



PUBLIC SCHOOL 376
2010-11
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: (32/ K/ 376)

ADDRESS: 194 HARMAN STREET, BROOKLYN, N.Y. 11237

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SECTION I: SCHOOL INFORMATION PAGE

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

SCHOOL ADDRESS: 194 Harman Street Brooklyn, NY 11237

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

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

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ms. Brenda Perez

PRINCIPAL: Ms. Brenda Perez

UFT CHAPTER LEADER: Mr. Edwin Rivera

PARENTS' ASSOCIATION PRESIDENT: Ms. Dhaysy Minchala

STUDENT REPRESENTATIVE:
(Required for high schools) n/a

DISTRICT AND NETWORK INFORMATION

DISTRICT: 32 **CHILDREN FIRST NETWORK (CFN):** 307

NETWORK LEADER: Ms. Ada Orlando

SUPERINTENDENT: Ms. Lillian Druck

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT 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.



**Department of
Education**

THE NEW YORK CITY DEPARTMENT OF EDUCATION
LILLIAN DRUCK, *Community Superintendent*

COMMUNITY SCHOOL DISTRICT 32

797 Bushwick Avenue – Brooklyn, NY 11221
District Family Advocate – Alice Nieves-Garcia, (718) 574-1100 x3002

SCHOOL LEADERSHIP TEAM MEMBERS 2010-2011

DATE: October 25, 2010

SCHOOL NAME: P.S. 376

TOTAL NUMBER OF MEMBERS: 8

TITLE	NAME	SIGNATURE
<u>Principal</u>	<u>Brenda Perez</u>	<i>Brenda Perez</i>
<u>UFT</u>	<u>Edwin Rivera</u>	<i>Edwin Rivera</i>
<u>Teacher</u>	<u>Amy Newman</u>	<i>Amy Newman</i>
<u>DC37</u>	<u>Theresa Santiago</u>	<i>Theresa Santiago</i>
<u>PSA President</u>	<u>Dhaysy Herrera</u>	<i>Dhaysy Herrera</i>
<u>Parent</u>	<u>Bertha Avila</u>	<i>Bertha Avila</i>
<u>Parent</u>	<u>Ismenia Martinez</u>	<i>Ismenia Martinez</i>
<u>Parent</u>	<u>Henry Candelaria</u>	<i>Henry Candelaria</i>

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

School Vision and Mission

Vision

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

Mission

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

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

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

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

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 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.

CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 376								
District:	32	DBN:	32K376	School BEDS Code:	333200010376				
DEMOGRAPHICS									
Grades Served:	Pre-K		3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9	Ungraded	√		
	2	√	6		10				
Enrollment				Attendance - % of days students attended:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		93.4	94.1	TBD		
Kindergarten	76	65	100						
Grade 1	107	104	119	Student Stability - % of Enrollment:					
Grade 2	116	108	97	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	99	101	101		94.8	95.1	TBD		
Grade 4	83	93	99	Poverty Rate - % of Enrollment:					
Grade 5	87	81	87	(As of October 31)	2007-08	2008-09	2009-10		
Grade 6	0	0	0		82.6	94.1	96.0		
Grade 7	0	0	0	Students in Temporary Housing - Total Number:					
Grade 8	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 9	0	0	0		7	42	TBD		
Grade 10	0	0	0	Recent Immigrants - Total Number:					
Grade 11	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 12	0	0	0		5	2	0		
Ungraded	4	3	7	Special Education Enrollment:					
Total	572	555	610	(As of October 31)	2007-08	2008-09	2009-10		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	22	22	27	Principal Suspensions	1	4	TBD		
# in Collaborative Team Teaching (CTT) Classes	16	18	19	Superintendent Suspensions	1	3	TBD		
Number all others	18	26	27	Special High School Programs - Total Number:					
These students are included in the enrollment information above.				(As of October 31)	2007-08	2008-09	2009-10		
				CTE Program Participants	0	0	0		
				Early College HS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:					
(BESIS Survey)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10		
(As of October 31)	2007-08	2008-09	2009-10						
# in Transitional Bilingual Classes	0	0	0	Number of Teachers	45	45	TBD		
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	161	142	174						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	4	9	24	Number of Administrators and Other Professionals	13	13	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	3	4	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(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	100.0	100.0	TBD
				% more than 2 years teaching in this school	75.6	84.4	TBD
				% more than 5 years teaching anywhere	55.6	62.2	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	87.0	91.0	TBD
American Indian or Alaska Native	0.4	0.4	0.3		91.7	92.0	TBD
Black or African American	8.9	8.6	11.1				
Hispanic or Latino	86.7	87.4	85.6				
Asian or Native Hawaiian/Other Pacific Isl.	1.9	1.6	1.3				
White	2.1	1.8	1.1				
Male	48.6	48.3	47.2				
Female	51.4	51.7	52.8				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
	√	√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	√			ELA:			
Math:	√			Math:			
Science:	√			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			Progress Target
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	√sh	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	5	5	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	72.1			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	12.2			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	19.9			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	37.7						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	2.3						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** 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 school’s use of resources: last year’s school budget, schedule, facility use, class size, etc.

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

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

NEEDS ASSESSMENT IN ENGLISH LANGUAGE ARTS

TCRWP Reading Assessments

Summary of Data Analysis/Findings

Grade K		Below Grade Level 1		Approaching Grade Level 2		On Grade Level 3		Above Grade Level 4	
Trimester	Total # of Students Assessed	%	#	%	#	%	#	%	#
Nov. 2009	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
March 2010	62	0	0	0	0	74.19%	46	25.81%	16
June 2010	55	0	0	0	0	72.73%	40	27.27%	15

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

Grade 1		Below Grade Level 1		Approaching Grade Level 2		On Grade Level 3		Above Grade Level 4	
Trimester	Total # of Students	%	#	%	#	%	#	%	#

	Assessed								
Nov. 2009	110	8.93	10	45.54	51	27.68	29	17.86	20
March 2010	100	21%	21	41%	41	26%	26	12%	12
June 2010	99	37.23%	35	26.6%	25	28.72%	27	7.45%	7

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

Grade 2		Below Grade Level 1		Approaching Grade Level 2		On Grade Level 3		Above Grade Level 4	
Trimester	Total # of Students Assessed	%	#	%	#	%	#	%	#
Nov. 2009	97	19.79	19	21.88	21	39.58	39	18.75	18
March 2010	106	13.21%	14	17.92%	19	39.62%	42	29.25%	31
June 2010	112	15.93%	17	13.27%	15	48.67%	55	22.12%	25

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

Grade 3		Below Grade Level 1		Approaching Grade Level 2		On Grade Level 3		Above Grade Level 4	
Trimester	Total # of Students Assessed	%	#	%	#	%	#	%	#
Nov. 2009	76	6.33	5	20.25	13	64.56	51	8.86	7
March 2010	84	6%	5	18%	16	47%	39	29%	24
June 2010	84	5%	4	27%	22	43%	36	27%	22

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

Grade 4		Below Grade Level 1		Approaching Grade Level 2		On Grade Level 3		Above Grade Level 4	
Trimester	Total # of Students Assessed	%	#	%	#	%	#	%	#
Nov. 2009	94	22.34	21	17.02	16	25.53	24	35.11	33
March 2010	92	34.78%	32	19.57%	18	14.13%	13	31.52%	29
June 2010	95	40%	38	18.95%	18	20%	19	21.05%	20

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

Grade 5		Below Grade Level 1		Approaching Grade Level 2		On Grade Level 3		Above Grade Level 4	
Trimester	Total # of Students Assessed	%	#	%	#	%	#	%	#
Nov. 2009	92	30%	27	15%	13	37%	34	20%	18
March 2010	83	16.87%	14	19.28%	16	32.53%	27	31.33%	26
June 2010	81	14.81%	12	23.46%	19	37.04%	30	24.69%	20

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

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

Based on our needs analysis/findings:-

- We are closely monitoring and intensifying the support to all teachers in balanced literacy in order to continue the upward trend of students performing at proficiency level of 3 and 4.

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

Grade 3 ELA Summary of Data Analysis/Findings

Grade 3 Student Performance on the NYS-Reading Test								
ALL TESTED STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	13	13	45	45	31	31	12	12
2009	7	7	26	26	61	61	6	6
2008	3	3.2	34	36.2	44	46.8	13	13.8
2007	3	3.9	28	36.4	43	55.8	3	3.9

For the 2008-2009 school year, the third grade continued to demonstrate an upward trend reflecting 67% of students performed at or above proficiency level. That demonstrates a 7% increase over last year's third grade population. The 2010 results demonstrated a 24% decrease in the number of students on grade level.

Grade 3 ELA Subgroups Summary of Data Analysis/Findings

Grade 3 Student Performance on the NYS ELA Assessment									
SUB-GROUPS									
Sub-Group	# of Students Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
ELL 2010	20	8	40	8	40	4	20	0	0
SP ED 2010	6	1	17	4	67	1	17	0	0
ELL-2009	31	2	6	10	32	19	61	0	0
SP ED-2009	13	4	31	6	46	3	23	0	0
ELL - 2008	23	0	0	14	60.9	9	39.1	0	0
SP ED-	12	2	16.7	7	58.3	3	25	0	0

2008									
------	--	--	--	--	--	--	--	--	--

In the 2009 school year 61% of ELL third graders performed at proficiency level 3. This was marked increase of about 40% from the previous year. However, in 2010 only 20% of these students performed on grade level proficiency which is the lowest number in the last three years.

Grade 4 ELA Summary of Data Analysis/Findings

Grade 4 Student Performance on the NYS ELA Assessment								
ALL TESTED STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	9	9	47	48	35	36	6	7
2009	4	5	32	35	47	51	8	9
2008	5	6.2	25	30.9	47	58	4	4.9
2007	13	14.9	43	49.4	30	34.5	1	1.1

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

Grade 4 ELA Subgroups Summary of Data Analysis/Findings

Grade 4 Student Performance on the NYS ELA Assessment									
SUB-GROUPS									
Sub-Group	# students Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
ELL 2010	27	2	7	22	81	3	11	0	0
SP ED 2010	11	1	9	5	45	5	45	0	0
ELL-2009	16	2	13	11	69	3	19	0	0
SP ED- 2009	19	2	11	12	63	5	26	0	0
ELL -2008	20	3	15	8	40	9	45	0	0
SP ED -2008	7	1	14.3	3	42.9	3	42.9	0	0

In fourth grade, 11% of English Language Learners performed at proficiency level 3 compared to 19% in 2008. This is a slight decrease of 8%. This a downward trend over the last three years. The percentage at level 1 and 2 students was comparable to the previous year. We have no students performing at level 4 for both the 2008 and 2009 school years.

45% of special education students performed on grade level compared to 26% in 2009. However, the number of students tested in 2010 was nearly half of the amount tested in 2009. There are no students performing at Level 4 in all subgroups.

Grade 5 ELA Summary of Data Analysis/Findings

Grade 5 Student Performance on the NYS-Reading Test								
ALL TESTED STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	26	32	29	35	25	30	3	4
2009	1	1	25	31	44	54	11	14
2008	4	4.4	24	26.7	61	67.8	1	1.1
2007	6	7.6	31	39.2	40	50.6	2	2.5

As compared to the 2009 fourth grade, the same population in fifth grade has demonstrated a downward trend at proficiency levels 1, 2, 3 and 4.

Grade 5 ELA Subgroups Summary of Data Analysis/Findings

Grade 5 Student Performance on the NYS-Reading Test									
SUB-GROUPS									
Sub-Group	# Students Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
ELL – 2010	17	10	59	6	35	1	6	0	0
SP ED – 2010	23	13	57	9	39	1	4	0	0
ELL – 2009	15	1	7	8	53	6	40	0	0
SP ED – 2009	8	0	0	5	63	3	37	0	0
ELL – 2008	18	3	16.7	8	44.4	7	38.9	0	0
SP ED -2008	5	1	20	3	60	1	20	0	0

In fifth grade only 6% of English Language Learners performed at proficiency level 3. This is a drastic decrease 34% from 2009. The percentage in level 1 has increased in 2010 compared to 2009. None of our ELLs students performed at level 4 over the last three years. As for the Sp Ed students, only 4% performed at grade level. This is a sharp decrease of 33% from 2009. Again, none of our Special Education students were performing at level 4.

