enrichment through the arts. These programs will be offered throughout the school year, during school hours, and after school hours.</b></p>
<p><input type="checkbox"/> <b>Parent Involvement</b></p> <p><b>By June 2011, parental involvement will increase by 3-5% as measured by attendance at parent meetings and workshops.</b></p>	<p><input type="checkbox"/> <b>P.S. 276 plans and continues to implement a series of parent workshops as identified through surveys and questionnaires during the 2010- 2011 school year. Topics may include, but are not limited to, Helping Your Child with Homework, Family Literacy, Your Child and the Arts, and Preparing Your Child for Test-Taking Strategies. Teachers and parents will participate in workshops on communication skills with children, appropriate assertive discipline, and collaborative techniques for parents and teachers to communicate effectively and work together for the benefit and growth of the children.</b></p>



## 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 2010-11 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, PLA, 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) : ELA (including English Language Learners and Special Education)

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> <b>Subject Area: English Language Arts (Including English Language Learners, where applicable)</b></p> <p><b>Annual Goal: By June 2011, students in Grades 3, 4, and 5 will show improvement of 3-5% as measured by city and state ELA assessments (including our Special Education, and ELL population).</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> <b>Pre-K: Students will engage in games and songs that develop phonemic awareness, learn about letter shapes, engage in auditory discrimination games, participate in read aloud and shared reading activities, dictate responses to literature, and dictate narrative accounts. This will be conducted daily, from September 2010 to June 2011, in intervals of 15 minutes, with a total of 90 minutes per day. The Pre-K teacher uses teacher made assessments to follow the progress of their students. In addition, the Pre-K teachers use the ESI-R program and a Developmental Profile to guide their instruction. The following people will be held accountable to achieve goals: Pre-K teachers, Paraprofessionals, Supervisors, Coaches, and Family Worker. Grades K-5: Students will continue instruction in a comprehensive literacy program for 90</b></p>

	<p>consecutive minutes per day, using the workshop model, within a print rich literacy environment, which will provide daily opportunities for read aloud, shared reading, and guided reading. They will continue reading comprehension through strategy instruction, read 25 books during the school year, use flexible grouping incorporating guided reading and authentic literacy centers, continue instruction in appropriate test taking strategies, and use leveled libraries and various genres to develop interest.</p> <p>Grade level meetings will be held once a month to discuss best practices. In addition, where appropriate, our school will continue the use of test data and other assessments to drive instruction. For example, in grades K-2, teachers will monitor the progress of their students by utilizing ECLAS and DIBELS (on Palm Pilots). When the teachers finish their DIBELS and sync them into the computer, they generate a print out that will highlight the strengths and weaknesses of their children. Teachers in grades 3-5 utilize results from teacher made assessments, as well as city and state assessments. Teachers in grades 4 and 5 also use reports generated by the Time to Know computer program and the Success Maker computer program. Data collection is conducted in such a way that the teachers meet monthly to discuss the strengths and weaknesses of each grade, as a whole. Individual teachers also get to know the strengths and weaknesses of their individual classes. Strategies are then created to strengthen the targeted weakness. This will be conducted daily in 90 minute blocks from September 2010 to June 2011. The following people will be held accountable to achieve goals: K, 1, 2, 3, 4, and 5 teachers (general and special ed), Supervisors, Cluster teachers, ELL Teacher, Paraprofessionals, Literacy Coach, and AIS Providers.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Funding is through Tax Levy and Title I.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/>  <b>Pre-K:</b> 85% identification of alphabet and initial consonants through teacher observation, teacher checklist, and anecdotal records. <b>Grades K-2:</b> 3-5% improvement, assessments 3 times a year, Spring ECLAS, teacher observation and assessment, running records, anecdotal records, and portfolios. <b>Grades 3-5:</b> 3-5 % improvement, assessments 3 times a year, ELA, ITA and Predictives, teacher observations, anecdotal</p>

	<p>records, running records, reports generated by computer programs being used in the classroom and portfolios. Grade 4 progress reports from the Time to Know computer based program and Grade 5 progress reports from the Success Maker computer based program. On a regular basis, the goals will be reviewed by supervisors, staff members, teachers, and the SLT. Changes will be made as needed.</p>
--	--

**Subject Area**  
(where relevant) : Mathematics (including English Language Learners and Special Education)

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> <b>Mathematics</b></p> <p><b>By June 2011, student achievement in Grades 3 through 5 will increase by 3-5% as measured by city and state mathematics assessments (including our special education and ELL populations).</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> <b>Pre-K: Continue mathematic instruction in intervals of 15 minutes, with a total of 60 minutes per day. Continue instruction in basic math facts, participation in 100 Days Celebrations, provide supplemental materials as needed, and teacher made assessments and observations. This will be conducted daily from September 2010 to June 2011. The staff members held accountable to achieve this goal are: Pre-K teachers, Paraprofessionals, Supervisors, Family Worker, and Math Coach. Grades K-5: Continue to implement the New York City Department of Education Core Mathematics curriculum (60 minutes for K-2, 75 minutes for 3-5). Continue instruction in Math Steps for Kindergarten, Envision Mathematics for Grades 1,2,3,and 5 and Time to Know for Grade 4, continue instruction in appropriate test taking strategies, creation of classroom mathematics centers, continue to use test data (where applicable) and other assessments to drive instruction. This will be conducted daily from September</b></p>

	<p>2010 to June 2011. The staff members held accountable to achieve this goal are: K-5 teachers, Paraprofessionals, Supervisors, Math Coach, and AIS Providers. Data collection is conducted in such a way that the teachers meet monthly to discuss the strengths and weaknesses of each grade, as a whole. Individual teachers also get to know the strengths and weaknesses of their individual classes. Strategies are then created to strengthen the targeted weakness. In addition, on a regular basis, the goals will be reviewed by supervisors, staff members, teachers, and the SLT. Changes will be made as needed.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Funding is through Tax Levy and Title I</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Pre-K: 85% of math readiness skills, assessment 3 times a year, teacher observation, anecdotal records, teacher made assessments, and classroom projects. Grades 3 to 5 : 3% to 5% improvement, assessments 3 times a year (Beginning of the Year Inventory, Mid Year Inventory and End of Year Inventory), City Math Test (where applicable), ITA and Predictive tests (where applicable). Envision unit tests, anecdotal records, teacher observation and assessments, portfolios, work folders, progress reports for Grade 4 using the Time to Know computer based program, and progress reports for Grade 5 using the Success Maker computer based program.</p>

**Subject Area  
(where relevant) :**

**The Arts**

---

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> The Arts</p> <p>By June 2011, PS 276 will implement diverse integrated art programs through a variety of instructional and cultural initiatives for all students.</p>
--	---

<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>☐ For grades Pre-K through K, the students will be given teacher made assessments, both formal and informal, to measure their readiness skills. These children will be given rigorous instruction in the areas of art, dance, and music. They will participate in school wide assembly programs, as well as field trips aligned with the Blueprint for the Arts. They will also participate in the Cool Cultures program, which works with parents and makes museum trips more easily available. For grades 1 through 5, the students will be given teacher made assessments, both formal and informal, to measure their readiness skills. In addition, these children will be given rigorous instruction in the areas of art, music, and dance. They will participate in school wide assembly programs, as well as enrichment programs that focus on visual arts and dance and movement (CASA and BENI). They will also participate in programs where the classroom teacher works collaboratively with outside personnel in programs like Pure Elements (an art based program that focuses on art enrichment through the use of personal experience), and the Teachers and Writers Collaborative (which is a writing program that focuses on writing poetry and speaking poetic verse). The members responsible for achieving this goal are Pre-K through grade 5 teachers, supervisors, coaches, parent coordinator, and cluster teachers. On a regular basis, the goals will be reviewed by supervisors, staff members, teachers and the SLT. Changes will be made as needed. Children will participate in one or more classes associated with the arts (music, dance, art) at least once a week in 45 minute intervals. The programs that are part of our core curriculum (music, art, dance) will be implemented from September 2010 to June 2011. The enrichment activities will take place afterschool from 3:15 to 5:15p.m.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>☐  ☐ Funding is through Tax Levy and Title I (core curriculum classes: music, art, and dance).   Funding for enrichment activities is through a Region 6 ISC (Integrated Service Center- Office of Youth Development) and through grants.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>☐ Readiness of art and music skills by Pre-K students, 3 - 5% improvement in student achievement in Grades K - 5, anecdotal records, classroom projects, research projects, and teacher observation (in class teacher and out of classroom teacher. Additionally, students in all grades will participate in the school's assembly program.</p>

**Subject Area**  
(where relevant) :

**Parent Involvement**

---

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> <b>Parent Involvement</b></p> <p><b>By June 2011, parental involvement will increase by 3-5% as measured by attendance at parent meetings and workshops.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Grades Pre-K through 5: Parent conferences will be conducted when needed, and we will conduct monthly parent workshops according to scheduling. The school will work with the PTA to conduct monthly PTA meetings, which will include minutes from the School Leadership Team. The School Leadership Team will work with constitutencies and come up with methods to improve parental involvement. Each grade level will provide monthly newsletters with the aim of keeping parents informed with events before they happen. Each newsletter will focus on what the children are learning in each grade level and will highlight important and upcoming events in the school. Our school also has a school messenger service, which informs parents and staff members about special events and/or upcoming events within our school community. The school will promote Open School Week and utilize the Parent Coordinator where needed. We also have a PAC liaison (Parent Advisory Council), which works with the administrators, PTA and SLT to come up with ways to utilize Title I Parental Involvement money. Additionally, our school will distribute copies of the Parent Involvement Policy and Title I Compact at meetings. Furthermore, there is a table in the main lobby of the school and a bulletin board outside of the PTA office which houses all notices, including the Parent Involvement Policy and Title I Compact, sent home to parents. This will be ongoing from September 2010 to June 2011. On a regular basis, the goal of increased parental involvement will be reviewed by supervisors, staff members, teachers, the parent coordinator , PAC liaison, and the SLT. Changes will be made as needed. It is noted that parents may make appointments with any teacher on an as-needed basis. The staff members accountable for achieving this goal are: Pre-K through 5 teachers (general education and special education), supervisors, SLT, PTA, Parent Coordinator, and PAC members.</p>

<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>Funding is through Tax Levy, Title I and Title III LEP</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/>3 to 5 % improvement in parental involvement as measure by parental surveys and attendance records taken at meetings.</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. 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 Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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

**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				
K			N/A	N/A	4			
1	17		N/A	N/A	5			
2	12	5	N/A	N/A	1			
3	12	5	N/A	N/A	9		1	
4	15	6			11		1	
5	17	5			10		2	
6								
7								
8								
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. Part B - Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> 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.).</p>
<p><b>ELA:</b></p>	<p><input type="checkbox"/> The programs that are used are Wilson (with a focus on print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary fluency and spelling), Triumphs in Grade 1 (which is used to build vocabulary, comprehension and fluency to students that are below reading level), and Horizons in Grade 2 (which teaches reading in a unique instructional sequence incorporating word attack, story reading, comprehension exercises, spelling and independent work). In Grades 3,4, and 5 Soar to Success and Ladders to Success are used as they teach students to apply phonics and comprehension skills. SRA Reading is also used in Grades 4 and 5. Grade 4 and Grade 5 also uses the McGraw Hill Reading Diagnostic Placement Evaluation, which provides a wide variety of assessment resources, including formal tests, performance tasks, and attitude and interest surveys. These resources are used in a small group setting during the school day. Case studies are conducted on a one-to-one basis.</p>
<p><b>Mathematics:</b></p>	<p><input type="checkbox"/> In Grade 3, Math Advantage is used. This assessment addresses all of the math strands from the third grade. Break Away Math is used in conjunction with Math Advantage as it focuses on varying math skills. In Grade 4 and Grade 5, McGraw Math is used to heighten math skills. Additionally, Everyday Mathematics and Math Steps are used to reinforce critical, basic mathematical skills. These services are provided in a small group setting during the school day. Case studies are conducted on a one-to-one basis.</p>
<p><b>Science:</b></p>	<p><input type="checkbox"/> N/A</p>
<p><b>Social Studies:</b></p>	<p><input type="checkbox"/> N/A</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p><input type="checkbox"/> The services that are provided by the Guidance Counselor focus on providing strategies to students experiencing academic and/or social challenges. Based on IEPs, some students are mandated these related services. These services are conducted during the school day in a small group setting or on a one-to-one basis.</p>

<b>At-risk Services Provided by the School Psychologist:</b>	<input type="checkbox"/> N/A
<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> Children are seen that are experiencing social, academic, and emotional issues. Children are seen individually for counseling sessions and outreach to family members is utilized as needed. Services are conducted during the school day and at other times when necessary.
<b>At-risk Health-related Services:</b>	<input type="checkbox"/> N/A

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy** - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

### **Section I. Student and School Information.**

**Grade Level(s)**

**3-5**

**Number of Students to be Served:**

**LEP 38**

**Non-LEP 0**

**Number of Teachers 6**

**Other Staff (Specify) Math Coach, One Administrator**

**School Building Instructional Program/Professional Development Overview**

### **Section II. Title III, Part A LEP Program Narrative**

**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.

□

Public School 276's Title III Afterschool Literacy and Math Tutorial Institute is designed to supplement instruction for ELLs. The program is designed to develop and increase English proficiency, literacy skills amongst ELLs and increase student's achievement level in mathematics. Title III helps maximize instruction to develop literacy, language and math skills for the ELLs.

The Title III Afterschool Literacy Program will target ELLs in grades 3,4, and 5 and provide the students with instruction on Mondays from 3:15 to 5:15p.m. A licensed ELL teacher and classroom teacher of ELLs will teach and collaborate on lesson planning and instruction. They will provide instruction in English language skills and balanced literacy to beginning, intermediate and advanced ELL students. The emphasis will be on the workshop model and standards based instruction. The ELL students will learn different techniques which will be introduced to them through successful strategies and approaches. The students will engage in activities taken from the Keep on Reading program. The reading program supports learning with scaffolding instruction, controlled readability, vocabulary support, and graphic organizers. It targets eight key reading comprehension skills and strategies that adapt lesson instruction based on visual, auditory, and kinesthetic learning styles for proficiency in English. Literacy will be stressed by adapting ESL techniques to read aloud, shared reading, guided reading, accountable talk, modeled writing, shared and independent writing, vocabulary enrichment and phonemic awareness. Instruction time for reading and writing will address oral and literacy development in the language skills of listening, speaking, and writing. The Math Tutorial will target ELLs in grades 3,4, and 5 and provide the students with instruction on Tuesdays from 3:15 to 5:15p.m. The program will be taught by two licensed common branch teachers and a licensed ESL teacher. The Math Tutorial Program will assist ELLs to acquire a reinforcement of basic math skills. Turbo Math, Boosting Basic Math Skills by People Education will be used to scaffold lessons to help develop the ELLs conceptual understanding of key mathematic skills and concepts in order to be successful with grade mathematics. The math program is customized to the New York State Learning Standards for Mathematics, differentiates instruction to develop the students' basic math skills, includes hands-on lessons to develop conceptual understanding and is based on current math research and proven instructional strategies. This program will move them into achieving higher levels of math on the state math test.

Measuring Up Math by People Education will provide the guided learning and practice the ELL students need to achieve mastery. Workbook lessons guide the students step by step as they learn and apply each New York State Learning Standard based skill or concept.

An administrator will be available for safety and dismissal of children who are not picked up on time.

Parents of the ELL population will have the opportunity to participate in P.S. 276's Computer Connection Afterschool Program which will increase their computer knowledge, literacy and awareness. Computer knowledge will enable parents to learn how to use the internet for

research to assist their children with homework, research reports, book reports, support of the internet and to learn about what their children know about using the computer. The ELL parents will become familiar with and how to access the ARIS Parent Link. The Computer Connection will be taught by a teacher who has an abundance of knowledge about the computer. There will be from 8 - 12 parents in the class. The class will meet on Tuesdays from 3:15 to 5:15 p.m. Title III afterschool programs will begin December 7, 2010 and proceed through March 29, 2011 for a total of 14 (2hour) sessions. The computer afterschool program will begin December 8, 2010 and proceed through February 14, 2011.

**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.

Professional development will be presented by the Math Coach. Participants in the professional development will include the afterschool teachers of ELLs. The Math Coach will provide professional development for the afterschool teachers and parents of ELLs. The participants will be involved in hands on activities and using manipulatives. The math workshop will provide strategies that will improve instruction for the classroom teachers of ELLs. Parents will learn strategies that can be conducted at home to support their children.

**Section III. Title III Budget**

School: P.S. 276  
 BEDS Code: 331800010276

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$11,275.14	<input type="checkbox"/> Professional salaries -Per Session  1 ESL teacher - 28 sessions. 2 <a href="#">hrs.@\$49.89</a> = \$2,793.84  2 Literacy/ELA teachers - 14 sessions. 2 hrs. @ \$49.89 = \$2,793.84  2 Math teachers - 14 sessions. 2 hrs @ \$49.89 = \$2,793.84

		<p>1 Administrator - 14 sessions. 2 hrs @ \$49.89 = \$1,396.92</p> <p>Planning session (1). 2 hrs. @ \$49.89 x 5 teachers = \$498.90</p> <p>Parent Program:</p> <p>1 Computer Teacher x 10 sessions x 2 hrs. x \$49.89 = \$997.80</p>
<p><b>Purchased services</b> - High quality staff and curriculum development contracts</p>	\$118.05	<p><input type="checkbox"/></p> <p>1 Math coach - 1 session (1hr) @ \$49.89 = \$49.89</p> <p>Trainee Rate - 3 teachers x 1 session x 1 hour x \$22.72 = \$68.16</p>
<p><b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.</p>	\$3,606.81	<p><input type="checkbox"/></p> <p>Keep on Reading by People Education</p> <p>Turbo Math by People Education</p> <p>Measuring Up Math by People Education</p> <p>Notebooks, folders, computer paper, pencils, pens, markers</p>
<b>Educational Software (Object Code 199)</b>	0	<input type="checkbox"/> N/A
<b>Travel</b>	0	<input type="checkbox"/> N/A
<b>Other</b>	0	<input type="checkbox"/> N/A
<b>TOTAL</b>	<b>0</b>	

## **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. □ We conducted our assessment of written translation based on parental involvement. A number of letters in the native language were sent out to notify the parents of a Parents' Association meeting and fundraising event. For example, when we sent 15 French and Haitian Creole letters and 15 Haitian parents attended the meeting, we realized that our translation services were successful.
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. □ We plan to provide written translation services to invite more parents for the Family Reading, Math and Literacy workshops, Moms and Muffins, and Dads and Donuts. Oral translation will be available before, after, and during these workshops to answer questions and address concerns that our parents may have. The majority of our ELL parental population speaks Creole, French, Spanish, and Arabic. If we provide test preparation materials in those four main languages, we will target more parents who will be able to help their children at home.

#### **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.  
  
□ The school will provide written interpretation services by translating all "going home" notices into French, Creole, Spanish, and Arabic languages. In-house certified teachers will provide French/Creole, Spanish, and Arabic translations. To ensure timely provision of translated documents, all interpretation will be completed one week prior to the day when notices need to go home.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

□ We plan to provide oral interpretation services at the Parents' Association Meetings, fund raising events, Family Reading, Math and Literacy workshops, Moms and Muffins, and Dads and Donuts. In addition, we will use oral interpreters during registration to help non-English speaking parents to get to know our school and our special programs. Just like with the written translation services, in-house staff will attend all parental gatherings to translate into French, Creole, Spanish, and Arabic languages to ensure that our non-English parents are able to participate in the discussions, ask questions, and express their concerns.

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>.

□ Our school will fulfill Section VII of Chancellor's Regulation A-663 regarding parental notification requirements for translation and interpretation services by ensuring that all materials are available in our three major foreign languages (French/Creole, Spanish, and Arabic) for the parents at any time. We will use our in-house certified teachers to provide translations.

**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 2010-11:	\$552,142	\$344,972	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,521		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$27,607	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$55,214	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
100%

6. If the percentage of high quality teachers during 2009-2010 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.

N/A

\* Federal waiver granted; additional set-asiders for Title I ARRA are not required for these areas.

**PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

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

**Explanation** : 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 a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. 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.

□

### PARENT INVOLVEMENT POLICY

P.S. 276 LOUIS MARSHALL ELEMENTARY SCHOOL

#### STATEMENT OF PURPOSE:

The Louis Marshall Elementary School is committed to the goal of involving our parents in all aspects of our school wide program. A partnership will be established with parents and the community. Our school wide program will be communicated to all parents with the expectation that all families will work together toward our goals. The home/school liaison teacher will work with parents in an effort to strengthen the bonds between home and school, parent and educator, parent and child, and school and community.

#### TYPES OF PARENTAL INVOLVEMENT:

Educational research has documented that parental involvement increases the success of students in academic and social development. It has been shown that when communication is continual, varied, and covers both classroom content and individual information about students, parents are more likely to take part in suggested activities. Effective communication between the home and school fosters a cooperative relationship that has positive effects on the student and school. Ongoing communication will continue between our parents, teachers, and the community. Additional provisions will include, but are not limited to the following:

\*Parental Resources Center

\*Strengthening involvement through the Learning Leaders Program

\*Increasing communication between parents and teachers concerning student achievement

- \*Provide parents with information about the curriculum
- \*Parents and staff working together to reward students for perfect attendance and academic achievement
- \*Strategies to help improve students reading and test taking skills
- \*Parents are invited to "Parent Workshops"
- \*Parents assess goals of various school programs
- \*Parents work together to beautify our school

**2. School-Parent Compact - Attach a copy of the school's 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 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.