All Grades ELA Summary of Data Analysis/Findings

Student Performance on the NYS-Reading Test – 2010									
ALL GRADES									
Year	# Students Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
2010	282	48	17	121	43	90	32	23	7
2009	273	13	5	83	30	153	56	24	9
2008	265	12	4.5	83	31.3	152	57.4	18	6.8
2007	243	22	9.1	102	42.0	113	46.5	6	2.5

In almost every grade our mean scale scores improved. In the third grade our mean scale score went from 662.8 in 2009 to 665.9 in 2010. In the fourth grade, our mean scale score went from

665.9 in 2009 to 667.4 in 2010. In fifth grade our mean scale score dropped from 667.4 in 2009 to 660.5 in 2010.

In addition to studying student performance we have also looked closely at the item analysis provided in NYSTART. We were able to notice several things:

- Over the past three years our third grade students have difficulty synthesizing information and addressing complex texts. When kids move up to fourth grade, the data shows improvement in this area.
- A third of our students seemed to get the questions at the end of the exam wrong which demonstrated a lack of reading stamina.
- In the writing strand most students demonstrated proficiency which is a testament to our professional development work during the 2009-2010 school year.
- The number of students that did not demonstrate proficiency increase this year across all grades. However, when looking at student progress 39% of our fourth graders demonstrated growth. This is an increase of 22% from the 2008-2009 school year. In fifth grade, 41% of students demonstrated growth which is a drop 27% from the previous year.
- The data demonstrates inconsistency across the grades. What was mastered in one grade students got wrong in another.

Based on our needs analysis/findings:-

- We need to closely monitor and intensify the support to all teachers in balanced literacy in order to continue the upward trend of students performing at proficiency level of 3 and 4.
- In the lower grade we need to increase the rigor in reading and to push toward higher level comprehension to support the synthesis work necessary in the upper grades.
- We need to focus in the area of differentiation in order to meet the needs of our struggling students, but more so for those who are performing at or above proficiency level since the percentage of level 3 students moving to level 4 is minimal in General Education students, ELLs and Special Education students.
- Teachers will be provided with PD to extend differentiation strategies in literacy so that high achieving students (Level 3 and 4) continue to be challenged and increase their reading proficiency. Level 3 students will be challenged to move to level 4; and that level 4 students will increase their raw scores to show positive gains.
- We will intensify planning for differentiated instruction to meet instructional needs in all classrooms including special education and ELL classes. We will continue to closely monitor the reading assessments, including the Teachers College Reading Class Assessments, and running records. Administration and the Literacy Coach continually provide opportunities to plan and discuss with teachers the action plans that meet the needs reflected in the data analysis.
- We need to work on helping students establish clear goals as we assess them and help them become invested in the work that is taught in small groups.

NEEDS ASSESSMENT IN MATHEMATICS

Everyday Mathematics End of Unit Assessment

Summary of Data Analysis/Findings

Grade 1		Level 1		Level 2		Level 3		Level 4	
Year	# of Students Assessed	#	%	#	%	#	%	#	%
September 2010	120	11	9%	41	34%	44	37%	24	20%
June 2010	123	8	6	23	19	53	43	39	32
Mid Year	123	13	11	27	22	47	38	36	29
September 2009	123	30	24	35	28	33	27	25	21
June 2009	101	4	4	14	13	42	42	41	41
Mid Year	101	12	12	16	15	33	33	40	40
September 2008	101	23	23	23	23	24	24	30	31

An overall analysis of the First Grade EDM end of unit assessments shows that by September 2010 57% of our first grade students were performing on or above level 3. This is an improvement of 9% as compared to September 2009, where 48% of the students were operating on or above level 3.

Everyday Mathematics End of Unit Assessment

Summary of Data Analysis/Findings

Grade 2		Level 1		Level 2		Level 3		Level 4	
Year	# of Students Assessed	#	%	#	%	#	%	#	%
September 2010	134	36	27%	28	21%	40	30%	30	22%
June 2010	98	4	4	9	9	47	48	38	39
Mid Year	98	9	9	17	17	43	44	29	30
September 2009	98	19	19	25	26	40	41	14	14
June 2009	105	6	6	17	16	43	41	39	37
Mid Year	105	9	8	21	20	39	37	36	34
September 2008	105	14	13	24	23	35	33	32	31

An overall analysis of the Second Grade EDM end of unit assessments shows that by September 2010 52% of our second grade students were performing on or above level 3. This is a decrease of 3% as compared to September 2009, where 55% of the students were operating on or above level 3.

Based on our needs analysis we have concluded that:

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

NYS Mathematics Test

Grade 3 Math Summary of Data Analysis/Findings

Grade 3 Student Performance on the NYS-Mathematics Test								
ALL TESTED STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	8	8%	29	28%	32	31%	33	32%
2009	0	0%	2	2%	62	62%	36	36%
2008	1	1	6	6.3	72	75	17	17.7
2007	1	1.3	3	3.9	41	53.2	32	41.6
2006	9	9.2	18	18.4	48	49	23	23.5

Grade 3 Student Performance on the NYS- Mathematics Test									
SUB-GROUPS									
Sub-Group	# Students Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
ELL 2010	21	5	24%	12	57%	3	14%	1	5%
SP ED 2010	6	1	17%	5	83%	0	0	0	0
ELL - 2009	31	0	0	0	0	25	81	6	19
SP ED -2009	13	0	0	0	0	13	100	0	0
ELL - 2008	25	0	0	0	0	23	92	2	8
SP ED -2008	12	1	8.3	4	33.3	7	58.3	0	0
ELL -2007	21	1	4.8	0	0	10	47.6	10	47.6
SP ED -2007	0	0	0	0	0	0	0	0	0

An overall analysis of the spring 2010 NYS grade 3 Math Assessment shows that 64% of our students were performing on level 3 and 4.

Based on the 2010 NYS Math Assessment we have found that:

- We had a 34% increase in our students performing on levels 1 and 2, with 8% of the third grade population performing on level 1 and 28% of the third grade population performing on level 2.
- 64% of our third grade population is operating on or above level 3 and 4, which is a 34% decrease as compared to 2009.

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

- 0% of our Special Education population is performing at Levels 3 and 4 based on 2010 scores, which is a 100% decrease from 2009's data where 100% of our Special Ed population was performing on Levels 3 and 4.
- 19% of our English Language Learners are performing on levels 3 and 4 based on 2010 which reflects a 81% drop from 2009's scores.

Grade 4 Math Summary of Data Analysis/Findings

Grade 4 Student Performance on the NYS Mathematics Assessment								
ALL TESTED STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	13	13%	31	31%	38	38%	19	18%
2009	4	4%	10	11%	49	53%	30	32%
2008	1	1.3	5	6.3	41	51.3	33	41.3
2007	5	5.7	18	20.7	45	51.7	19	21.8
2006	10	12.2	20	24.4	38	46.3	14	17.1

Grade 4 Student Performance on the NYS- Mathematics Test									
SUB-GROUPS									
Sub-Group	# Students Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
ELL 2010	31	8	26%	14	45%	7	23%	2	6%
SP ED 2010	11	3	27%	2	18%	6	55%	0	0
ELL - 2009	18	3	17%	3	17%	11	61%	1	6%
SP ED -2009	20	3	15%	7	35%	10	50%	0	0%
ELL - 2008	22	1	4.6	2	9.1	15	68.2	4	18.2
SP ED -2008	5	0	0	0	0	3	60	2	40
ELL -2007	27	3	11.1	7	25.9	15	55.6	2	7.4
SP ED -2007	7	0	0	3	42.9	3	42.9	1	14.3

An overall analysis of the spring 2010 NYS grade 4 Math Assessment shows that 56% of our students were performing on level 3 and 4.

Based on the 2010 NYS Math Assessment we have found that:

- 44% of our students are performing on levels 1 and 2 which reflects an increase of 29% from 2009.
- There was a 29% decrease in our students who scored on levels 3 and 4.

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

- 55% of our Special Education population is performing at Levels 3 and 4 based on 2010 scores which is a 5% increase from 2009.
- 29% of our English Language Learners are performing on levels 3 and 4 based on 2010 scores which is a 38% decrease compared to 2009

Grade 5 Math Summary of Data Analysis/Findings

Grade 5 Student Performance on the NYS-Mathematics Test								
ALL TESTED STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	7	8%	38	45%	23	27%	16	19%
2009	2	2%	6	7%	47	57%	27	33%
2008	6	6.7	12	13.5	47	52.8	24	27
2007	1	1.3	19	24.5	4.	51.3	18	23.1
2006	15	18.1	24	28.9	35	42.2	9	10.8

Grade 5 Student Performance on the NYS- Mathematics Test									
SUB-GROUPS									
Sub-Group	# Students Tested	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
ELL2010	17	4	24%	11	65%	2	12%	0	0
SP ED 2010	23	6	26%	13	57%	23	17%	0	0
ELL - 2009	16	2	13	3	19	11	69	0	0
SP ED - 2009	9	1	11	2	22	6	67	0	0
ELL - 2008	18	3	16.7	4	22.2	9	50	2	11.1
SP ED -2008	16	2	12.2	4	25	8	50	2	12.5
ELL -2007	19	0	0	9	47.4	10	52.6	0	0
SP ED -2007	9	1	11.1	4	44.4	4	44.4	0	0

An overall analysis of the Spring 2010 NYS grade 5 Math Assessment shows that 47% of our students were performing on level 3 and 4 which is an 43% decrease as compared to the Spring of 2009.

Based on the 2010 NYS Math Assessment we have found that:

- 53% of our students are performing on levels 1 and 2 which reflects an increase of 44% from 2009.
- 47% of our students scored on levels 3 and 4 which is a 43% decrease from 2009.

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

- 17% of our Special Education population is performing at Levels 3 and 4 based on 2010 scores which is a 60% decrease from 2009.

- 12% of our English Language Learners are performing on levels 3 and 4 based on 2010 scores which is an 57% decrease from 2009

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

- Based on an analysis of the 2010 scale scores we have found that 54% of our 4th grade students did not make adequate yearly progress, which is a 21% increase in students not making adequate yearly progress as compared to 2009's test results. In addition 51% of our 5th grade students did not make adequate yearly progress, which is a 12% increase in students not making adequate yearly progress as compared to 2009's test results. Therefore, cabinet members have decided to refocus lesson planning with an emphasis on small group instruction where strategy lessons are written based on student data in order to meet the individual needs of our students.
- A further analysis of our sub-groups data has shown that we have had a significant decrease in progress with our Special Education and ELL populations. In 2010 75% of our Special Education population was performing on Level 1 and 2, which reflected a 44% increase from 2009. In addition, in 2010 78% of our ELL population was performing on Levels 1 and 2, which reflected a 61% increase from 2009. Due to this significant decline in student achievement especially in the sub-group areas of Special Education and ELL, cabinet members have decided to focus on building students' acquisition of Mathematic Academic Language through the use of word walls, math diaries, and mathematic conversations in order to support their mastery of mathematic concepts. kl
- We need to continue to differentiate our mathematics instruction in order to meet the needs of our struggling students. In addition, we must continue to focus on differentiating instruction in order to meet the needs of those who are performing at or above proficiency level since the percentage of level 3 students not making adequate yearly progress is so high.
- We will continue to closely monitor teacher performance in order to support all teachers in Mathematics with the intention to have students make adequate yearly progress, as well as to focus more on differentiation with a lens on enrichment for our high achieving students.
- Teachers will be provided with PD to extend differentiation strategies in mathematics so that teachers will be able to create small group strategy lessons that will meet the needs of all of our math learners.
- We will intensify planning for differentiated instruction during small group instruction in order to meet the multitude of instructional needs in all classrooms. This includes, but is not limited to, General Education, Talented and Gifted Education, as well as Special Education and English Language Learner classrooms.
- We will continue to closely monitor the mathematics assessments, including the EDM End of Unit Assessments, Conference Notes and student assessment binders. Administration will conduct Focus Learning Walkthroughs in which they will monitor teacher collection and implementation of student data.