□

STUDENT – PARENT – TEACHER / TITLE I COMPACT  
EDUCATION

The Louis Marshall Elementary School / 1070 East 83<sup>rd</sup> Street Brooklyn , NY 11236  
(718)241-5757

Because we are committed to your child's progress in school, we are going to do our best to promote their achievement. This agreement is a promise to work together. We believe that this agreement can be fulfilled by our team effort.

**T OGETHER EVERYONE ACHIEVES MORE**

AS A PARENT                      AS A TEACHER  
I agree to:                              I agree to:

* Work as hard as I can on my school assignments.	*Ask my child specific questions about what	*Provide motivating and interesting learning
---	---	--

<ul style="list-style-type: none"> <li>*Attend school every day unless I am sick and be on time every morning.</li> <li>*Follow the Code of Student Conduct.</li> <li>*Ask my teacher questions if I don't understand.</li> <li>*Complete and return all homework assignments.</li> <li>*Observe all study hours and read every night.</li> <li>*Talk to my parents about things that happen during the school day.</li> </ul>	<ul style="list-style-type: none"> <li>occurred at school every day.</li> <li>*Find out how my child is progressing by attending conferences with teachers.</li> <li>*Limit my child's TV viewing and help select programs.</li> <li>*See that my child attends school every day and is on time.</li> <li>*Support the school in its efforts to maintain discipline.</li> <li>*Establish a time and work area for homework; review it daily. Read with my child and let my child read to me.</li> <li>*Stay aware of what my child is doing and ensure that my child gets a good night's sleep.</li> <li>*Attend school functions and show support through volunteer hours.</li> </ul>	<ul style="list-style-type: none"> <li>experiences in my class.</li> <li>*Explain my grading system.</li> <li>*Give feedback to students about their progress.</li> <li>*Find out what techniques and materials work best.</li> <li>*Use special activities in the classroom to make learning more enjoyable.</li> <li>*Explain the Code of Conduct to students and parents.</li> <li>*Provide and explain homework assignments for students.</li> <li>*Provide assistance to parents when asked so they can assist their own child with homework.</li> </ul>
<p>Student Signature</p>	<p>Parent Signature</p>	<p>Teacher Signature</p>



**PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Section I: Schoolwide Program (SWP) Required Components**

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.

In order to measure the academic success of our students, teachers, coaches, administrators, and other school personnel will continuously monitor student performance through the use of ARIS, data collection of individual teachers, data interpretation for each grade level, monthly grade level conferences, and monthly professional development in the areas of monitoring academic achievement.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Students that are at the proficient and advanced levels of student academic achievement will use enrichment programs to continue the level of success already attained and, if necessary, to promote further achievement. Grade level meetings will be held monthly to discuss best practices to develop academic achievement, with the assistance of administrators and coaches/data specialists.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

Students will engage in extended day activities either before or after school. Such opportunities may include, but are not limited to, the 37 1/2 minute after school program, after school enrichment programs, one on one conferencing time with teachers and out of classroom personnel. Additionally, each grade level will be utilizing the workshop model in the areas of mathematics and literacy, with the focus being on teacher interaction and teacher conferencing. Small group instruction and peer tutoring/buddy work will also be utilized to increase the amount and quality of learning time.

o Help provide an enriched and accelerated curriculum.

Grade level meetings are held monthly to speak about best practices. These best practices are utilized in the classroom so that the quality of instruction and the development of the curriculum can be focused on in the way that is most conducive to

learning. Through the use of the Core Knowledge curriculum, our students are exposed to a wide variety of topics, including instruction in the arts. Our school utilizes the Treasures literacy program, in conjunction with the requirements of the Region, to further provide an accelerated and challenging curriculum. We have also implemented a new writing program, Aviator, which challenges the students to write on a daily basis with experiences that are relevant to them.

o Meet the educational needs of historically underserved populations.

Our school focuses on the learning needs of all students. The P.S. 276 team (including teachers, counselors, administrators, and other school personnel) work tirelessly to ensure that the academic needs of all of our children are met. Our staff members are presented with Professional Development opportunities to develop techniques for differentiation and our Special Education personnel work diligently to ensure the success of their students. In addition, the P.S. 276 team collects data for all populations, so that plans can be devised to better serve their needs. The focus is to address weaknesses, while reinforcing strengths.

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

All populations of students are served at P.S. 276. The needs of all children are met. P.S. 276 offers counseling, pupil services, mentoring services, as well as special services for the parents of this specific population. These students are identified on a timely basis by various members of the P.S. 276 team so that effective assistance can be decided upon.

o Are consistent with and are designed to implement State and local improvement, if any.

Our teachers work diligently with data specialists, coaches, and administrators to ensure that all students achieve academic success. Through the use of ARIS and Acuity and other assessment materials not reported to ARIS and Acuity (such as end of unit assessments, teacher assessments, computer based placement assessments for Success Maker, Time to Know, Achieve 3000, etc), plans are designed to improve the performance of our students.

3. Instruction by highly qualified staff.

100% of our staff is highly qualified.

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.

Our teachers, principals, paraprofessionals, and other school personnel are given the opportunity to attend professional development. Various professional development opportunities are posted so that members of the school community may continuously update and perfect their craft. These opportunities take place either in the school building or they may take place on a site chosen to further develop the specific session of staff development.

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

P.S. 276 actively seeks highly qualified teachers. If the need arises, programs are sought out to ensure that our teachers are highly qualified.

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

Our school is utilizing members of the P.S. 276 community to ensure that parental involvement is increased. Further, there is a committee that will work to provide additional services to the parents of our school. This committee is working in conjunction with the School Leadership Team and the PTA to come up with additional suggestions to increase involvement. Some of the suggestions that are being utilized are to have a bulletin board in the school devoted to events for parents to attend, to purchase MTA Metrocards for parents that do not have transportation to come to events, utilize the School Messenger system to inform parents of workshops, meetings, etc, and to have parent volunteers work in our school on an as-needed basis.

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.

Our school has three full day pre-kindergarten programs. Our pre-k teachers are highly qualified and work in conjunction with highly qualified kindergarten teachers. In addition, the teachers work with the regional liaison to ensure that our preschool children are prepared for the transition to elementary school programs. The preschool teachers are held accountable for their children; standards are set for the children in order for them to move to the elementary level.

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.

Teachers effectively collaborate at monthly grade level meetings. At these meetings, many issues are addressed, such as best practices, assessments, field trips, and ways to effectively measure success. The coaches and administrators attend these meetings as well. Teachers are also encouraged to use ARIS and Acuity to identify areas of weakness. These weaknesses may be at an individual level or they may reflect the instructional program used. The data is analyzed and a new action plan is devised and implemented. Further, teachers in certain grades (Grades 4 and 5) will utilize reports generated by the computer systems that have been utilized in their daily routines (Success Maker in grade 5 and Time to Know in grade 4).

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.

The students in our school that are experiencing difficulty in academic achievement are identified in a timely manner and are provided assistance in a timely manner. Teachers work closely with the Academic Intervention Services teachers and the data specialists to analyze information provided by ARIS and other forms of assessment. Once these students are identified, an action plan is devised and implemented so that academic achievement may be attained.

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.

□P.S. 276 coordinates with the Parent Teacher Association, the Parent Coordinator, staff members, and other community leaders so that we may provide services and programs that help support our students and members of our community.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### **Explanation/Background:**

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed

Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			\$22,086.00	True	Goals A - O
Title I, Part A (ARRA)	Federal	Yes			\$339,451	True	Goals A - O
Title II	Federal	Yes			\$243,082	True	Goals A - O
Title III	Federal	Yes			TBD	True	Goals A - O
Title IV	Federal			N/A			
IDEA	Federal	Yes			\$213,116		Goals A - O
C4E			No				
Tax Levy	Federal	Yes			\$3,744,469	True	Goals A - O

<sup>1</sup>**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup>**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
  - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

#### **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;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

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

N/A

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

N/A

## **APPENDIX 7: 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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

---

### **Part A:**

#### **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.)  
8
2. Please describe the services you are planning to provide to the STH population.  The students in temporary housing are provided with instructional materials, clothing, transportation, counseling services, and any other supplemental educational services to bridge the gap between home and school. To assist us in identifying the students in this population, our school has sent home a residency questionnaire to the entire school.

### **Part B:**

#### **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).  
N/A

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

N/A

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 your Children First Network.



# **CEP RELATED ATTACHMENTS**

# Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28\_18K276\_020311-152713.doc

## OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

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

### Part I: School ELL Profile

#### A. Language Allocation Policy Team Composition

Network Cluster <b>Children First</b>	District <b>18</b>	School Number <b>276</b>	School Name <b>Louis Marshall</b>
Principal <b>Yasmine Fidelia</b>		Assistant Principal <b>Ms. Leslyn Ward</b>	
Coach <b>Ms. M. Veltre</b>		Coach <b>Ms. M. Keegan</b>	
Teacher/Subject Area <b>Ms. J. Meyerson ESL</b>		Guidance Counselor <b>Ms. F. Saracino</b>	
Teacher/Subject Area <b>Ms. R. Musto, Bilingual Ed.</b>		Parent <b>Ms. Fable</b>	
Teacher/Subject Area <b>Ms. PierreLouis, Bilingual Ed</b>		Parent Coordinator <b>Ms. K Small</b>	
Related Service Provider <b>Ms. V. Halm, SETTS</b>		Other	
Network Leader <b>type here</b>		Other <b>type here</b>	

#### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>2</b>	Number of Certified NLA/Foreign Language 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	<b>2</b>

#### C. School Demographics

Total Number of Students in School	<b>862</b>	Total Number of ELLs	<b>72</b>	ELLs as Share of Total Student Population (%)	<b>8.35%</b>
------------------------------------	------------	----------------------	-----------	---	--------------

### 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.

Parents/Guardians of all newly enrolled students to PS276 are required to complete the Home Language Identification Survey (HLIS) which is translated in various languages. Parent responses to questions on the HLIS about their child's knowledge and use of their home language is the first step in identifying those students who may be eligible to take the Language Assessment Battery-Revised(LAB-R) to determine eligibility for ESL/Bilingual services. Trained school staff members meet with the parent/ guardian to discuss home language and make an initial determination of the child's home language. If the home language survey indicates the student's native language is other than English taken from 1 response to questions 1-4 and 2 responses to questions 5-8, an informal oral interview and a formal initial assessment are conducted various periods throughout the school day by Ms. Meyerson, a certified ESL teacher, or a licensed pedagogue, the Assistant Principals, Ms. Knowlin and Ms. Ward or the Principal, Mr. Straughn. Parts 1,2 and 3 must be completed and signed by the parent/guardian completing the form. A licensed teacher Ms. Pierre Louis or Ms. Musto serves as a Haitian Creole translator and Ms. Vinson serves as a Spanish translator, interviews the parent and child. If there are no translators available at our school, our school calls the Translation/Interpretation services. Once it is determined that the child speaks a language other than English in the child's home or the student speaks little or no English, the LAB-R is administered by Ms. Meyerson, a certified ESL teacher, within the first ten days of enrollment. If the students' raw score falls at a beginning, intermediate or advanced level of proficiency they are eligible for state mandated services and therefore, placed in a bilingual education or a Freestanding ESL Program. Students who speak Spanish at home and score at or below proficiency on the LAB-R are administered the Spanish LAB to determine language dominance. If needed, Ms. Vinson helps administer the Spanish LAB. A list of handscores are kept on file in the ESL teachers' room.