- Administration and the Math Coach will continually provide opportunities for planning and discussion with teachers in order to support the action plans that will meet the needs reflected by the student data.
- More professional development will be offered in order to continue to support teacher planning and instruction.

Summary Assessment Social Studies

Student Performance in Early Childhood Grades

Kindergarten	Grade 1	Grade 2	Grade 3
Family/Community <ul style="list-style-type: none"> • Needs/Wants • Rules Who are community workers?	What is a Community? What do you think is a community? What are questions that we can ask @ different communities	What do you think is an Urban Community? * Looking through maps/communities and asking questions	Countries around the World
75% of kindergarten students can discuss and identify the different roles within the family and has knowledge of the different community workers in their community	80% of all first graders are able to define what a community is and discuss the differences between the communities	85% of Second Graders know the difference between urban and rural communities and are able to make a simple map of the community.	75% of Third grade students are able to discuss the different cultures such as Dominican Republic, China, India, Africa and compare those cultures to their own. They have also acquired basic map skills- through inquiry
25% need the skills to gain the basic understanding of how to question through inquiry the needs and wants play a role within the community	20% of First Graders need to acquire stronger map skills through the inquiry process	20% of Second Graders need to acquire the knowledge of 50 states and their regional location within the United States through inquiry	25% of students still need to learn how to take skills taught during inquiry and use them for ex: map skills and apply them independently to projects or individual assignments

Specific Areas of strength and weakness:

Strengths	Weakness
<ul style="list-style-type: none"> • Students are able to identify what a Primary source document is and can apply that knowledge to an essay. • Most students can answer document based questions. • Most students are able to use documents and produce an essay based on those documents. • Students are able to identify longitude and latitude on a map. • Students are able to locate the equator on the map. • Students can locate the Northern and Southern hemispheres and the countries located within those hemispheres. 	<ul style="list-style-type: none"> • Students need to gain more knowledge of how to read and analyze various maps. • Students need to acquire more knowledge on how to analyze political cartoons. • Students need to acquire early U.S. history facts. • Students need to master cardinal and intermediate directions and be able to apply it to reading a map. • Students need to know the major events in order, which led to the U.S. becoming free from England. • Students need to acquire the basic knowledge of roles in government.

Grade 5 Student Performance on the NYS Social Studies Test								
ALL TESTED STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2009	11	13%	10	12%	45	55%	16	20%
2008	7	9%	5	6%	40	50%	28	35%
2007	10	11	6	6.7	58	65.1	15	16.8
2006	14.4	18	16	20	43.2	54	6.4	8
2005	14	17.1	12	14.6	40	48.8	16	19.5

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

- According to our data, 25% of our Students are performing at levels 1 and 2, which is a 10% increased as compared with the 2008 school year.
- The number of students performing on grade level, levels 3 and 4 is 75%, which is a 10% decrease in comparison to 2008's assessment results.

Sub-Groups

Grade 5 Student Performance on the NYS Social Studies Test				
Special Education Students				
	Level 1	Level 2	Level 3	Level 4
Year	%	%	%	%
2009	35	25	40	0
2008	50	17	33	0
2007	80	20	0	0
2006	75	0	25	0

Summary of data analysis/findings:

Students performing at level 3 have increased as compared with 2009 by 7%. The percentage at level 1 has decreased by 15%.

Through surveys we found that teachers need:

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

SECTION IV: NEEDS ASSESSMENT

Needs Assessment for Science
Data Analysis and Findings: Lower Grades

Kindergarten

Marking Periods	4 - Meeting Standards with Distinction	3 - Meeting Standards	2 - Not Fully Meeting Standards	1 - Not Meeting Standards
1. Getting Ready for Science / Exploring Properties	0	33	52	10
2. Trees through the Seasons	0	46	49	4
3. Animals	7	73	20	1

First Grade

Marking Period	4 - Meeting Standards with Distinction	3 - Meeting Standards	2 - Not Fully Meeting Standards	1 - Not Meeting Standards
1. Getting Ready for Science / Properties of Matter	0	44	66	8
2. Weather and Seasons	2	61	54	4
3. Animal Diversity	20	79	22	2

Second Grade

Marking Period	4 - Meeting Standards with Distinction	3 - Meeting Standards	2 - Not Fully Meeting Standards	1 - Not Meeting Standards
1. Getting Ready for Science / Forces and Motion	0	56	35	0
2. Earth Materials	5	68	24	3
3. Plant Diversity	25	59	15	0

Summary of Data Analysis and Findings: Lower Grades

Based on the data above, our science program in the Lower Grades needs:

- To incorporate reading activities and books related to the units of study in early childhood classes to motivate and promote a higher interest in the subject area;
- To incorporate read aloud and accountable talk activities related to science to encourage a higher interest in the subject area;
- To integrate science across content areas to provide greater depth and breadth of understanding in the science units of study;
- To align curriculum, teaching and assessments to drive instruction and inform the school of student's academic performance in science;
- To have teachers in their grade levels meet periodically to update our curriculum calendars and maps, and;
- To further strengthen strategies that will foster the natural curiosity in students to promote problem-solving solutions in science.

Data Analysis and Findings: Upper Grades

Third Grade

Marking Periods	4 - Meeting Standards with Distinction	3 - Meeting Standards	2 - Not Fully Meeting Standards	1 - Not Meeting Standards
1. Getting Ready for Science / Matter	0	57	38	1
2. Energy / Simple Machines	3	50	40	4
3. Plant and Animal Adaptations	32	42	24	0

Fourth Grade

Marking Periods	4 - Meeting Standards with Distinction	3 - Meeting Standards	2 - Not Fully Meeting Standards	1 - Not Meeting Standards
1. Getting Ready for Science / Animals and Plants in their Environment	0	45	55	0
2. Electricity and Magnetism	6	49	44	3
3. Properties of Water / Interactions of Air, Water, and Land	24	63	18	0

Fifth Grade

Marking Periods	4 - Meeting Standards with Distinction	3 - Meeting Standards	2 - Not Fully Meeting Standards	1 - Not Meeting Standards
1. Getting Ready for Science / Nature of Science	0	51	35	2
2. Earth Science	12	48	27	2
3. Exploring Ecosystems	22	48	17	1

Summary of Data Analysis and Findings: Upper Grades

Based on the data above, our science program in the Upper Grades needs:

- To have teachers in each grade level brainstorm and develop problem-solving activities using science inquiry skills;
- To have teachers in each grade level develop their questioning skills in order to develop and encourage students' science process skills;
- To integrate science across content areas to provide greater depth and breadth of understanding in the science units of study;
- To incorporate read aloud and accountable talk activities related to science to encourage a higher interest in the subject area;
- To have teachers in their grade levels meet periodically to update our curriculum calendars and maps;
- To use the technology to expand our science resources, and;
- To further strengthen strategies that will foster the natural curiosity in students to promote problem-solving solutions in science.

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Data Analysis and Findings: 4th Grade New York State Science Test

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

Summary of Data Analysis and Findings: 4th Grade New York State Science Test

- PS 376 met the State-designated AYP targets for the 2007-2008 NYS Science Exam.
- Looking at the four years trend, the number of students performing at level 4 in 2009 has increased significantly since 2006.
- The number of level 1 and 2 students has decreased.
- Despite a significant increase in the number of special ed students tested in 2009 (*0 in 2008 / 16 in 2009*) the percentage of students performing at level 3 and 4 is 86% in 2009 as compared to 87% in 2008, 72% in 2007, and 68% in 2006. This is a positive trend.

**Student Achievement in the 4th Grade NYS Science Test by Sub-Group
2008 - 2009 (Based on Availability of Data)**

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

**Student Achievement in the 4th Grade NYS Science Test by Sub-Group
2007 - 2008 (Based on Availability of Data)**

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

**Summary of Data Analysis and Findings: Student Achievement in the 4th Grade
NYS Science Test by Sub-Group**

- **PS 376** met the State-designated **AYP** targets for the 2008 - 2009 NYS Science Exam.
- According to the 2008 – 2009 Grade 4 Science Test Analysis, 95% of our students performed at level 2 - 4 which is an increase from 92% in the previous year.
- PS 376 had its first 4th Grade TAG class, whose performance was 100% at level 4. This addition increased our overall percentage of students at level 4 by 9%.
- ELL students scores above level 2 is 87% which is an increase of 4% compared to previous year which is 83% indicating a positive trend in student achievement.
- Special Education student performing at level 3 and 4 also increased in 2009 = 44%, compared to 2008 = no special ed students were tested, in 2007 = 36%, in 2006 = 20%.
- The top class performance dropped from 100% in 2008 above level 2 to 96%, which is a decrease of 4%.

Areas of Strengths and Weaknesses

Data across the grade levels indicates that:

- Students showed strength in the units on plants and animals;
- The more visual and hands-on activities were easier for students to gain an understanding of the content area;
- Students showed strength in the electricity and magnets station on the 4th Grade Performance Test;
- Students showed weakness in scientific inquiry skills;
- Matter and its properties were difficult for students to comprehend, and;
- Students showed weakness in the measurement station on the 4th Grade Performance Test.

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

This year marked the first time in the past 5 years that all classes in all grade levels K-5 received New York City curriculum materials for science instruction. Teachers in grades K-5 now have a complete classroom set of teacher resources, texts, assessment tools, Harcourt Grade Level Materials kit, and core curriculum trade books to teach the curriculum. The classroom teachers now have great instructional resources, however many teachers still require training in best practices and in deepening their scientific understandings.

In addition, this year also marked the end of the second school year that PS 376 has utilized two teachers dedicated to the instruction of science. Our school has a lower grade science cluster teacher and an upper grade science cluster teacher. While the impact of two dedicated science teachers may be difficult to quantify, it is clear that instructional time in science has increased. Whereas in the past some classes did not receive science instruction from the cluster teacher at all, for the past two years all classes have science at least once a week. Furthermore, the 4th Grade classes were able to receive science instruction at least twice a week, and some classes met three times. The recent gains over the past two years in the 4th Grade New York State Science test may be attributed to, in part, the increase in instructional time by having two dedicated science teachers.

Finally, a Science Planning Committee was formed to plan for and oversee the implementation of changes that will have a positive impact on student learning in the content area science.

The Science Planning Committee has found that teachers need:

- To refine the science curriculum maps and curriculum plan;
- To align the current Harcourt Assessments with the New York City K-8 Science Scope and Sequence;

- To create a uniform checklist to monitor student progress and assist in the differentiation of instruction;
- To have more time to collaborate on grade level and with the science clusters to plan hands-on inquiry activities;
- To designate areas of responsibility for the science clusters and the classroom in the instruction of science, and;
- To create a science toolkit for the classroom teachers to assist in planning, clarify the New York City Scope and Sequence, and create a more transparent system of accountability.

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.

Goal 1: Literacy

Based on the limited number of ELL students demonstrating progress on the 2010 NYS ELA fourth and fifth grade ELL classes will focus on building student proficiency in the information and understanding strand, NYS Standard 1, through content area literacy. This will result in increased student progress as evidenced by TC assessment benchmarks and/or the NYS ELA.

Goal 2: Professional Development

To provide a professional development literacy program in a course of study format for all classroom teachers. Classroom teachers will have the opportunity to take ownership of their learning and aligned their professional growth plans to the Professional Teaching Standards.

Goal 3: Mathematics

Based on a decrease in student performance in mathematics in grades 4 and 5, as indicated by the Spring 2010 NYS Math Assessment and the 2009 – 2010 Progress Report we will focus on building student proficiency in the NYS Content Strand of Number Sense and Operations in order to support student mastery of mathematic concepts.

Goal 4: Inquiry

Based on the 2010-2011 TC Assessment Pro Data, Teacher Teams in grades 1 and 2 will align their component strategies to the literacy workshop model in an effort to increase student transfer of skills during independent work. This will result in increased student progress as evidenced by TC assessment benchmarks.

Goal 5: Parental Involvement

Based on the School Environment survey we will work on increasing the frequency with which we communicate with parents regarding student programs, progress, and/or achievements.

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): **Literacy**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Based on the limited number of ELL students demonstrating progress on the 2010 NYS ELA fourth and fifth grade ELL classes will focus on building student proficiency in the information and understanding strand, NYS Standard 1, through content area literacy. This will result in increased student progress as evidenced by TC assessment benchmarks and/or the NYS ELA.</p> <p>By June 2011 the number of ELL students in grades 4 and 5 who demonstrated progress will increase by 20% as evidenced by their targeted TC assessment benchmark and/or the NYS ELA.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • By October 2010 fourth and fifth ELL teachers will have assessed students and set their targeted benchmarks. • By November 2010, January 2010, and March 2010 teachers will have re-assessed students to monitor student’s growth and modify instruction. • Identified students will be assessed using running records, the narrative continuum and TC word lists, in September 2010, November 2010, March 2011 and June 2011 in order to monitor progress. • The data results will be used by classroom teachers to identify areas of weakness and to inform instruction through small group strategy lessons to support deeper comprehension work and meet student needs. • The Teacher Teams will meet every Thursday to set specific goals for individual students. • The Teacher Teams will plan strategy lesson to meet students’ needs. • The Teacher Teams will use and analyze a variety of assessments such as running records, TC narrative continuum, conference notes, writing on demand pieces and TC word lists on

	<p>an on-going basis to make decisions on whether to continue, modify and or adapt individual goals according to data results.</p> <ul style="list-style-type: none"> • The Teacher Team will equip student’s parents with strategies that will enable them to support their children’s progress at home by providing interim progress reports in October 2010, January 2011 and April 2011. • Students will be provided additional support through Extended Day, Afterschool, and Saturday Academy. • Students will participate in an online guided reading program with interactive e-books called RAZ kids. • Literacy Coach will collaborate with ELL teachers with implementation of strategies. • ELL teachers will attend Professional Development provided by TC Reading and Writing Project, CFN Network 307, Protraxx. • NYC DOE School Leadership Competencies: <ul style="list-style-type: none"> (B) Data (C) Curriculum and Instruction
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>Scheduling:</p> <ul style="list-style-type: none"> • Teacher Teams will meet every Thursday from 8:10 – 8:47.5 • Common Preps <p>Funding:</p> <ul style="list-style-type: none"> • TL Data Specialist • TL Fair student funding
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>We will use the following as evidence throughout the year to evaluate our progress towards meeting our goal:</p> <ul style="list-style-type: none"> • Diagnostic: Data gathered and analyzed monthly in grades 4– 5 includes conference notes, Reading Response Notebooks and/ or Post its, Writing on Demand Pieces • Formative: Data gathered and analyzed periodically in 4-5 grades includes running records, Predictives, TC performance assessment and mock ELA exams. • Summative: Data gathered and analyzed yearly includes the NYS ELA Assessment for grades 3-5. <ul style="list-style-type: none"> • Agendas/attendance logs

	<ul style="list-style-type: none">• Student Assessment Folders• TC Assessment Pro• Informal class visits• IT Interface• Formal and Informal Observations• Learning Walkthroughs•
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Subject/Area (where relevant): Literacy

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To provide a professional development literacy program in a course of study format for all classroom teachers. Classroom teachers will have the opportunity to take ownership of their learning and aligned their professional growth plans to the Professional Teaching Standards.</p> <p>By June 2011, 100% of our classroom teachers will have participated in at least two courses of study that will help strengthen their understanding of the uses of data in the components of balanced literacy.</p>
<p>Action Plan <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>PS 376 will provide professional development opportunities for classroom teachers by:</p> <ul style="list-style-type: none"> • Providing a menu of Professional Learning Cycles on site that will meet the needs of the teachers. • Classroom teachers will initially meet with Administrators by September 30, 2010 to set up professional goals that meet their needs and are aligned with the Professional Teaching Standards. • Classroom teachers will be scheduled for two Professional Learning Cycles according to the teacher set goals and selected courses of study provided by Teachers’ College Consultants and literacy coach. • By January 2011 the instructional cabinet will have met with professional development providers to evaluate the needs of the cohorts and work on reorganizing the make up of these groups. • Classroom teachers will meet with administration after each semester beginning in September 2010, February 2011 and end of year, May 2011 for a conference to assess professional growth and discuss next steps. • NYC DOE School Leadership Competencies: <ul style="list-style-type: none"> (C) Curriculum and Instruction (D) Staff and Community (E) Resources and Operations

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>Scheduling:</p> <ul style="list-style-type: none"> • Administrators will meet with teachers in September, February and May for Check in Conferences • Teachers will be scheduled for a Fall learning cycle and a Spring learning cycle • Teachers will meet with Literacy Coach to support further work in meeting their professional goals. <p>Funding:</p> <ul style="list-style-type: none"> • Title I • Fair Student Funding
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>We will use the following as evidence throughout the year to evaluate our progress towards meeting our goal:</p> <ul style="list-style-type: none"> • Attendance to Professional Learning Cycles • Teacher's Professional Learning and Planning Reflection Form. • Attendance and agenda of Teacher and Administrator conference • Schedule of Professional Learning Cycle Dates • Formal and Informal Observations • Learning Walkthroughs

Subject/Area (where relevant): Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Based on a decrease in student performance in mathematics in grades 4 and 5, as indicated by the Spring 2010 NYS Math Assessment and the 2009 – 2010 Progress Report we will focus on building student proficiency in the NYS Content Strand of Number Sense and Operations in order to support student mastery of mathematic concepts.</p> <p>By August 2011 the number of students in grades 4 and 5 who demonstrated progress will increase by 20% as evidenced by the 2011 NYS Math Assessment.</p>
<p>Action Plan <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>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> • By October 2010 all classrooms will have Strategy Charts, Math Word Walls and Math Diaries in place and fully utilized. • Third through Fifth grade students will be assessed 3 times a year using Acuity, ITA’s, and Predictives. • Based on assessment, students will be targeted for small group instruction that will meet their instructional needs. • Identified students in grade 5 will be targeted for additional math support during Zero period. • Teachers will participate in professional development led by Math Coach, Administrators and Network instructional specialist. • Professional development will be organized to facilitate grade and cross grade conversations. • Students will be assessed using EDM End of Unit Assessments on a monthly basis in order to monitor progress. We will also utilize student portfolios and math diaries in order to measure progress in the acquisition of mathematics academic language. • Based on the math assessments, math diaries, and student math portfolios, students will be targeted for small group instruction that will meet their instructional needs. • Teachers will have a comprehensive system in place to analyze formative, diagnostic and summative data in order to plan for small group instruction. • Teachers will use and analyze a variety of assessments such as student work, conference notes, on an on-going basis to make decisions on whether to continue, modify and/or adapt

	<p>individual goals according to data.</p> <ul style="list-style-type: none"> • Teachers will communicate with students on a monthly basis in order to set individual goals as well as inform them of their progress based on the data. • The Teacher Team will equip student’s parents with strategies that will enable them to support their children’s progress at home by providing interim progress reports in October 2010, January 2011 and April 2011. • Students will be provided additional support through Extended Day, Afterschool, and Saturday Academy. • Math Coach will receive PD and then turn key to staff. • Teachers will be a part of on and off site staff development provided by Math in the City, CCNY. • In addition, teachers will monitor students to measure progress in the area of math as evidenced by Student Portfolios [consisting of EDM End of Unit Assessments, Open End Responses, Student Self Reflections and Student Selected Portfolio Pieces (1 – 5)], Acuity ITA’s and Predictives (3-5) and Mock State Exams (3-5) • NYC DOE School Leadership Competencies: <ul style="list-style-type: none"> (C) Curriculum and Instruction (D) Staff and Community
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>Scheduling:</p> <ul style="list-style-type: none"> • Teachers will meet twice a month during administrative preps and faculty conferences commencing September 2010. • Teachers will meet with Math Coach to support further work in meeting their students’ needs. <p>Funding:</p> <ul style="list-style-type: none"> • TL Data Specialist TL Fair student funding
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>We will use the following as evidence throughout the year to evaluate our progress towards meeting our goal:</p> <ul style="list-style-type: none"> • Diagnostic: Data gathered and analyzed monthly in grades 1 – 5 includes End of Unit Assessments using NYS Holistic rubrics, conference notes, Student Math Portfolios

(consisting of EDM End of Unit Assessments, Open End Responses, Student Self Reflections and Student Selected Portfolio Pieces).

- Formative: Data gathered and analyzed periodically in 1-5 grades includes the Acuity ITAs and Predictive. The data results will be used by classroom teachers to identify areas of weakness that will be used to inform instruction in the way of small group strategy lessons to support academic language acquisition.
- Summative: Data gathered and analyzed yearly includes the NYS Mathematics Assessment for grades 3-5.
 - Monthly meeting with all ELL and Special Education Teachers in 1-5 to discuss the ongoing assessment of students, revision of small group instruction (as needed) and monitoring of academic language in Mathematics.
 - Agendas/Attendance Logs
 - Formal and informal observations
 - Math Diaries
 - Math Environmental Checklist
 - Student Math Portfolios

Subject/Area (where relevant): Literacy

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Based on the 2010-2011 TC Assessment Pro Data, Teacher Teams in grades 1 and 2 will align their component strategies to the literacy workshop model in an effort to increase student transfer of skills during independent work. This will result in increased student progress as evidenced by TC assessment benchmarks.</p> <p>By June 2011, the identified students will have met their end of year projected target benchmark demonstrating a year’s progress based on TC assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • By September 30, 2010 teachers will identify students in each class in grades 1-2 who are currently not meeting reading and writing benchmarks. • By October 2011 teachers will set end of year target benchmarks based on their September baseline. • The Teacher Teams consist of grade 1 and 2 Classroom Teachers, Data Specialist, Assistant Principals, and Principal • Identified students will be assessed using running records, the narrative continuum and TC word lists, in September 2010, November 2010, March 2011 and June 2011 in order to monitor progress. • Based on the assessments, students will be targeted for small group instruction to meet students’ needs. • The Teacher Team will meet every Thursday to set specific goals for individual students. • The Teacher Teams will plan strategy lessons to meet students’ needs. • The Teacher Teams will use and analyze a variety of assessments such as running records, TC narrative continuum, conference notes, writing on demand pieces and TC word lists on an on-going basis to make decisions on whether to continue, modify and or adapt individual goals according to data results. • The Teacher Team will equip student’s parents with strategies that will enable them to support their children’s progress at home by providing interim progress reports in October

	<p>2010, January 2011 and April 2011.</p> <ul style="list-style-type: none"> • Students will be provided additional support through Extended Day, and Afterschool • Literacy Coach will meet with teachers to modify plans to improve student learning. • NYC DOE School Leadership Competencies: <ul style="list-style-type: none"> (B) Data (C) Curriculum and Instruction
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>Scheduling:</p> <ul style="list-style-type: none"> • Teacher Teams will meet every Thursday from 8:10 – 8:47.5 • Common Preps • Teachers will meet with Literacy Coach to support further work in meeting their students' needs. <p>Funding:</p> <ul style="list-style-type: none"> • TL Data Specialist • TL Fair student funding
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>We will use the following as evidence throughout the year to evaluate our progress towards meeting our goal:</p> <ul style="list-style-type: none"> • Agendas/attendance logs • Student Assessment Folders • TC Assessment Pro • Writing on Demand pieces • Conference Notes • The Narrative Continuum • Running Records • TC Word lists • Informal class visits IT Interface