In the Spring, each ELL is administered the New York State English as a Second Language Achievement Test (NYSESLAT) by Ms. Meyerson a certified ESL teacher to determine English proficiency. The NYSESLAT data determines whether or not the student continues to qualify for ELL services. The data implicates the instructional decisions for the student. NYSESLAT scores are used for program and classroom planning, differentiating instruction and grouping ELLs to provide enriched language instruction. The ESL teacher plans a program that best fits the ELLs needs so that ELLs are grouped by proficiency levels and grade for tailored learning activities and instructional time in English. Parents are sent a letter of continued entitlement or non entitlement/transition letter. Once the student is identified as an ELL, the parent/guardian is notified with an entitlement letter. The parent/guardian has the opportunity to attend an ELL parent orientation session which includes Ms. Meyerson, the ESL teacher and the Parent Coordinator, Ms. Small. A letter is sent to the ELL parents notifying them about the orientation. The parent coordinator calls the parents that have been invited to remind them about the orientation session. At the orientation the ELL parents are provided with information about ESL/Bilingual services and an opportunity to ask questions so that they can make an informed placement selection. Parents view a video in their native language or English which provides information about the different options of choosing between the three educational programs that support ELLs: Transitional Bilingual Education, Dual Language, and Freestanding ESL. When needed, translators on our staff are available to facilitate meaningful communication between parents and staff. At the parent orientation standards, assessments, promotional policy, school expectations and community resources are discussed. Parents must complete and sign the Program Selection form confirming the program selection for their child. Parent forms are analyzed. A placement letter is sent

home to the parents informing them of their child’s eligibility into the ESL Program or Transitional Bilingual Program based on their choice. Identification and placement of ELLs are made within ten days of enrollment. One on one individual sessions are made to accommodate parents that were not able to attend the parent orientation. Phone calls are made to other individual parents. Entitlement letters/non entitlement letters are sent home with the child in their homework folder which is placed in their book bag. If the letter is not returned in a reasonable amount of time, then a letter is sent in the mail. A return checklist of forms, letters, HLIS and parent choice forms are kept on file in the room of the ESL teacher.

If a students’ raw score falls at a beginning, intermediate, or advanced level of proficiency on the LAB-R they are identified as an ELL. The parent may opt for one of the three educational programs: Transitional Bilingual Education Program, Dual Language Program or Freestanding ESL Program. The student must be placed within ten days of enrollment. If a parent does not select a program, the student is automatically placed in a bilingual class, if it is available, or an ESL program. Our school offers an ESL Program and two Haitian Creole bridge Transitional Bilingual classes for grades 2,3 and 4,5. If needed, the parent is consulted by a translator informing them about the options they have for placement of their child.

After reviewing the Program Selection forms for the past few years, the trend in program choices at PS276 have been requesting is for their child to be placed into a Freestanding ESL Program which offers an immersion in English. PS 276 offers a Freestanding ESL Program. Out of eighteen new ELL admits, eleven ELL parents opted for the Freestanding ESL Program. This school year PS276 offers a Transitional Bilingual Program in addition to the ESL Program. Presently sixteen parents of ELLs in grades 2,3 and 4,5 that have already been in our school have opted to place their child into the Haitian Creole Transitional Bilingual Program at our school. Parents had the opportunity to attend two parent meetings during the summer. The meetings were conducted in Haitian Creole and English explaining the two new bilingual classes that would be a choice for their child. The ESL teacher, two bilingual teachers and an ELL Compliance Specialist attended.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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	9	10	11	12	To t#
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>			1		1									2
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>			1		1									2
<b>Total</b>	0	0	2	0	2	0	0	0	0	0	0	0	0	4

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	72	Newcomers (ELLs receiving service 0-3 years)	60	Special Education	6
SIFE	0	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	2

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	23			2						25
Dual Language										0
ESL	36		3	9		3	2			47
<b>Total</b>	<b>59</b>	<b>0</b>	<b>3</b>	<b>11</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>72</b>

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	9	10	11	12	TOTAL
Spanish	0													0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian			7	5	6	7								25
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>0</b>	<b>25</b>						

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0

**Dual Language (ELLs/EPs)  
K-8**

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

	<b>K</b>		<b>1</b>		<b>2</b>		<b>3</b>		<b>4</b>		<b>5</b>		<b>6</b>		<b>7</b>		<b>8</b>		<b>TOTAL</b>	
	EL L	EP	EL L	EP																
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)  
9-12**

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

**Freestanding English as a Second Language**

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

	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>TOTAL</b>
Spanish	2		1											3
Chinese	1													1
Russian														0
Bengali														0
Urdu						1								1
Arabic	3	1	1	1	2	3								11
Haitian	5	9	9	8	10	12								53
French		2			1									3
Korean														0
Punjabi														0

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>11</b>	<b>12</b>	<b>11</b>	<b>9</b>	<b>13</b>	<b>16</b>	<b>0</b>	<b>72</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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.

English Language Learners at PS276 participate in the instructional model, a Freestanding ESL Program where the ELLs are taken out of their classrooms for English language acquisition focused instruction. The freestanding ESL program provides instruction in English using ESL methodologies and native language support to enrich comprehension. The ELLs are placed into small groups which are grouped according to grade level and proficiency levels to provide instruction for their individual needs. The groups consist of heterogeneous proficiency levels. Grouping provides the ELLs with enriched language instruction to enhance them to acquire the English language proficiency and academic knowledge they need. The students receive language arts and subject matter instruction in English. Instructional goals are set for all ELLs. Instructional goals are set for instruction in English for specific amounts of time as determined by the LAB-R or NYSESLAT results. Beginning and intermediate ELLs receive 360 minutes of ESL instruction per week, and advanced ELLs receive 180 minutes of ESL instruction per week and 180 minutes of ELA instruction as required under Part 154. The instructional program is consistent with Part 154 guidelines and is committed to raising the standards of English Language Learners in the English as a Second Language Program. In the two bilingual classes, standards based subject matter instruction is provided in the students' native language with intensive support in ESL by the ESL teacher, who pushes into each class as well as pulling out the newcomers. The ESL component develops skills in listening, speaking, reading, and writing in English. Content area instruction is provided in the native language and English which teaches subject matter to the ELLs, and a native language component develops skills in listening, speaking, reading and writing in the students' home language while encouraging an appreciation of their history and culture.

As per CR-Part 154, native language arts instructional minutes are delivered for 60-90 minutes per day for beginning ELLs, 45-60 minutes per day for intermediate ELLs, and 45 minutes per day for advanced ELLs.

The ELL teacher collaborates with the classroom teachers who are involved in the education of ELLs. Articulation between the ELL teacher and the ELLs' classroom teacher is ongoing. They articulate student progress, ESL methodology, ESL materials, testing concerns, and units of study that are being taught. They articulate about ELLs requiring instruction that focuses on academic English and instruction

that is differentiated to meet their academic backgrounds and linguistic needs. Instruction for general and special education ELLs integrate the major skill areas of listening, speaking, reading and writing. Instruction for ELLs is aligned with ESL State standards, Common Core State Standards, performance indicators and Citywide Comprehensive core curriculum in Balanced Literacy and Mathematics. Math Steps is used in kindergarten, Envisions is used in grades 1, 2, 3 and 5. Envisions is a math program that is aligned with the NYS Math Standards. The fourth grade uses a computer math program, Time to Know.

Appropriate activities and strategies are developed to provide differentiated instruction. The learning environment addresses the variety of learning styles, interests and abilities found within each ELL group.

The ELL population is continuously provided with successful ESL approaches, strategies and practices to promote effective ESL instruction and is beneficial for students learning English as a Second Language. Academic content areas are taught using ESL methodology and instructional strategies that allow for the acquisition of academic material. Language Arts is taught using ESL methodologies. Content areas are taught in English using ESL strategies. Instructional scaffolding techniques such as modeling, questioning, reflecting, bridging and graphic organizers are used to support learning and raise the performance of ELLs in the content areas of math, science and social studies. Visuals, realia, manipulatives, charts and graphs and vocabulary charts are provided for comprehensible context clues. ESL strategies such as Total Physical Response activities, cooperative learning, learning experience, Quality Teaching and hands on activities support ELLs to develop skills and assist them to achieve the same standards expected of all students. Rigorous instruction in standards based academic instruction is ongoing. Creative planning is used to teach study units to prepare ELLs to think critically, solve problems, demonstrate, use the computer and communicate in English. Literacy is stressed by adapting ESL techniques to read aloud, shared reading, guided reading, independent reading, modeled and independent writing. Integrating literature that reflects students' various cultures provide a positive and enjoyable experience for ELLs and enhances the development of their speaking, listening, reading and writing skills. Instructional time for reading and writing address oral and literacy development in the language arts skills of listening, speaking, writing, viewing and presenting. Language is an important focus for teaching. Learning academic language is effective when the focus is on integrating language and content area. Thematic related readings in the content areas social studies, science, music, art and multicultural literature provide meaningful vocabulary, relevant language and experiences, and grammatical conventions. ELLs are exposed to relevant and familiar vocabulary which is essential for language acquisition. To ensure literacy, ELLs need a strong and growing vocabulary base that requires knowledge of words, word parts and word relationships. Language is made comprehensible through teaching content area concepts using concrete items, photos, pictures, realia, graph organizers, charts, leveled readers, and vocabulary charts. To elicit ELLs prior knowledge experiences and knowledge will foster both concept and language development. ELLs participate in multiple assessment activities that provide the ESL teacher with formative data and information on the students' mastery skills and English language development. Multiple informal assessment activities are used to differentiate instruction to meet the ELLs needs.

Balanced literacy is implemented as a balance between reading and writing. Balanced literacy teaches ELLs reading, writing, speaking and listening. The delivery of teaching to, with and by the students incorporates listening, speaking, reading and writing and build upon the English Language Arts standards. The reading and writing processes support one another as the teacher models, observes, interacts and encourages communication between the ELLs. The classroom teacher and the ESL teacher provide ELLs with small group instruction in balanced literacy. PS276 participates in the core knowledge curriculum. Each grade follows a core of common learning. The teachers on the grade meet and collaborate to teach a sequenced curriculum. The curriculum is cumulative, the knowledge and skills the students' learn each year become the students' foundation for learning in the school years to follow. The content is modified to make it understandable for ELLs. ELLs build a foundation for understanding rich content. Teachers use strategies and adapt them to support and meet the needs of the ELLs.