Subject/Area (where relevant): Parental Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Based on the School Environment survey we will work on increasing the frequency with which we communicate with parents regarding student programs, progress, and/or achievements.</p> <p>By June 2011, based on the school environment survey we will demonstrate an increase of at least 5% in the number of parents who express satisfaction with the types of communications they receive from the school.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Schedule a variety of parent workshops that include but are not a limited to Parent-Child Communication, Homework Help, Early childhood intervention, Wellness Initiative, Parent-Teacher Communication, Conflict Resolution and Discipline • By September 2010, parents will receive monthly calendars informing them of upcoming workshops, activities and special programs. • By October 2011, parents will have received a preliminary progress report that will inform them of their child’s baseline assessments. • By January 2011 and April 2011, parents will continue to receive interim progress reports as a way for them to be informed of their children’s progress toward their end of year goals. • By February 2011, parents will receive monthly goals updates regarding the units of study their children are learning in all subject areas. • By February 2011, parents will begin receiving “Happy Grams” that will keep them informed regarding student achievements and accomplishments. • Ongoing during the 2010-2011 school year, the school website will be updated to include parent links that will ensure continued school and parent communication. • Based on the Parent Needs Survey, Literacy and Math Coach will provide academic workshops to parents. • NYC DOE School Leadership Competencies: <ul style="list-style-type: none"> (C) Curriculum and Instruction (D) Staff and Community (E) Resources and Operations

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>Scheduling:</p> <ul style="list-style-type: none"> • Parent coordinator will plan for school initiatives. • PSA will facilitate school activities <p>Funding:</p> <ul style="list-style-type: none"> • Title I SWP • TL Fair Student Funding Tax Levy
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>We will use the following as evidence throughout the year to evaluate our progress towards meeting our goal:</p> <ul style="list-style-type: none"> • Attendance for workshop participation • Attendance to weekly common planning periods • Culminating celebrations • End of program evaluations • Agendas • Disseminated literature

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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also 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 – SED REQUIREMENT FOR ALL SCHOOLS

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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	20	20	N/A	N/A		0		
1	26	26	N/A	N/A		0		
2	52	52	N/A	N/A		1		
3	56	56	N/A	N/A		1		
4	106	106	105	N/A		1		
5	93	93	N/A	N/A		1		
6								
7								
8								
9								
10								
11								
12								

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	AIS personnel use scaffolding methodologies in the core-curriculum. Students in grades 1 – 5 will receive intervention services during Extended Time 2 times a week for 37 1/2 minutes. Students in grades 1-5 will receive academic support during after school programs 2-4 times a week for one hour.
Mathematics:	Students in grades K through 5 will be provided Academic Intervention Services during the school day within the math block. Students in grades 1-5 will receive academic support during after school programs 2-4 times a week for one hour. Students in grades 1 – 5 will receive intervention services during Extended Time 2 times a week for 37 1/2 minutes.
Science:	Students in grades 3 and 4 will receive intervention services in science after school. Students in grade 5 will receive additional intervention services in science weekly during multi-media blocks. Students in grade K- 5 will receive an additional social studies academic intervention services period weekly during multi-media blocks.
Social Studies:	Students in grades 4 and 5 will receive social studies academic intervention services in the classroom setting and during weekly social studies preps during the school day. Students in grade K- 5 will receive an additional social studies academic intervention services period weekly during multi-media blocks.
At-risk Services Provided by the Guidance Counselor:	Selected students will receive Guidance support outside the classroom setting during the school day.
At-risk Services Provided by the School Psychologist:	Small group counseling for selected at-risk /behavioral students. Also one to one students when necessary.
At-risk Services Provided by the Social Worker:	N/A

At-risk Health-related Services:

Selected students in Grades K-5 will receive Health Related Services Provided by Health Paraprofessionals

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

NCLB/SED requirement for all schools

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

Language Allocation Strategies

2010 ~ 2011

I. School Language Allocation Strategies Overview

Language Allocation Strategies will provide valuable guidelines for language use in P.S. 376 as ELLs progress through their academic and language development program. ELLs in ESL programs will receive all mandated hours of ESL instruction according to the level of their English language proficiency. Language Allocation Strategies will enable us to meet and exceed the minimum requirements for English language development instruction, as mandated by CR Part 154.

Our school mission is to provide a challenging learning environment, with high expectations, for all our students including our ELLs. We are committed to providing an equally rigorous and challenging instructional program for all our ELLs in different programs.

In order for each English Language Learner (ELL) to meet and exceed high standard set for all students, P.S. 376 has established Language Allocation Strategies aligned to the City and State Language Allocation Strategies guidelines. The 5 certified ESL classroom / push-in teachers will use the Language Allocation Strategies and ensure uniformity as well as consistency in the delivery of instruction to ELL students. Language Allocation Strategies will also enable P.S. 376 to meet and exceed the minimum requirements for English language development instruction as mandated by CR Part 154.

Part II: ELL Identification Process

When students are newly admitted into P.S. 376, a certified pedagogue (Assistant Principal responsible for ESL Programs or an ESL Teacher) administers the Home Language Identification Survey (HLIS). This initial screening process includes an oral interview in English and in the family's native language to ensure the validity of the HLIS and to gather additional information not requested on the HLIS. The Assistant Principal and the ESL Teacher both have been trained to conduct the HLIS accurately and are certified pedagogue of ESL/Bilingual Programs. The Assistant Principal, Ms.W. Ramirez and ESL Coordinator/Push-In teacher, Ms. M. Sierra are the pedagogues that are responsible for conducting the initial screening and administering the HLIS and the LAB-R when necessary. Students who are identified to have a home language other than English are tested with Language Assessment Battery Revised (LAB-R) within 10 calendar days of admittance to determine their eligibility to ESL services. All students who have scored at a Beginning and Intermediate level of English language proficiency, according to the result of LAB-R, are provided with 8 periods (360 minutes) of ESL services by a fully-certified ESL teacher. Students who have scored at an Advanced level of English language

proficiency are provided with 4 periods (180 minutes) of ESL and 4 periods (180 minutes) of ELA. The Spanish LAB-R is administered to new students in the NYC school system who score at or below the cut scores on the LAB-R, during the same testing period in order to determine instructional planning in ESL services. All students who pass the LAB-R are determined to be proficient in English and are placed in a regular monolingual class. All entitled English Language Learners are evaluated on their progress of English language acquisition annually using the New York State English as a Second Language Achievement Test (NYSESLAT). The level of their English Language proficiency is then determined by the result of the NYSESLAT and is provided with necessary ESL services accordingly.

When the students are determined to be English Language Learners (ELL) and therefore entitled to ELL services, parents/guardians are invited (through written notices) to a parent orientation. We conducted a large-scale ELL Parent Orientation on September 21, 2010 and are planning another orientation in June 2011. ELL Parent Orientations empower parents with knowledge of guidelines, compliance and the distinctions of Transitional Bilingual, Dual Language and ESL Programs. The parents are then given options to select what program their ELL child will participate in for the academic year 2010-2011 through the completion of the Program Selection Form.. We present their options (to choose a Transitional Bilingual, Dual-language or an ESL program) with clarity and objectivity. A video in nine (9) languages provides parents of newly enrolled ELLs into the New York City school system with the information on the organization of the school system and their right to choose educational options for their child. The video is available in: English, Spanish, Chinese, Russian, Haitian, Arabic, Korean, Urdu, and Bengali. Parents are also provided with brochures that explain the three program models: Transitional Bilingual Education Programs, English as a Second Language Programs, and Dual Language Programs. Additionally, parents are provided with a Q & A session for further explanation of their program choices, of the state and city standards, the core curriculum, assessment, student expectation and general educational program requirements. This enables parents to make an informed and sound educational decision as to which program best meets the needs of their child. In addition to the two large-scale ELL Parent Orientations, our Parent Coordinator and ESL Coordinator conduct will conduct on-going orientations for parents of newly admitted ELLs throughout the year so that they would be able to make informed choices for their children's academic needs.

Immediately after the ELL Parent Orientation in September 2010, parents were requested to fill out a Parent Survey and Program Selection form. Parents were provided with an option to return it within the week if they needed additional time to make a decision. The Parent Coordinator and the ESL Coordinator also reached out to individual parents who have not participated in the ELL Parent Orientation through phone calls and letters. We request meetings with each parent in order to ensure that all parents are well-informed and students are placed appropriately. Entitlement letters and Non-Entitlement letters are sent to all ELL parents in mid-September informing them of their child's score on the LAB-R /NYSESLAT and the ESL services they will be receiving throughout the year.

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

For the past few years, the trend has been that a vast majority of ELL parents choose to place their child in an ESL program. Again, in this school year 2010-11, the vast majority of Newly Admitted ELL' parents chose to place their children in ESL programs, according to the Parent Surveys that we received in September of 2010. To this date, 33 parents out of 36 Kindergarten ELL parents chose to place their child in ESL and 3 parents did not return the Parent Survey. None of the parents chose to place their child in TBE. We are still working to reach the 3 parents who did not return the Parent Survey in kindergarten. In third grade, there is one Newcomer whose parent chose the ESL program for her child. Also, in fourth grade, one Newcomer's parent has chosen to place him in the ESL program. Parent Survey and Program Selection forms are kept in folders and filed by class/grade as a form of recordkeeping.

Aligned to the parent requests, on the parent surveys we received in September 2010, we organized a self-contained ESL class in kindergarten for all Beginners and Intermediate ELLs. We also placed all Advanced Kindergarten ELLs (14) in a mono-lingual class where they will receive ESL push-in services by a fully-certified ESL teacher. Although all instruction will be conducted in English according to parental choice, we will provide books and picture dictionaries in the students' native language. We will also have an afterschool program for our upper-grade ELLs, 3rd, 4th, and 5th grade ELL students in order to immerse them in academic work and activities that will enhance their English language development in all four modalities. In addition, we will be conducting a Title III Saturday Academy program for Newcomers where we will provide native language support, as well as intensive instruction in English using ESL strategies.

Part III: ELL Demographics

Programming and Scheduling Information

In the year 2010-2011 we have organized a self-contained ESL class in 1st grade, 3rd grade, 4th grade, and 5th grade. We also grouped ELLs (in each grade) in one class so that they can receive all mandated hours of ESL services by a fully certified Push-in ESL teacher. At P.S. 376, we have fully adopted the push-in model for all grades where the classroom teacher and the ESL teacher plan together and co-teach during all ESL periods. All English Language Learners were placed in their appropriate grade levels. In Kindergarten, Beginner and Intermediate students were placed in the self-contained class and Advanced students were placed in a regular mono-lingual class with ESL Push-in support. In all other grades, ELLs were grouped heterogeneously (mixed proficiency levels) and are being targeted with differentiated instruction within small groups.

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

In a freestanding ESL model, content area instruction is being delivered in English using various ESL strategies, such as TPR, visuals, and realia to

make content comprehensible to enrich language development. We are also conducting various enrichment programs for ELLs during the school day targeting different content areas, such as the CASA program, Behind the Books, and JDL Horizons. Behind the Books is program which engages readers with books of high interest, gives them a sense of ownership by creating their own books, and provides the opportunity to meet a published Author. JDL Horizons will offer our ELL students a chance to practice and explore the new technologies basic to their world. JDL aligns their teaching to the curriculum and assist students to produce a technology-based themed project which they will present to parents and the school community. During the Casa sessions students will work with a visiting artist to create their own art piece in connection to social studies and visual arts. Furthermore, in afterschool, we are conducting several clubs targeting enrichment in the content areas such as Science Club, Dance Club, Art Club, and the Mighty Milers, (Running Club). In the Newcomers afterschool program and in Spanish Club, content area instruction is being delivered in the students' native language to support them further in their English language acquisition in the content areas.

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

Plan for SIFE

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

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

Newcomers who have been in US schools less than three years are also identified for targeted ESL instruction. They will receive 360 minutes of ESL instruction by a fully certified ESL teacher. Newcomers will also be targeted for a computer intervention program with native language support, Imagine Learning. The Award Reading program that focus lessons with explicit skills instruction in writing, inquiry, oral language, and visual literacy. In addition, they will be offered Title III Newcomers program and Title III Saturday Academy. Highly qualified ESL teachers will provide an accelerated and explicit teaching of academic language in all content areas during after school and in Saturday Academy. Newcomers will receive native language support during afterschool and in Saturday Academy. Newcomers will also be targeted for Spanish Club and other enrichment programs to increase their language development across the content areas.

Plan for ELLs receiving service 4 to 6 years

Analysis of the NYSESLAT scores for ELLs receiving ESL service for 4-6 years illustrate their overall weakness in reading and writing. Therefore, ESL teacher will push-in during Reader's and Writer's Workshop to target their specific needs in reading and writing. Student scores on the NYSESLAT, ELA and TC Assessments will also be cross-referenced to define their needs and to develop an educational plan that targets their individual needs. Highly qualified ESL teachers will provide an accelerated and explicit teaching of academic language in all content areas during after school and in Saturday Academy.

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

Long-term ELLs are identified by BESIS and/or RYOS report. We currently have 2 long-term ELLs 1 in 4th grade and 1 in the 5th grade. Like SIFE, long-term ELLs will be monitored closely by the classroom teacher and ESL teacher. NYSESLAT, along with other formal assessments such as the ELL Interim Assessment, ELA, Math, Science and Social Studies will be analyzed by the teachers to formulate an appropriate educational plan for long-term ELLs. The data from these assessments will drive instruction in class, AIS group, After-school and Saturday Academy. Informal assessments such as teacher observations and writing samples will also be utilized for continuous evaluation. Long-term ELLs will also be targeted for an afterschool program using My Sidewalks on Reading Street – consists of systematic and explicit lessons on daily language support, comprehension skills, and reading success. They will also be targeted for Title III Saturday program where instruction will focus on increasing all four modalities of language development across the content areas using Into English program. We are also implementing Reading A-Z program where long-term ELLs can work on various literacy skills on-line.

Plan for ELLs with Special Needs

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

The chart below shows a breakdown of the number of ELLs by subgroups and years of service:

Years of Service

Grade	0-3	4-6	6 – More		
K	36				
1	36				
2	18				
3	18	4			
4	8	17	1		
5	5	14	1		

Part IV: ELL Programming

ESL classes provide a balanced literacy program using the Teacher’s College Reading and Writing workshop model. The teacher begins with a read aloud to children with children participating interactively, usually in the classroom’s meeting area near the classroom’s library. During the read aloud the teacher models reading strategies in think-alouds and uses rich English language. Students are also engaged in shared reading sessions. During shared reading the text is usually a Big Book or enlarged on an overhead; students are taught to use effective reading strategies to improve reading and language proficiency. Teachers conduct a mini-lessons which targets a specific reading skill. Here the teacher models a reading strategy and the students practice the strategy together before they go into independent reading. During independent reading children read self-selected texts and practice strategies taught. Implemented in our instruction is guided reading - when children read unfamiliar texts at their instructional level with the guidance of their teacher in small groups using strategies and language patterns they learned during read aloud, shared reading, and the mini-lesson.

Teacher also conduct a mini-lesson in the writing workshop, here teachers share and model a variety of writing styles and genres. Students compose writing in their writing notebooks. They write in a variety of forms and follow the writing process. Teachers ensure that students are familiar with writing conventions, such as, grammar, spelling, punctuation, and vocabulary. Students write on a daily basis across all content areas. For upper grades students will write an average of 1,000 words per month across all content areas. Published pieces are celebrated at the end of each unit.

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

Extended Day through differentiated instruction in small groups. We are also providing all ELLs with targeted intervention program during Afterschool using the Award Reading program and Balance Literacy. During the Title III Saturday Academy using we will use English Now!, an ESL program. In addition, several enrichment programs such as Art Club, Dance Club, and Science Club are being offered to ELLs in order to increase their language development in the content areas.

Although students who have received proficiency on the NYSESLAT no longer receive ESL services, their academic progress will be monitored continuously through formal and informal assessments, such as NYS Assessments, TC Assessments, running records, teacher observations, student writing samples and etc. Classroom teachers, along with ESL teachers, will have quarterly meetings with Assistant Principal of ESL to ensure that these students are continuously making academic progress and to provide academic intervention as needed. In addition, ESL Coordinator will conduct Inquiry/ Action Research with former ELLs across the grades, (who reached proficiency on the NYSESLAT in the past academic year 2010) in order to research best educational practices for continuing transitional support.

For the upcoming school year, we are adding Social Studies instruction through Technology. Former computer teacher will collaborate with classroom teachers in providing core social studies instruction. He will teach social studies content through the use of technology in order to deepen our students' understanding of key Social Studies concepts and to widen our students' experiences through the use of high technology resources (such as Smart Boards.) We are also conducting many new enrichment afterschool programs, such as Art Club, Dance Club, and Science Club. For afterschool programs, we are supporting the curriculum with Award Reading, Imagine Learning, and English Now!, to differentiate ELA instruction for struggling students, including ELLs. In addition to Imagine Learning computer program, we are also implementing Reading A-Z program where struggling students can work on various literacy skills on-line.

ELLs are afforded equal access to all school programs. They are offered to attend the Title I Afterschool program on weekdays in addition to the Title III Saturday Academy. All ELLs in grades 3-5 also have been targeted for Extended Day. In addition, ELLs are targeted for all enrichment programs during and after school and have access to Imagine Learning intervention program as well as Reading A-Z.

Imagine Learning, a computer program, is being used for Newcomers, SIFE, and other struggling ELLs in need of native language support. Gear Up and In Steps Guided Reading Programs are being used strictly for ELLs in small group instruction. In addition, all ESL classrooms have a listening center to support ELLs during TC Reader's and Writer's Workshop. Reading A-Z computer program is also being provided to struggling ELLs across the grades. Components of Rigby's On Our Way to English and Attanacio's Getting Ready for the NYSESLAT are being used as a resource in the classroom. Award Reading is being implemented and English Now is being used for Title III Saturday Academy.

Native Language standards is provided in all four modalities. Reading materials in native language are displayed and accessible in bins within the classroom. Vocabulary in English and Native language is written and displayed used to support learning. Speaking in their native language is encouraged to enhance conversation in small groups and teacher conferences.

In Freestanding ESL, all whole-class instruction is being provided in English. However, we are providing native language support in small groups and through the use of materials in the students' native language. All ESL classrooms have books and bilingual dictionaries in the students' native language that students can access. ESL students also have native language support during school, Saturday Academy and in enrichment clubs.

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

All ELL student's academic abilities and needs are met through an array of differentiated methods. Based on information gathered teachers construct small-groups in all subject areas and develop instruction for specific needs. Meaningful and high interest materials are used to accommodate student needs, such as leveled libraries. The use of visual aids and manipulatives are in place to provide concrete examples and experiences that scaffolds their learning. Teachers provide native language support and materials, such as interactive word walls, experience charts, and books. Cooperative learning is a key instructional strategy for our ELLs. It enhances interactions among students and develops positive academic and social support. In addition, teachers provide "think alouds" and modeling during Balance Literacy and all content areas.

In addition to the ELL Parent Orientation conducted in September and in June, we are organizing a Curriculum Day for our newly enrolled ELL students and parents before the beginning of the school year. Newly enrolled ELL students and parents are invited to be a part of our kindergarten class for a morning where they learn to orient themselves in a new school setting and curriculum. Teachers engage newly enrolled students in Read Aloud with Accountable Talk and other academic activities. They also meet with the Principal and the Assistant Principal, as well as other key staff in the building such as Parent Coordinator, and ESL Coordinator/ ESL Teacher. In the year 2010-2011, we are also implementing a weekly Mommy & Me program where participating parents receive hands-on training on how to effectively read with their children by a Reading Specialist.

Professional Development and Support for School Staff

P.S. 376 recognizes the importance of on-going staff development. Therefore, the staff of the ESL programs will be offered various professional developments, which include PD conducted by a TC consultant focusing on ELLs, TC calendar day workshops and other ESL workshops. Protraxx, is a system for citywide professional development, and all of our ELL teachers part of the on line system that provides professional development. BETAC has an on- site professional development located at Long Island University, in Brooklyn. They have professional development calendars and as a school we are able to attend workshops. These workshops are on going throughout the year. The professional development dates that our ELL coordinator has attended have been on October, 22nd and 27th. They provide professional development for ESL teachers, Principal's and Assistant Principal's. Administration, and ESL coordinator attend conferences: NYSESPA, SABE, CSA and seek support in workshops for our ELL's. Teacher's College supports our work during the school year. They provide professional development throughout the school year. Our ELL teachers attend the professional development and then are able to turn-key with the rest of the pedagogue. Our Parent coordinator receives her professional development through her office of O.F.E.A. The professional development consists of resources for parents, information for parents, parent initiatives, and Title 111, and resources for adult education. In addition to this, she attends the ELL conference that is held in our school district yearly. The Para-professional receive their professional development through the UFT office. They are sent on a yearly basis and they are able to

come back and turn-key. All ELL staff members that are participants of professional development off site, is responsible to share with other ELL teachers. We have support from our CFN, and the calendar for the professional development is sent monthly to the schools. The dates for the CFN workshops have been on October, 29th, November 19th, December 9th and January 21st. The ELL teacher's, and the ELL coordinator are involved in ongoing schedule for professional development. The study group meets monthly off site and they have different focuses. We have participated in the webcast for the BESIS extension on December 16th 2011. The focus of the on-going staff development will be on: language acquisition and transference, scaffolding techniques, collaborative teaching, differentiated instruction, and data-driven instruction, developing oral language, skill work, non-fiction support for all content areas, NYSESLAT training, etc. All of the staff development is planned with the ELL goal for the year 2010-2011.

In the year 2010-2011, we are planning to offer 5th grade ELL teachers with PD on supporting our 5th grade ELLs transition to middle school. Teachers will be reflecting on ways to increase student independence in and out of the classroom. Our students will be part of visits to the neighborhood middle schools in order to be supportive of the transition. They are able to ask questions when they visit the schools. In turn they get a sense of what their surroundings would look like once they transition to the They will also brainstorm issues and topics they may want to discuss in preparation of the transition to middle school. Our fifth grade teachers get together and meet with students several weeks prior to the transition. They have lengthy conversations regarding the expectations of the middle school transition.

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

Parental Involvement

Because P.S. 376 recognizes the importance of parental involvement in the education of *all* of our children, participation of our ELL parents in the on-going parent workshops and Parent Symposiums are *highly* encouraged. Many workshops specifically target ELL parents, such as ELL Parent Orientation (where parents are introduced to the different ELL programs offered in the city of New York), workshops on the NYSESLAT (presenting different ways to help ELLs achieve higher performance on the NYSESLAT). Parents are strongly encouraged to participate in assembly programs, Title1 academic workshops in all content areas, PSA monthly meetings, multi-cultural events, Back-To-School Blast (for resources on health, adult education, immigration rights, and much more), enrichment programs, culminating events, science fairs, and all other parental activities. This year we plan to continue our Book Club with our ELL parents which our Literacy Coach conducts. Parents are given tips on how to incorporate reading at home with their children. Spanish books are given to our Spanish reading families. Our Parent Coordinator encourages ELL parents to enroll in the Learning Leaders training to increase parental involvement.

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

Children Services – workshops on child abuse

B.E.O.C. – provides information on free adult education on college prep, ESL, and GED

Help R.O.A.D.S. – provides workshops on domestic violence

Family Justice Center – provides parents with services on domestic violence

LAWHELP. Org - provide resources for free legal services, immigration and much more...

Brooklyn Public Library – provide on-site adult library card registration, reading programs for children and parents.