Instruction is differentiated for all ELL subgroups. A range of instructional strategies and different learning modalities are provided for ELLs. Each ELLs attitude, interests, experiences, skills, knowledge and learning styles are profiled. Assessment activities are used to help the ESL teacher make instructional decisions. The ESL teacher uses data from the LAB-R, NYSESLAT, and the ELL Periodic Assessment to drive instruction. The assessment strategies help the ESL teacher find out what the ELL students know and can do. Each assessment activity has a specific objective linked purpose. The ESL teacher conducts multiple forms of evaluation (anecdotal records, checklists, rubrics, test scores) to assess the progress of her ELLs and to plan instruction.

My plan for ELLs that have been in an US school for less that three years (newcomers) is to address their readiness needs. I offer teacher direction, guide them with a model, hints, furnish step by step directions, provide graphic organizers, give sentence starters, support with visuals, diagrams or pictures, provide manipulatives, sentence strips, and label common objects in a picture. For listening/speaking activities Total Physical Response, reading stories aloud with picture clues, sequence events based on pictures or a short narrative are implemented, and language experience stories are implemented. For reading/writing sight word recognition, cloze procedures, writing sentences based on graphic organizers, creating a paragraph based on a picture, and describing a picture, scene, story or event are some of the activities used.

Sife students also need a lot of direction and hands on activities. The plan is the same as for newcomers. For ELLs receiving service 4 to 6 years the plan is to design activities that are more complex, abstract, and independent. The ELLs note relationships: comparison and contrast, cause and effect, problem and solution. The ELLs are challenged to think across cultures, and time periods. Other activities include poems, biographical sketch of their self or another literary character, and narrative, informative writing. Data indicates that these ELLs need improvement in their reading and writing skills. Reading and writing skills are being addressed.

For Long Term ELLs, data is evaluated from the NYSESLAT, ELL Periodic Assessment, city and state tests and are used to determine where their weaknesses and strengths are. Tiered activities are used. Visual, auditory and kinesthetic options are provided. Students are expected to make text to self, text to text and text to world connections. Reading and writing practice skills are addressed.

ELLs having special needs are provided with auditory, visual and kinesthetic options. The IEP goals are read. Data is taken from the city and state tests to drive instruction. Tiered activities are used. Reading and writing skills are addressed.

## B. 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.
14. What language electives are offered to ELLs?

PS 276 provides ongoing educational support and appropriate interventions in English to English Language Learners to achieve and maintain a satisfactory level of academic performance. The following interventions are available to ELLs. Academic Intervention Services (AIS) provides English instruction in listening, reading, writing and math for ELLs in grades 1-5. Extended day is offered to ELLs in grades 1-5 concentrating on reading and math skills. Counseling is provided based on individual needs. Resource Room is provided as indicated on the IEP. The Title III Afterschool program provides supplemental small group instruction in ESL and the content areas of ELA, science and math for ELLs in grades 3,4, and 5. PS 276 continues to have a Title III Math and Literacy Afterschool Institute which supplements instruction for ELLs. The program is designed to develop and increase English proficiency skills and reading skills among ELLs and increase their achievement in math. The program provides small group instruction in English language skills and balanced literacy. The Math Tutorial afterschool program provides support for ELLs with state tests and

those ELLs that need basic skills. Through the math afterschool class ELLs acquire a reinforcement of basic skills and concepts, test taking techniques, review of math operational skills, fractions, problem solving, graphs and step by step reasoning skills. A supplemental math program is used to scaffold the ELLs learning math and move them into achieving higher levels of math. Supplemental materials make lessons clear and meaningful. To provide additional support for the ELLs in the content area science, ELLs are given additional practice assessments, hands on activities and an emphasis is placed on additional exposure to nonfiction materials. Professional development in both literacy and math is provided by a coach for teachers of the ELL population.

ELLs that have reached proficiency on the NYSESLAT and have tested out and exited the ESL program are still entitled to test accommodations of time and a half for up to two years. A list of ELLs that are entitled to extra time are kept on file.

All services for ELLs will continue as they have in the past school year. The classroom teacher works with the former ELLs. The ELLs are entitled to AIS and extended day services.

ELLs are invited to be part of any extracurricular programs that are available in the school. These include afterschool homework help, sports and chorus. The ELLs are entitled to participate in the Title III Afterschool program.

Instructional materials are aligned to the ESL Standards and Common Core state standards. The continuation of a Balanced Literacy and Math Approach consists of using research based materials with high interest curriculum based on nonfiction leveled readers, independent

reading sets in the areas of social studies, science and math. Many ELLs are visual learners, others are auditory learners and still others are kinesthetic learners. Phonics and Alphabet workbook activities are accompanied by CDs and are used to integrate music with learning. Computer assisted learning is used to promote individual research. The ELLs use the computer as a reference tool for research and to gain educational skills. Other instructional materials that are used to support the needs of the ELL students are: Phonics for the Real World (Knowledge through Phonics) by Rosen Publishing Groups, Factivity Series (Physical Science readers) by Dominie Press, Inc., Best Practices in Reading, Just Right Reading strategies for content area reading, Listening skills, Connecting Vocabulary, Comprehensive Reading Assessment, Nonfiction comprehension learning center, InStep leveled readers by Rigby, English to a Beat workbooks and folktales by Hampton Brown, Just the Right Word workbooks, theme books library with cassettes, Word by Word workbooks by Pearson, GPS Reading by Options, Assorted Picture Dictionaries, Science readers by National Geographic and Reading Express by Perfection Learning, and Buckle Down(Math) by Options. Programs on the computer are used to support the ELLs. Starfalls is used to learn the alphabet letters and sounds, and beginning reading.

Whenever possible, ELL students are provided with academic support in their native language. Bilingual translation dictionaries, glossaries, textbooks in various languages are available for the ELLs in the ESL and TBE programs. ELLs can take state and citywide content area exams in their home language. Some teachers and paras are fluent in some of our ELLs native language. The ESL teacher and classroom teachers use multicultural literature and decorate the classroom with posters and objects that reflect students' diversity of language and culture. When available, ELLs have the opportunity to take city and state content area tests in their native language. The Transitional Bilingual Classes include subject matter in the students' native language as well as instruction in English.

PS 276 provides support for newly enrolled ELL students before the beginning of the school year. The ELL teacher, parent coordinator, a school administrator and translators are available to assist newly arrived parents with registration, paperwork involved in the registration process, pupil placement and parental concerns. Support and information is given to the newly arrived students and parents. Parents are encouraged to ask questions about the school. Parents and newly enrolled students are taken on a school tour. The tour showcases our school. The parent coordinator is introduced to the newcomers and parents to give them support with the information they need to know. This helps the newly enrolled students and parents to feel welcomed and get acclimated to the school.

ELLs are in some of the general and education classes that participate in learning Spanish.

### C. Schools with Dual Language Programs

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

N/A

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

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

Professional development is available for all personnel who work with ELLs. Included are common branch teachers, special education teachers, guidance counselors and assistant principals, secretaries and the parent coordinator. They are provided with professional development in ESL strategies and methodology, approaches, planning, delivery of instruction, assessment and ESL standards and best practices for ELLs in the classroom. Teachers learn ways they can improve instruction for ELLs. Professional development makes the staff sensitive and aware of the needs of our ELLs. Professional development activities will take place during common preps and faculty conferences. Staff development workshops for 2010-2011 will include:

October, 2010- Working with ELL students in the classroom, grades K-5. Tips for teachers. Communicating with newly arrived ELLs, oral language development for beginners. (How to use TPR)

November, 2010- Instructional scaffolding techniques, ESL theories and methodology.

December, 2010- Differentiated Instruction for ELLs

January, 2011- Strategies for test taking, interweaving the four language skills.  
 February, 2011- Modeling strategic thinking through a think aloud story and demonstrate thinking strategies.  
 March, 2011- Aligning instruction for ELLs with ESL Standards.  
 April, 2011- NYSESLAT- From standards to assessments.  
 May, 2011- Promotional criteria for ELLs. Use of multiple criteria.  
 June, 2011- Books and resources for ELL students during the summer.

The ESL teacher provides the staff with support to assist ELLs as they transition from one school grade to the next. The ESL teacher articulates and conferences with the ELLs new teacher. Information about the child's strengths, weaknesses and goals are discussed. Checklists, anecdotal records, rubrics and data from the LAB-R, ELL Periodic Assessment and NYSESLAT are used to show progress made.

All staff will attain 7.5 hours of ELL training. Special education teachers will attain ten hours of ELL training. Training will be provided by QTEL and an ELL Specialist. A checklist is kept on file to assure meeting the requirement.

### E. Parental Involvement

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

Parents of newly enrolled ELLs have the opportunity to attend an ELL parent orientation session which includes the ESL teacher and the Parent Coordinator. Parents view an orientation video in English or in their native language which provides information about programmatic offerings. Parents have the opportunity to ask questions regarding ELL services. Translation/Interpretation services are available by teachers in the school that speak the native language of some of the parents.

ELL parents are informed and encouraged to attend onsite English Language Arts and Math workshops. Translators are available. They are also informed about PTA meetings, parent teacher conferences, and special school events via letters, and if necessary be translated in their native language. This helps the parents of ELLs to be actively involved in their child's education.

ELL parents are asked to volunteer two hours to help the children in our school. The program is the Two Hour Power Program. Parents would be involved in school events, office help, lunch help, mom and dad events.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	7	5	1	2	1	1								17
Intermediate(I)	2	2	5	4	6	3								24
Advanced (A)	1		2	4	4	3								14
Total	10	7	8	10	13	7	0	0	0	0	0	0	0	55

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	<b>B</b>	2	3		1	0	1							
	<b>I</b>	2	1	1	0	1	1							
	<b>A</b>	5	3	4	4	5	3							
	<b>P</b>	1		3	5	5	2							
READING/ WRITING	<b>B</b>	7	5	1	2	1	0							
	<b>I</b>	2	2	5	4	6	4							
	<b>A</b>	1		2	4	4	3							
	<b>P</b>													

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	3	0	1	7
4	9	2	0	0	11
5	2	3	0	0	5
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4		4		2		1		11
4	2		12		1		0		15
5	4		4		0		0		8
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		5		6		1		12
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	
5	4		0		2		0		6
8									0
NYSAA Bilingual Spe Ed									0

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. 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?
5. 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?
6. Describe how you evaluate the success of your programs for ELLs.