Wycoff Hospital – they provide parent workshops on Breast Cancer, Autism, and health screening

Learning Leaders – provide parent workshops on reading, writing, math, and parent volunteer training

Homebase – provides information on tenant’s rights and housing programs

CAMBA – provides information on immigration support

American-Italian Cancer Foundation – provide No-Cost Mammography for parents with no insurance

Health Plus – provides parents with health workshops and health insurance

Bushwick Psychotherapy Center – provide family counseling in their office and parent workshops

We have a Parent Coordinator that reaches out to our ELL parents on a regular basis through PSA meetings, workshops, surveys, letters, flyers, calendars, LCD sign, and phone calls. Through the means mentioned, we evaluate the needs of our parents and work together to meet their needs through various resources.

Our Parent Staff Association works together with our Parent Coordinator and our teachers in school workshops, activities, and events to increase parental involvement on all levels. We also work together as a team to provide parents with programs such as the Fatherhood program, which runs for 8-weeks, the Motherhood program, a “Mommy and Me” that runs for 8 weeks as well, a pre-school 6-week program, a basic Computer program for parents. Here in P.S. 376 parents not only learn to support their children academically, but also work to strengthen family relationships, gain personal and professional growth.

Part IV: Assessment Analysis

A close examination of students' NYSESLAT scores (from spring of 2010) in the four modalities, illustrates an illuminating pattern of the ELLs' on-going linguistic needs. Students who are at the beginning and intermediate levels across grades K-5 indicate a similar need in all four modalities. Listening/Speaking seemingly is our ELLs' strongest area. The other two modalities of reading and writing illustrate the need for stronger support. However, their scores on all four modalities are low and therefore, we can rightfully determine that they have a high need for linguistic support in *all* areas. Therefore ESL teachers, who have mostly beginners and low intermediate ELLs in their classes, will ensure the use of ESL strategies in *all* instructional area in order to provide adequate academic scaffolding in the four modalities. The ESL Push-in teacher (especially in the lower grades where there is a concentration of Beginners) will push in during reader's *and* writer's workshops in order to provide balanced support in the four modalities. Push-in teacher will also give small group strategy lessons, guided reading lessons, shared reading, & writing lessons to best support our Beginning and Intermediate ELLs.

Assessment tools that our lower grades use to assess the early literacy skills for our ELLs are the TCRWP Running Records, TCRWP Word List ID., TCRWP Letter Sound, Words-Their Way Spelling Inventory, and Narrative Writing Continuum. Upper grades are also using data from ARIS – item analysis class reports. The data will help inform our teachers of specific standards, concepts, and skills that should be targeted in their instructional plan in order to promote academic success in all four modalities.

NYSESLAT scores of High Intermediate and Advanced students illustrate a pattern that is notably different from the Beginning students. Reading and writing undoubtedly is the weakest area for Beginners in first and second grades, also, for Advanced students in fourth and fifth grades. According to the data, students who seemed to have acquired some level of proficiency in Listening and Speaking, yet, are not as successful in Reading and Writing. ELL students still need lots of support in acquiring academic language, reading, and various writing skills. Therefore, teachers across the grades will put emphasis on modeling and explicitly demonstrating reading skills, such as, questioning, determining importance, identify the main idea, inferring, synthesizing, using prior knowledge, distinguish between fact-and-opinion, making connections, note taking, using context clues, and retelling. Teachers will apply reading and writing strategies to assist students to acquire information and make oral and written texts comprehensible and meaningful.

In addition, the push-in ESL teacher will provide support during the reading and writer's workshops in order to develop and use skills and strategies appropriate to their level of English proficiency. Although our High Intermediate and Advanced students across all grades are able to communicate socially, data demonstrates that they still need support and focused instruction in acquiring academic oral language. Grades 2-5, where students show a greater need in the writing modality, we will work on best practices to transfer their oral language skills to written language.

Assessment data across the content areas show that our ELL population is mostly performing on grade-level. Majority of our ELLs, with the exception of Beginners and SIFE, have scored a high level 2 on the ELA and Math, the majority scored a level 3 on the Science and Social Studies State examinations. Although ELLs are adequately acquiring content knowledge, the English language difficulties that our ELLs have are hindering them from achieving a level 4. (Considering that the scale-score for the school year 2009-2010 increased approximately 10 – 30 points). Most of our ELLs, again with the exception of few Beginners and SIFE, chose to take the state examinations in English rather than in their native language. Beginners who took the exams in their native language have a score at or slightly below grade level. On the other hand, SIFE who took the exams in their native language scored 1 because they did not have adequate amount of academic language even in their native language.

We monitored their progress in their language acquisition within the four modalities using the results of the ELL Periodic Assessments, administered this year, the use of Language Skills checklist, DRA ELL Assessments, TC Assessments and other informal assessments. The ELL Periodic Assessments results are gathered and analyzed to inform the teachers for small group instruction. We used the results of these assessments to drive our Inquiry Team work on ELLs and to ensure that ELLs on all levels are progressing adequately throughout the year. We have learned in our Inquiry Team, using the DRA ELL Assessment and the Language Skills checklist, in combination with other student data, that giving ample opportunities to read authentic literature throughout the day and continue using Accountable Talk is crucial to the development of the ELLs’ oral and written language. We are currently working to implement the same practices in all ELL classes across the grades.

P.S. 376 also understand the importance giving Native Language support to our ELLs even though we do not currently have bilingual classes. Therefore, we are supporting our ELLs in their Native Language in small groups during the day and in afterschool. We are also ensuring that all ELL classes have books and bilingual dictionaries in their Native Language.

We use student data gathered from formal and informal assessments to evaluate the success of our programs for ELLs. We monitor our ELLs closely in all content areas to ensure that our program for ELLs is rigorous, challenging, and that it fully meets the needs of our English Language Learners.

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): K-5 Number of Students to be Served: 189 LEP _____ Non-LEP _____

Number of Teachers 8 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Title III program in P.S.376 (32K367) will provide English Language Learners with a rigorous Title III Newcomers program and Title III Saturday Academy. Title III Newcomers program will target Newcomers that are new to NYC public school system in the year 2010. There will be 1 class servicing all Newcomers and group size will be maintained at 10-15 students. Two teachers will team-teach in the Newcomers program and will target newcomers in grades 1-5.

Instruction will focus on “survival English” skills, basic literacy skills, ESL in the Content Areas using various ESL strategies to help students transition to US public school system. We will use Imagine Learning computer program, teacher-made materials, and other ESL support materials to target basic literacy skills. We will also be providing Native language support in Newcomers program. All teachers teaching the Newcomers program will be fully certified in Bilingual and/or ESL. Title III Saturday Academy will target all ELL across grades K-5. During Saturday Academy, we will target English language development in the four modalities using English Now! program, supplemented by other ESL materials such as Getting

Ready for NYSESLAT by Attanacio Publishing Company, picture dictionaries and bilingual dictionaries. Through the use of various instructional materials, we will focus on building literacy skills in the content areas. We will also allot time during Saturday Academy to target grade appropriate mathematic skills using math manipulatives and Everyday Math games. Again, certified Bilingual and ESL teachers will provide supplementary instruction during Saturday Academy, which is aligned to the New York City and State content and performance standards. A point ESL teacher will be provided with planning time to develop and organize afterschool curriculum and materials. The two Assistant Principals will supervise Title III Afterschool and Saturday programs at no cost to Title III.

Title III Newcomers Program

Dates	Target Population	# of Classes	Total # of Sessions	Hours per Session	Targeted Skills
November 3 – March 31	Newcomers	1 (2 Bil./ ESL certified teachers)	37	1 1/2	“Survival English” skills, Basic Literacy Skills, ESL in the Content Areas 1 TRs x 1 1/2 hr x 37 sessions x \$42.00 =\$2,268.00

Title III Saturday English Language Learner Academy

Dates	Target Grade	# of Classes	Total # of Sessions	Hours per Session	Targeted Skills
Jan. 8 – Mar 26	K	2 (Bil./ ESL certified teacher)	10	3	Literacy in the Content Areas, mathematics, NYSESLAT 2 TRs x 3 hrs x 10 sessions x \$42.00 = \$2,520.00
Jan 8 – Mar 26	1	1 (Bil./ ESL certified teacher)	10	3	Literacy in the Content Areas, mathematics, NYSESLAT 1 TR x 3 hrs x 10 sessions x \$42.00 = \$1,260.00
Jan 8 – Mar 26	2	1 (Bil./ ESL certified teacher)	10	3	Literacy in the Content Areas, mathematics, NYSESLAT 1 TR x 3 hrs x 10 sessions x \$42.00 = \$1,260.00
Jan 8 – Mar 26	3	1 (Bil./ ESL certified teacher)	10	3	Literacy in the Content Areas, mathematics, NYSESLAT 1 TR x 3 hrs x 10 sessions x \$42.00= \$1,260.00
Jan 8 – Mar 26	4	1 (Bil./ ESL	10	3	Literacy in the Content Areas, mathematics, NYSESLAT 1 TR x 3 hrs x 10 sessions x \$42.00 = \$1,260.00

		certified teacher)			
Jan 8 – Mar 26	5	1 (Bil./ ESL certified teacher)	10	3	Literacy in the Content Areas, mathematics, NYSESLAT 1 TR x 3 hrs x 10 sessions x \$42.00 = \$1,260.00

Total: \$2,268.00 + \$8,820.00 = \$11,088.00

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

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

We believe that language is best acquired through authentic experiences. Therefore, we feel strongly that ELLs must be given many opportunities to safely explore areas outside school. With Title III funds, we plan to provide our ELLs with lots of opportunities to extend their learning in school by exploring museums, aquariums, theatre shows and outside workshops. Grades K-2 will have the opportunity to visit Green Meadow Farm & New York Aquarium. Students will then write Small Moment stories by recounting their experiences on the trips. They will also compare and contrast

different animals that they encountered and write about their findings (writing in the content area of science and social studies). Students in grades K-2 will also be given the opportunity to visit Pizzeria Unos Restaurant to attend a workshop on “How-to make pizza?” This trip will be an introduction to their writing unit of study on Non-fiction writing. Students will then write a How-to book using what they have learned. These trips will cost approximately \$800. Grade 3 students will visit the Museum of Chinese in the Americas, as well as a Chinese Teahouse. Their experience on this trip will allow them to gain an in-depth understanding of their social studies unit on China. These trips will cost approximately \$500. Grade 4 students will visit the New York Tenement Museum and Ellis Island. They will engage in various activities that extend their learning on Immigration. These trips will cost approximately \$500. Grade 5 students will visit the Theodore Roosevelt Birthplace and make connections to their social studies on American history. This trip will cost approximately \$500. (Approximately \$2,300.00 Total)

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

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

Description of Parent and Community Participation

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

With Title III funds, we are planning to conduct a series of workshops specifically for ELL parents to guide parents in ways they can support their child at home both academically and socially. Workshops will be conducted during the school day by lead ESL teachers fully certified in ESL and highly qualified content area teachers at no cost to program. We will be targeting approximately 35 parents for each workshop session

Date	Workshop
September	ELL Parent Orientation
November	Building Language through Neighborhood Walks

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

and the workshop will run approximately 1 ½ hours to 2 hours. We will also be providing parents with children’s literature books and other relevant materials that they can use to help their child at home. The workshop will be led in both English and in the parents’ native language (e.g. Spanish). Light refreshments will be served at the workshops.