ECLAS and Dibels are used to assess the early literacy skills of the ELLs. ECLAS analyzes phonemic awareness, reading comprehension, running records, sight word recognition. Dibels assesses initial sound fluency, letter naming, word segmentation, and nonsense word fluency. Students are told their Fountas and Pinnell reading level. Books are leveled and placed in book baskets. As a result of these assessment tools, ELLs instruction will be driven as a result of the data.

To monitor the progress of ELL students throughout the school year, the ESL teacher uses teacher observations, checklists, rubrics, conferencing, teacher made tests and data from the NYSESLAT, LAB-R and ELL Periodic Assessment.

Based on an analysis of the data of the 2010 NYSESLAT, the RNMR report indicates that the patterns across proficiency levels show that ELLs on every grade scored higher on the speaking/listening modalities. ELLs scored the poorest on the reading/writing modalities.

Therefore, an emphasis of instructional time is allocated to develop reading and writing skills for ELLs. Balanced Literacy develops literacy skills by incorporating a number of activities, including read aloud, shared reading, guided reading, independent reading, phonics and spelling, vocabulary enrichment, shared writing, modeled and independent writing. On a daily basis the teacher reads to the students, with the students, and provides opportunities for independent reading.

The ELLs have been taking the content area tests in English because they are not able to read in their native language.

The ELL Periodic Assessment is used to drive instruction. The data indicates th strengths and weaknesses of ELL students in grades 3,4 and 5. The Periodic Assessment is given in the Fall and Spring. Teachers use the results of to determine the progress ELL students are achieving.

The success of the program for ELLs is evaluated by the data of the NYSESLAT, ELL Periodic Assessment and rubrics. If the ELLs show continuous progress, then the program is successful.

### **Additional Information**

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

Paste additional information here

# Part VI: LAP Assurances

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 276 Louis Marshall					
<b>District:</b>	18	<b>DBN:</b>	18K276	<b>School</b>		331800010276

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	36	54	53		93.8	95.2	94.7
Kindergarten	95	131	108				
Grade 1	121	113	137	<b>Student Stability - % of Enrollment:</b>			
Grade 2	150	131	116	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	143	150	133		92.4	92.1	91.7
Grade 4	138	158	155				
Grade 5	172	139	149	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		49.8	83.7	83.5
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		5	26	42
Grade 12	0	0	0				
Ungraded	9	1	4	<b>Recent Immigrants - Total Number:</b>			
Total	864	877	855	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					5	1	2

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	50	45	49	Principal Suspensions	12	54	8
# in Collaborative Team Teaching (CTT) Classes	17	21	25	Superintendent Suspensions	13	19	8
Number all others	32	33	37				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	62	68	68
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	17	18	10
# receiving ESL services only	49	56	TBD				
# ELLs with IEPs	4	9	TBD	Number of Educational Paraprofessionals	6	4	14

*These students are included in the General and Special Education enrollment information above.*

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	69.4	66.2	82.3
				% more than 5 years teaching anywhere	69.4	72.1	86.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	85.0	85.0	94.1
American Indian or Alaska Native	0.2	0.3	0.2	% core classes taught by "highly qualified" teachers	85.4	86.5	98.5
Black or African American	95.3	95.6	95.7				
Hispanic or Latino	2.1	1.8	1.8				
Asian or Native Hawaiian/Other Pacific	0.6	0.8	1.2				
White	1.7	1.1	1.2				
<b>Male</b>	51.4	52.7	55.3				
<b>Female</b>	48.6	47.3	44.7				

**2009-10 TITLE I STATUS**

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

**Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

	Phase		Category	
	In Good	v	Basic	Focused
	Improvement Year 1			Comprehensive
	Improvement Year 2			
	Corrective Action (CA) – Year			
	Corrective Action (CA) – Year			
	Restructuring Year 1			
	Restructuring Year 2			
	Restructuring Advanced			

**Individual Subject/Area AYP Outcomes:**

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA: v	ELA:
Math: v	Math:
Science: v	Graduation Rate:

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native	-	-				
Black or African American	v	v				
Hispanic or Latino	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
Multiracial						
Students with Disabilities	vsh	v	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	v	v				
<b>Student groups making</b>	<b>4</b>	<b>4</b>	<b>1</b>			

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>				
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>				NR
<b>Overall Score:</b>	34.8	<b>Quality Statement Scores:</b>				
<b>Category Scores:</b>		Quality Statement 1: Gather Data				
School Environment:	6	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	6	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	22.8					
<i>(Comprises 60% of the</i>						
Additional Credit:	0					

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = 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.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>Children First</b>	District <b>18</b>	School Number <b>276</b>	School Name <b>Louis Marshall</b>
Principal <b>Yasmine Fidelia</b>		Assistant Principal <b>Ms. Leslyn Ward</b>	
Coach <b>Ms. M. Veltre</b>		Coach <b>Ms. M. Keegan</b>	
Teacher/Subject Area <b>Ms. J. Meyerson ESL</b>		Guidance Counselor <b>Ms. F. Saracino</b>	
Teacher/Subject Area <b>Ms. R. Musto, Bilingual Ed.</b>		Parent <b>Ms. Fable</b>	
Teacher/Subject Area <b>Ms. PierreLouis, Bilingual Ed</b>		Parent Coordinator <b>Ms. K Small</b>	
Related Service Provider <b>Ms. V. Halm, SETTS</b>		Other	
Network Leader <b>type here</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>2</b>	Number of Certified NLA/Foreign Language 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	<b>2</b>

### C. School Demographics

Total Number of Students in School	<b>862</b>	Total Number of ELLs	<b>72</b>	ELLs as Share of Total Student Population (%)	<b>8.35%</b>
------------------------------------	------------	----------------------	-----------	---	--------------

## 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.

Parents/Guardians of all newly enrolled students to PS276 are required to complete the Home Language Identification Survey (HLIS) which is translated in various languages. Parent responses to questions on the HLIS about their child's knowledge and use of their home language is the first step in identifying those students who may be eligible to take the Language Assessment Battery-Revised(LAB-R) to determine eligibility for ESL/Bilingual services. Trained school staff members meet with the parent/ guardian to discuss home language and make an initial determination of the child's home language. If the home language survey indicates the student's native language is other than English taken from 1 response to questions 1-4 and 2 responses to questions 5-8, an informal oral interview and a formal initial assessment are conducted various periods throughout the school day by Ms. Meyerson, a certified ESL teacher, or a licensed pedagogue, the Assistant Principals, Ms. Knowlin and Ms. Ward or the Principal, Mr. Straughn. Parts 1,2 and 3 must be completed and signed by the parent/guardian completing the form. A licensed teacher Ms. Pierre Louis or Ms. Musto serves as a Haitian Creole translator and Ms. Vinson serves as a Spanish translator, interviews the parent and child. If there are no translators available at our school, our school calls the Translation/Interpretation services. Once it is determined that the child speaks a language other than English in the child's home or the student speaks little or no English, the LAB-R is administered by Ms. Meyerson, a certified ESL teacher, within the first ten days of enrollment. If the students' raw score falls at a beginning, intermediate or advanced level of proficiency they are eligible for state mandated services and therefore, placed in a bilingual education or a Freestanding ESL Program. Students who speak Spanish at home and score at or below proficiency on the LAB-R are administered the Spanish LAB to determine language dominance. If needed, Ms. Vinson helps administer the Spanish LAB. A list of handscores are kept on file in the ESL teachers' room.

In the Spring, each ELL is administered the New York State English as a Second Language Achievement Test (NYSESLAT) by Ms. Meyerson a certified ESL teacher to determine English proficiency. The NYSESLAT data determines whether or not the student continues to qualify for ELL services. The data implicates the instructional decisions for the student. NYSESLAT scores are used for program and classroom planning, differentiating instruction and grouping ELLs to provide enriched language instruction. The ESL teacher plans a program that best fits the ELLs needs so that ELLs are grouped by proficiency levels and grade for tailored learning activities and instructional time in English. Parents are sent a letter of continued entitlement or non entitlement/transition letter. Once the student is identified as an ELL, the parent/guardian is notified with an entitlement letter. The parent/guardian has the opportunity to attend an ELL parent orientation session which includes Ms. Meyerson, the ESL teacher and the Parent Coordinator, Ms. Small. A letter is sent to the ELL parents notifying them about the orientation. The parent coordinator calls the parents that have been invited to remind them about the orientation session. At the orientation the ELL parents are provided with information about ESL/Bilingual services and an opportunity to ask questions so that they can make an informed placement selection. Parents view a video in their native language or English which provides information about the different options of choosing between the three educational programs that support ELLs: Transitional Bilingual Education, Dual Language, and Freestanding ESL. When needed, translators on our staff are available to facilitate meaningful communication between parents and staff. At the parent orientation standards, assessments, promotional policy, school expectations and community resources are discussed. Parents must complete and sign the Program Selection form confirming the program selection for their child. Parent forms are analyzed. A placement letter is sent home to the parents informing them of their child's eligibility into the ESL Program or Transitional Bilingual Program based on their choice. Identification and placement of ELLs are made within ten days of enrollment. One on one individual sessions are made to accommodate parents that were not able to attend the parent orientation. Phone calls are made to other individual parents. Entitlement letters/non entitlement letters are sent home with the child in their homework folder which is placed in their book bag. If the letter is not returned in a reasonable amount of time, then a letter is sent in the mail. A return checklist of forms, letters, HLIS and parent choice forms are kept on file in the room of the ESL teacher.

If a students' raw score falls at a beginning, intermediate, or advanced level of proficiency on the LAB-R they are identified as an ELL. The parent may opt for one of the three educational programs: Transitional Bilingual Education Program, Dual Language Program or Freestanding ESL Program. The student must be placed within ten days of enrollment. If a parent does not select a program, the student is automatically placed in a bilingual class, if it is available, or an ESL program. Our school offers an ESL Program and two

Haitian Creole bridge Transitional Bilingual classes for grades 2,3 and 4,5. If needed, the parent is consulted by a translator informing them about the options they have for placement of their child.

After reviewing the Program Selection forms for the past few years, the trend in program choices at PS276 have been requesting is for their child to be placed into a Freestanding ESL Program which offers an immersion in English. PS 276 offers a Freestanding ESL Program. Out of eighteen new ELL admits, eleven ELL parents opted for the Freestanding ESL Program. This school year PS276 offers a Transitional Bilingual Program in addition to the ESL Program. Presently sixteen parents of ELLs in grades 2,3 and 4,5 that have already been in our school have opted to place their child into the Haitian Creole Transitional Bilingual Program at our school. Parents had the opportunity to attend two parent meetings during the summer. The meetings were conducted in Haitian Creole and English explaining the two new bilingual classes that would be a choice for their child. The ESL teacher, two bilingual teachers and an ELL Compliance Specialist attended.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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	9	10	11	12	To t#
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>			1		1									2
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>			1		1									2
<b>Total</b>	0	0	2	0	2	0	0	0	0	0	0	0	0	4

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	72	Newcomers (ELLs receiving service 0-3 years)	60
SIFE	0	ELLs receiving service 4-6 years	12
		Special Education	6
		Long-Term (completed 6 years)	2

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

**ELLs by Subgroups**

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	23			2						25
Dual Language										0
ESL	36		3	9		3	2			47
Total	59	0	3	11	0	3	2	0	0	72

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	9	10	11	12	TOTAL
Spanish	0													0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian			7	5	6	7								25
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>0</b>	<b>25</b>						

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

**Dual Language (ELLs/EPs)  
9-12**

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2		1											3
Chinese	1													1
Russian														0
Bengali														0
Urdu						1								1
Arabic	3	1	1	1	2	3								11
Haitian	5	9	9	8	10	12								53
French		2			1									3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>11</b>	<b>12</b>	<b>11</b>	<b>9</b>	<b>13</b>	<b>16</b>	<b>0</b>	<b>72</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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.

English Language Learners at PS276 participate in the instructional model, a Freestanding ESL Program where the ELLs are taken out of their classrooms for English language acquisition focused instruction. The freestanding ESL program provides instruction in English using ESL methodologies and native language support to enrich comprehension. The ELLs are placed into small groups which are grouped according to grade level and proficiency levels to provide instruction for their individual needs. The groups consist of heterogeneous proficiency levels. Grouping provides the ELLs with enriched language instruction to enhance them to acquire the English language proficiency and academic knowledge they need. The students receive language arts and subject matter instruction in English. Instructional goals are set for all ELLs. Instructional goals are set for instruction in English for specific amounts of time as determined by the LAB-R or NYSESLAT results. Beginning and intermediate ELLs receive 360 minutes of ESL instruction per week, and advanced ELLs receive 180 minutes of ESL instruction per week and 180 minutes of ELA instruction as required under Part 154. The instructional program is consistent with Part 154 guidelines and is committed to raising the standards of English Language Learners in the English as a Second Language Program. In the two bilingual classes, standards based subject matter instruction is provided in the students' native language with intensive support in ESL by the ESL teacher, who pushes into each class as well as pulling out the newcomers. The ESL component develops skills in listening, speaking, reading, and writing in English. Content area instruction is provided in the native language and English which teaches subject matter to the ELLs, and a native language component develops skills in listening, speaking, reading and writing in the students' home language while encouraging an appreciation of their history and culture.

As per CR-Part 154, native language arts instructional minutes are delivered for 60-90 minutes per day for beginning ELLs, 45-60 minutes per day for intermediate ELLs, and 45 minutes per day for advanced ELLs

The ELL teacher collaborates with the classroom teachers who are involved in the education of ELLs. Articulation between the ELL teacher and the ELLs classroom teacher is ongoing. They articulate student progress, ESL methodology, ESL materials, testing concerns, and units of study that are being taught. They articulate about ELLs requiring instruction that focuses on academic English and instruction that is differentiated to meet their academic backgrounds and linguistic needs. Instruction for general and special education ELLs integrates the major skill areas of listening, speaking, reading and writing. Instruction for ELLs is aligned with ESL State standards, Common Core State Standards, performance indicators and Citywide Comprehensive core curriculum in Balanced Literacy and Mathematics. Math Steps is used in kindergarten, Envisions is used in grades 1, 2, 3 and 5. Envisions is a math program that is aligned with the NYS Math Standards. The fourth grade uses a computer math program, Time to Know.

Appropriate activities and strategies are developed to provide differentiated instruction. The learning environment addresses the variety of learning styles, interests and abilities found within each ELL group.

The ELL population is continuously provided with successful ESL approaches, strategies and practices to promote effective ESL instruction and is beneficial for students learning English as a Second Language. Academic content areas are taught using ESL methodology and instructional strategies that allow for the acquisition of academic material. Language Arts is taught using ESL methodologies. Content areas are taught in English using ESL strategies. Instructional scaffolding techniques such as modeling, questioning, reflecting, bridging and graphic organizers are used to support learning and raise the performance of ELLs in the content areas of math, science and social studies. Visuals, realia, manipulatives, charts and graphs and vocabulary charts are provided for comprehensible context clues. ESL strategies such as Total Physical Response activities, cooperative learning, learning experience,

Quality Teaching and hands on activities support ELLs to develop skills and assist them to achieve the same standards expected of all students. Rigorous instruction in standards based academic instruction is ongoing. Creative planning is used to teach study units to prepare ELLs to think critically, solve problems, demonstrate, use the computer and communicate in English. Literacy is stressed by adapting ESL techniques to read aloud, shared reading, guided reading, independent reading, modeled and independent writing. Integrating literature that reflects students' various cultures provide a positive and enjoyable experience for ELLs and enhances the development of their speaking, listening, reading and writing skills. Instructional time for reading and writing address oral and literacy development in the language arts skills of listening, speaking, writing, viewing and presenting. Language is an important focus for teaching. Learning academic language is effective when the focus is on integrating language and content area. Thematic related readings in the content areas social studies, science, music, art and multicultural literature provide meaningful vocabulary, relevant language and experiences, and grammatical conventions. ELLs are exposed to relevant and familiar vocabulary which is essential for language acquisition. To ensure literacy, ELLs need a strong and growing vocabulary base that requires knowledge of words, word parts and word relationships. Language is made comprehensible through teaching content area concepts using concrete items, photos, pictures, realia, graph organizers, charts, leveled readers, and vocabulary charts. To elicit ELLs prior knowledge experiences and knowledge will foster both concept and language development. ELLs participate in multiple assessment activities that provide the ESL teacher with formative data and information on the students' mastery skills and English language development. Multiple informal assessment activities are used to differentiate instruction to meet the ELLs needs.

Balanced literacy is implemented as a balance between reading and writing. Balanced literacy teaches ELLs reading, writing, speaking and listening. The delivery of teaching to, with and by the students incorporates listening, speaking, reading and writing and build upon the English Language Arts standards. The reading and writing processes support one another as the teacher models, observes, interacts and encourages communication between the ELLs. The classroom teacher and the ESL teacher provide ELLs with small group instruction in balanced literacy. PS276 participates in the core knowledge curriculum. Each grade follows a core of common learning. The teachers on the grade meet and collaborate to teach a sequenced curriculum. The curriculum is cumulative, the knowledge and skills the students' learn each year become the students' foundation for learning in the school years to follow. The content is modified to make it understandable for ELLs. ELLs build a foundation for understanding rich content. Teachers use strategies and adapt them to support and meet the needs of the ELLs.

Instruction is differentiated for all ELL subgroups. A range of instructional strategies and different learning modalities are provided for ELLs. Each ELLs attitude, interests, experiences, skills, knowledge and learning styles are profiled. Assessment activities are used to help the ESL teacher make instructional decisions. The ESL teacher uses data from the LAB-R, NYSESLAT, and the ELL Periodic Assessment to drive instruction. The assessment strategies help the ESL teacher find out what the ELL students know and can do. Each assessment activity has a specific objective linked purpose. The ESL teacher conducts multiple forms of evaluation (anecdotal records, checklists, rubrics, test scores) to assess the progress of her ELLs and to plan instruction.

My plan for ELLs that have been in an US school for less that three years (newcomers) is to address their readiness needs. I offer teacher direction, guide them with a model, hints, furnish step by step directions, provide graphic organizers, give sentence starters, support with visuals, diagrams or pictures, provide manipulatives, sentence strips, and label common objects in a picture. For listening/speaking activities Total Physical Response, reading stories aloud with picture clues, sequence events based on pictures or a short narrative are implemented, and language experience stories are implemented. For reading/writing sight word recognition, cloze procedures, writing sentences based on graphic organizers, creating a paragraph based on a picture, and describing a picture, scene, story or event are some of the activities used.

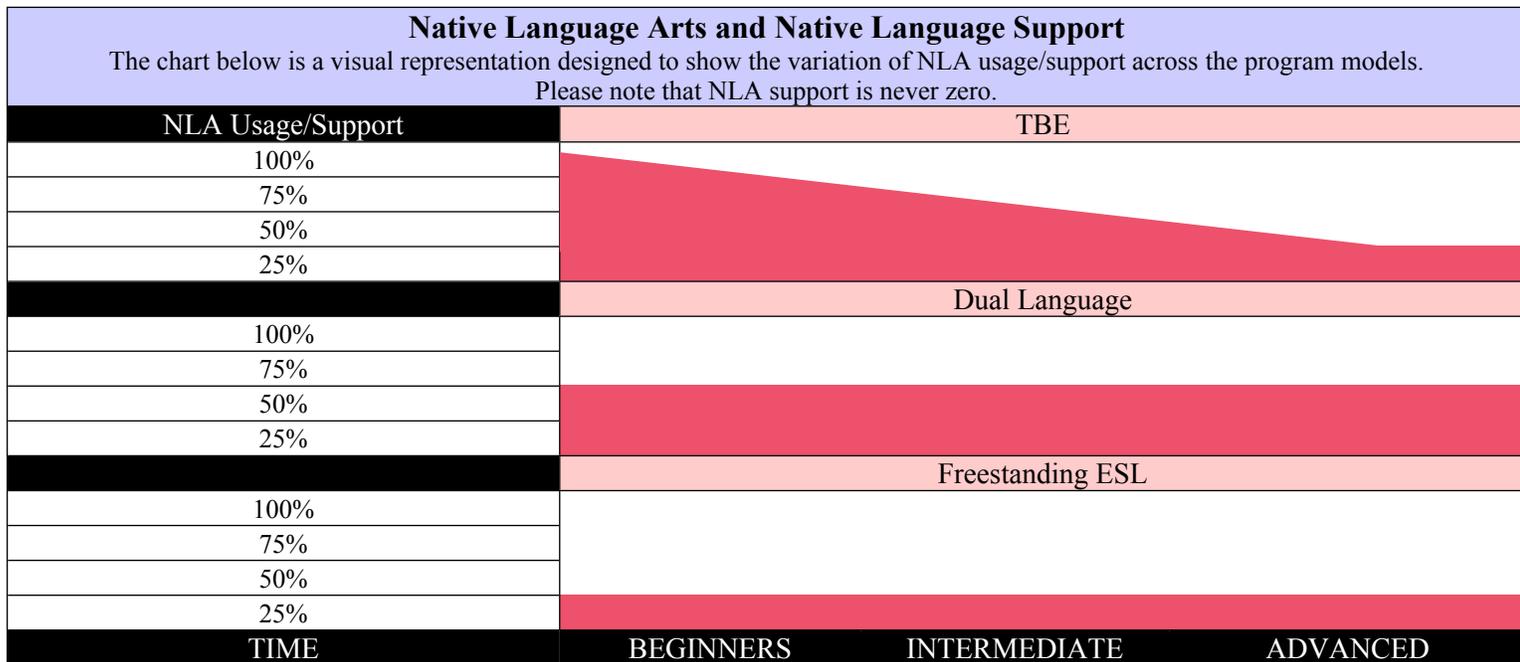
Sife students also need a lot of direction and hands on activities. The plan is the same as for newcomers. For ELLs receiving service 4 to 6 years the plan is to design activities that are more complex, abstract, and independent. The ELLs note relationships: comparison and contrast, cause and effect, problem and solution. The ELLs are challenged to think across cultures, and time periods. Other activities include poems, biographical sketch of their self or another literary character, and narrative, informative writing. Data indicates that these ELLs need improvement in their reading and writing skills. Reading and writing skills are being addressed.

For Long Term ELLs, data is evaluated from the NYSESLAT, ELL Periodic Assessment, city and state tests and are used to determine where their weaknesses and strengths are. Tiered activities are used. Visual, auditory and kinesthetic options are provided. Students are expected to make text to self, text to text and text to world connections. Reading and writing practice skills are addressed.

ELLs having special needs are provided with auditory, visual and kinesthetic options. The IEP goals are read. Data is taken from the city and state tests to drive instruction. Tiered activities are used. Reading and writing skills are addressed.

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



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.
14. What language electives are offered to ELLs?

PS 276 provides ongoing educational support and appropriate interventions in English to English Language Learners to achieve and maintain a satisfactory level of academic performance. The following interventions are available to ELLs. Academic Intervention Services (AIS) provides English instruction in listening, reading, writing and math for ELLs in grades 1-5. Extended day is offered to ELLs in grades 1-5 concentrating on reading and math skills. Counseling is provided based on individual needs. Resource Room is provided as indicated on the IEP. The Title III Afterschool program provides supplemental small group instruction in ESL and the content areas of ELA, science and math for ELLs in grades 3,4, and 5. PS 276 continues to have a Title III Math and Literacy Afterschool Institute which supplements instruction for ELLs. The program is designed to develop and increase English proficiency skills and reading skills among ELLs and increase their achievement in math. The afterschool literacy program provides small group instruction in English language skills and balanced literacy. The Math Tutorial afterschool program targets those who scored at the lowest levels on the math state tests and those ELLs that need basic skills. Through the math afterschool class ELLs acquire a reinforcement of basic skills and concepts, test taking techniques, review of math operational skills, fractions, problem solving, graphs and step by step reasoning skills. A supplemental math program is used to scaffold the ELLs learning math and move them into achieving higher levels of math. Supplemental materials make lessons clear and meaningful. To provide additional support for the ELLs in the content area science, ELLs are given additional practice assessments, hands on activities and an emphasis is placed on additional exposure to nonfiction materials. Professional development in both literacy and math is provided by a coach for teachers of the ELL population.

ELLs that have reached proficiency on the NYSESLAT and have tested out and exited the ESL program are still entitled to test accommodations of time and a half for up to two years. A list of ELLs that are entitled to extra time are kept on file.

All services for ELLs will continue as they have in the past school year. The classroom teacher works with the former ELLs. The ELLs are entitled to AIS and extended day services.

ELLs are invited to be part of any extracurricular programs that are available in the school. These include afterschool homework help, sports and chorus. The ELLs are entitled to participate in the Title III Afterschool program.

Instructional materials are aligned to the ESL Standards and Common Core state standards. The continuation of a Balanced Literacy and Math Approach consists of using research based materials with high interest curriculum based on nonfiction leveled readers, independent reading sets in the areas of social studies, science and math. Many ELLs are visual learners, others are auditory learners and still others are kinesthetic learners. Phonics and Alphabet workbook activities are accompanied by CDs and are used to integrate music with learning. Computer assisted learning is used to promote individual research. The ELLs use the computer as a reference tool for research and to gain educational skills. Other instructional materials that are used to support the needs of the ELL students are: Phonics for the Real World (Knowledge through Phonics) by Rosen Publishing Groups, Factivity Series (Physical Science readers) by Dominie Press, Inc., Best Practices in Reading, Just Right Reading strategies for content area reading, Listening skills, Connecting Vocabulary, Comprehensive Reading Assessment, Nonfiction comprehension learning center, InStep leveled readers by Rigby, English to a Beat workbooks and folktales by Hampton Brown, Just the Right Word workbooks, theme books library with cassettes, Word by Word workbooks by Pearson, GPS Reading by Options, Assorted Picture Dictionaries, Science readers by National Geographic and Reading Express by Perfection Learning, and Buckle Down(Math) by Options. Programs on the computer are used to support the ELLs. Starfalls is used to learn the alphabet letters and sounds, and beginning reading.

Whenever possible, ELL students are provided with academic support in their native language. Bilingual translation dictionaries, glossaries, textbooks in various languages are available for the ELLs in the ESL and TBE programs. ELLs can take state and citywide content area exams in their home language. Some teachers and paras are fluent in some of our ELLs native language. The ESL teacher and classroom teachers use multicultural literature and decorate the classroom with posters and objects that reflect students' diversity of

language and culture. When available, ELLs have the opportunity to take city and state content area tests in their native language. The Transitional Bilingual Classes include subject matter in the students' native language as well as instruction in English. PS 276 provides support for newly enrolled ELL students before the beginning of the school year. The ELL teacher, parent coordinator, a school administrator and translators are available to assist newly arrived parents with registration, paperwork involved in the registration process, pupil placement and parental concerns. Support and information is given to the newly arrived students and parents. Parents are encouraged to ask questions about the school. Parents and newly enrolled students are taken on a school tour. The tour showcases our school. The parent coordinator is introduced to the newcomers and parents to give them support with the information they need to know. This helps the newly enrolled students and parents to feel welcomed and get acclimated to the school. ELLs are in some of the general and education classes that participate in learning Spanish.

### C. Schools with Dual Language Programs

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

N/A

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

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

Professional development is available for all personnel who work with ELLs. Included are common branch teachers, special education teachers, guidance counselors and assistant principals, secretaries and the parent coordinator. They are provided with professional development in ESL strategies and methodology, approaches, planning, delivery of instruction, assessment and ESL standards and best practices for ELLs in the classroom. Teachers learn ways they can improve instruction for ELLs. Professional development makes the staff sensitive and aware of the needs of our ELLs. Professional development activities will take place during common preps and faculty conferences. Staff development workshops for 2010-2011 will include:

October, 2010- Working with ELL students in the classroom, grades K-5. Tips for teachers. Communicating with newly arrived ELLs, oral language development for beginners. (How to use TPR)

November, 2010- Instructional scaffolding techniques, ESL theories and methodology.

December, 2010- Differentiated Instruction for ELLs

January, 2011- Strategies for test taking, interweaving the four language skills.

February, 2011- Modeling strategic thinking through a think aloud story and demonstrate thinking strategies.

March, 2011- Aligning instruction for ELLs with ESL Standards.

April, 2011- NYSESLAT- From standards to assessments.

May, 2011- Promotional criteria for ELLs. Use of multiple criteria.

June, 2011- Books and resources for ELL students during the summer.

The ESL teacher provides the staff with support to assist ELLs as they transition from one school grade to the next. The ESL teacher articulates and conferences with the ELLs new teacher. Information about the child's strengths, weaknesses and goals are discussed. Checklists, anecdotal records, rubrics and data from the LAB-R, ELL Periodic Assessment and NYSESLAT are used to show progress made.

All staff will attain 7.5 hours of ELL training. Special education teachers will attain ten hours of ELL training. Training will be provided by QTEL and an ELL Specialist. A checklist is kept on file to assure meeting the requirement.

## E. Parental Involvement

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

Parents of newly enrolled ELLs have the opportunity to attend an ELL parent orientation session which includes the ESL teacher and the Parent Coordinator. Parents view an orientation video in English or in their native language which provides information about programmatic offerings. Parents have the opportunity to ask questions regarding ELL services. Translation/Interpretation services are available by teachers in the school that speak the native language of some of the parents.

ELL parents are informed and encouraged to attend onsite English Language Arts and Math workshops. Translators are available. They are also informed about PTA meetings, parent teacher conferences, and special school events via letters, and if necessary be translated in their native language. This helps the parents of ELLs to be actively involved in their child's education.

ELL parents are asked to volunteer two hours to help the children in our school. The program is the Two Hour Power Program. Parents would be involved in school events, office help, lunch help, mom and dad events.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	7	5	1	2	1	1								17
Intermediate(I)	2	2	5	4	6	3								24
Advanced (A)	1		2	4	4	3								14
Total	10	7	8	10	13	7	0	0	0	0	0	0	0	55

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	2	3		1	0	1							
	I	2	1	1	0	1	1							
	A	5	3	4	4	5	3							
	P	1		3	5	5	2							
READING/ WRITING	B	7	5	1	2	1	0							
	I	2	2	5	4	6	4							
	A	1		2	4	4	3							
	P													

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	3	0	1	7
4	9	2	0	0	11
5	2	3	0	0	5
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4		4		2		1		11
4	2		12		1		0		15
5	4		4		0		0		8
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		5		6		1		12
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	
5	4		0		2		0		6
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam					
		Number of ELLs Taking Test		Number of ELLs Passing Test	
		English	Native Language	English	Native Language

**New York State Regents Exam**

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

**Native Language Tests**

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. 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?

fluency. Students are told their Fountas and Pinnell reading level. Books are leveled and placed in book baskets. As a result of these assessment tools, ELLs instruction will be driven as a result of the data.

To monitor the progress of ELL students throughout the school year, the ESL teacher uses teacher observations, checklists, rubrics, conferencing, teacher made tests and data from the NYSESLAT, LAB-R and ELL Periodic Assessment.

Based on an analysis of the data of the 2010 NYSESLAT, the RNMR report indicates that the patterns across proficiency levels show that ELLs on every grade scored higher on the speaking/listening modalities. ELLs scored the poorest on the reading/writing modalities.

Therefore, an emphasis of instructional time is allocated to develop reading and writing skills for ELLs. Balanced Literacy develops literacy skills by incorporating a number of activities, including read aloud, shared reading, guided reading, independent reading, phonics and spelling, vocabulary enrichment, shared writing, modeled and independent writing. On a daily basis the teacher reads to the students, with the students, and provides opportunities for independent reading.

The ELLs have been taking the content area tests in English because they are not able to read in their native language.

The ELL Periodic Assessment is used to drive instruction. The data indicates th strengths and weaknesses of ELL students in grades 3,4 and 5. The Periodic Assessment is given in the Fall and Spring. Teachers use the results of to determine the progress ELL students are achieving.

The success of the program for ELLs is evaluated by the data of the NYSESLAT, ELL Periodic Assessment and rubrics. If the ELLs show continuous progress, then the program is successful.

### **Additional Information**

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

Paste additional information here

## **Part VI: LAP Assurances**

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

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