Scheduled ELL Parent workshops are as follows:

In addition to parent workshops in school, we are planning to organize a trip to Ellis Island & Statue of Liberty for upper grade ELL parents and a trip to Brooklyn Children’s Museum for lower grade ELL parents. The objective of the trips is not only to gain new content knowledge and create supportive relationships with one another, but also to promote parents to take their children on such trips and to have rich conversations with

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Section III. Title III Budget

School: P.S. 376

BEDS Code: 32k376

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session Saturday Academy - Per session After School	\$7,610 \$3,991	- 30 hours of per session x 30 hrs. for ESL and General Ed teacher to support ELL Students Saturday Academy: 30x \$49.89 (current teacher per session rate with fringe) =7609.89 - 80 hours after school x 1 teacher After school w/ fringe= \$3,991
Purchased services - High quality staff and curriculum development contracts.	\$10,000	Consultant Behind the Books - to work with teachers, administrators and Students
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$2,600	Award Reading program 1st Grade, Books on Tape, CD , Headphones, Book Bins, Leveled Books.
Educational Software (Object Code 199)	\$2,839.00	Imagine Learning Licenses for new comers Rosetta Stone language development software packages for after-school program)
Travel	0	
Other	0	
TOTAL	\$27,040	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

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

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

Some major findings were as follows:

Written translation needs

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

Oral translation needs

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	756, 083	7,781	763, 864
2. Enter the anticipated 1% set-aside for Parent Involvement:	7,561	78	7,639
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	37,415	*	
4. Enter the anticipated 10% set-aside for Professional Development:	95,138	*	

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

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

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

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

Part A: School Parental Involvement Policy

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school

will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use the sample template below as a framework for the information to be included in their parental involvement policy. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

I. General Expectations

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

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

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

1. P.S. 376 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

- Nutrition Workshops
- Asthma Awareness, Breast Cancer Awareness and Health Workshops.
- Grandparent’s Day – Class Activity
- NYS ELA, Math, Science, Test Parent Workshop
- ARIS -Parent Link Workshop
- Parent Book Club
- Articulation to Middle School

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

5. P.S. 376 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - The PSA members will conduct a parent Survey to determine the needs of its constituents collect parent evaluation forms after each workshop/ program and provide sign in attendance forms at workshops/ programs to determine if there is an increase in parental involvement. They will send letters/flyers home to parents inviting them to the activities and announce on the school’s LCD sign any upcoming events.

6. P.S. 376 will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - PSA Meetings
 - Family Fridays
 - Family Movie Night
 - Back to School Blast
 - School Assembly Programs
 - Fatherhood 8-Week Program
 - Motherhood 8-Week Program
 - Learning Leaders Parent Volunteer’s
 - Multicultural Celebrations
 - Grandparents’ Day
 - Standardized Assessment Workshops
 - Literacy, Math, Science Workshops
 - Immigration Fair

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

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

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

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

III. Discretionary School Parental Involvement Policy Components

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

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;

- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by PSA meeting, Agenda and attendance sheet. This policy was adopted by the P.S. 376 on 06/09 and will be in effect for the period of One Year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September, 2010.

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

Felisa Rincón de Gautier P.S. 376 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as described in the CEP Action Plan for each content area.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held twice a year during the month of November and March.
3. Provide parents with frequent reports on at-risk students, PIP children’s progress through AIT who supplies report 3 times a year, annual reviews for IEP students, teacher’s daily monitoring of student’s progress (telephone calls, letters, behavioral contracts).
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents through Parent Coordinator, who will be the key to make a link of communication between teachers and staff. Our Parent Coordinator can arrange meeting with any staff necessary on a regular basis.
5. Provide parents opportunities to participate in their child’s class, and to observe classroom activities, as follows: [Describe when and how parents may participate, and observe classroom activities.

- a. parents can participate in the PSA meeting held once every month and help with setting up refreshment, make photocopies and assist them thought the meeting
 - b. School letter confirming parents attendance in graduation, stepping-up ceremony for Kindergarten.
 - c. Parent request through letter
 - d. Trip consent form with chaperones requested
 - e. Become a Learning Leaders - 3 day session training to receive a Learning Leaders Badge. Parent volunteers will be able to make their own schedule to volunteer in the classroom, school activities and events.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
 7. Involve parents in the joint development of any School-Wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
 8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
 9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
 10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
 11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
 12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
 13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

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

- Send my child with uniform everyday as per chancellor regulation

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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.

Please refer to Section IV.

2. Schoolwide reform strategies that:

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

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

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

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

3. Instruction by highly qualified staff.

All teachers at PS 376 are highly qualified. One teacher is working on getting the dance license under Title I highly qualified funding and another teacher is working on attaining the music license under Title I highly qualified funding.

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

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

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

N/A

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

Our goal is to provide support and increase our parental involvement. We are continuing our Fatherhood Initiative which we started 4 years ago. The Fatherhood initiative goal was to increase the fathers' involvement in their children's lives in all areas such as academic, social, emotional and psychological. In addition, we are continuing The Motherhood Program which promotes parental involvement with mothers who are not active in school. Workshops are catered to promoted self-esteem, self-defense, self-independency; and physical, emotional and psychological well-being.

We encourage parents to become Learning Leaders and trainings are provided to them. Literacy and Mathematics along with content areas workshops are provided year-round to promote parental awareness of students' academic lives. Workshops for standardized testing are also provided to parents so that they are aware of the testing standards and will also be able to support their children academically.

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

- Health Plus
- Ridgewood Bushwick Youth Center
- Help R.O.A.D.S
- CAMBA

- Ridgewood Bushwick Career Center Dial-A-Teacher
- Brooklyn Public Library Children Services

- LawHelp.Org American-Italian Cancer Foundation
- Bushwick Psychotherapy Center Wyckoff Hospital
- BEOC OBT
- Family Justice Center IMPACT
- Learning Leaders Assemblyman Vito Lopez
- Homebase Mc Donald's
- Shopper's World New Life Head Start
- 4 (Y)our Kids FDNY
- National Glucoma Center Van

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

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

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

Please refer to Appendix 1.

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

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

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

Please refer to Question 6 and Appendix 4 Part B for Federal, State, and local services and programs we coordinate with to service our school 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 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (<input checked="" type="checkbox"/>)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (<input checked="" type="checkbox"/>) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (<input checked="" type="checkbox"/>)	Page #(s)
Title I, Part A (Basic)	Federal	X			748,302	X	Appendix 4 page 36
Title I, Part A (ARRA)	Federal	X			7,781	X	Appendix 4 page 36
Title II, Part A	Federal			X		N/A	
Title III, Part A	Federal	X			24,040	X	Appendix 4 page 36

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.

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.

Title IV	Federal			X		N/A	
IDEA	Federal			X		N/A	
Tax Levy	Local			X		N/A	

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.

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

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

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

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

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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

As of October 27th, 2010 there are 2 student(s) in temporary housing.

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

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

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 376					
District:	32	DBN:	32K376	School		333200010376

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		93.4	94.1	94.0
Kindergarten	65	100	81				
Grade 1	104	119	121	Student Stability - % of Enrollment:			
Grade 2	108	97	132	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	101	101	94		94.8	95.1	95.4
Grade 4	93	99	108				
Grade 5	81	87	88	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		82.6	96.0	94.9
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		7	42	56
Grade 12	0	0	0				
Ungraded	3	7	3	Recent Immigrants - Total Number:			
Total	555	610	627	(As of October 31)	2007-08	2008-09	2009-10
					5	2	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	22	27	22	Principal Suspensions	1	4	1
# in Collaborative Team Teaching (CTT) Classes	18	19	15	Superintendent Suspensions	1	3	2
Number all others	26	27	40				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	45	45	45
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	13	13	8
# receiving ESL services only	142	174	TBD				
# ELLs with IEPs	9	24	TBD				

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

Number of Educational Paraprofessionals	3	4	13
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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	97.7
				% more than 2 years teaching in this school	75.6	84.4	82.2
				% more than 5 years teaching anywhere	55.6	62.2	68.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	87.0	91.0	97.8
American Indian or Alaska Native	0.4	0.3	0.3	% core classes taught by "highly qualified" teachers	91.7	92.0	98.2
Black or African American	8.6	11.1	9.1				
Hispanic or Latino	87.4	85.6	88.0				
Asian or Native Hawaiian/Other Pacific	1.6	1.3	1.1				
White	1.8	1.1	1.4				
Male	48.3	47.2	48.5				
Female	51.7	52.8	51.5				

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	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	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:

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

American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	48.8	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	11.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	25.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	3						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
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

**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	District 32	School Number 376	School Name Elementary
Principal Ms. Brenda Perez		Assistant Principal Ms. Wanda Ramirez	
Coach Ms. Ruth Rivera		Coach Ms. Gael Gukassey	
Teacher/Subject Area Ms. Maria Sierra/ESL Teacher		Guidance Counselor Mr. Barrera	
Teacher/Subject Area type here		Parent Mrs. Minchala	
Teacher/Subject Area type here		Parent Coordinator Ms. Evelyn Illas	
Related Service Provider Ms. Jackie Dones		Other type here	
Network Leader Ms. Ada Orlando		Other type here	

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	4	Number of Certified Bilingual Teachers		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	

C. School Demographics

Total Number of Students in School	633	Total Number of ELLs	189	ELLs as Share of Total Student Population (%)	29.86%
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Part II: ELL Identification Process

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

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

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

Paste response to questions 1-6 here

When students are newly admitted into P.S. 376, a certified pedagogue (Assistant Principal responsible for ESL Programs or an ESL Teacher) administers the Home Language Identification Survey (HLIS). This initial screening process includes an oral interview in English and in the family's native language to ensure the validity of the HLIS and to gather additional information not requested on the HLIS. The Assistant Principal and the ESL Teacher both have been trained to conduct the HLIS accurately and are certified pedagogues of ESL/Bilingual Programs. The Assistant Principal, Ms.W. Ramirez and ESL Coordinator/Push-In teacher, Ms. M. Sierra are the pedagogues that are responsible for conducting the initial screening and administering the HLIS and the LAB-R when necessary. Students who are identified to have a home language other than English are tested with Language Assessment Battery Revised (LAB-R) within 10 calendar days of admittance to determine their eligibility to ESL services. All students who have scored at a Beginning and Intermediate level of English language proficiency, according to the result of LAB-R, are provided with 8 periods (360 minutes) of ESL services by a fully-certified ESL teacher. Students who have scored at an Advanced level of English language proficiency are provided with 4 periods (180 minutes) of ESL and 4 periods (180 minutes) of ELA. The Spanish LAB-R is administered to new students in the NYC school system who score at or below the cut scores on the LAB-R, during the same testing period in order to determine instructional planning in ESL services. All students who pass the LAB-R are determined to be proficient in English and are placed in a regular mono-lingual class. All entitled English Language Learners are evaluated on their progress of English language acquisition annually using the New York State English as a Second Language Achievement Test (NYSESLAT). The level of their English Language proficiency is then determined by the result of the NYSESLAT and is provided with necessary ESL services accordingly.

When the students are determined to be English Language Learners (ELL) and therefore entitled to ELL services, parents/guardians are invited (through written notices) to a parent orientation. We conducted a large-scale ELL Parent Orientation on September 21, 2010 and are planning another orientation in June 2011. ELL Parent Orientations empower parents with knowledge of guidelines, compliance and the distinctions of Transitional Bilingual, Dual Language and ESL Programs. The parents are then given options to select what program their ELL child will participate in for the academic year 2010-2011 through the completion of the Program Selection Form.. We present their options (to choose a Transitional Bilingual, Dual-language or an ESL program) with clarity and objectivity. A video in nine (9) languages provides parents of newly enrolled ELLs into the New York City school system with the information on the organization of the school system and their right to choose educational options for their child. The video is available in: English, Spanish, Chinese, Russian, Haitian, Arabic, Korean, Urdu, and Bengali. Parents are also provided with brochures that explain the three program models: Transitional Bilingual Education Programs, English as a Second Language Programs, and Dual Language Programs. Additionally, parents are provided with a Q & A session for further explanation of their program choices, of the state and city standards, the core curriculum, assessment, student expectation and general educational program requirements. This enables parents to make an informed and sound educational decision as to which program best meets the needs of their child. In addition to the two large-scale ELL Parent Orientations, our Parent Coordinator and ESL Coordinator conduct will conduct on-going orientations for parents of newly admitted ELLs throughout the year so that they would be able to make informed choices for their children's academic needs.

Immediately after the ELL Parent Orientation in September 2010, parents were requested to fill out a Parent Survey and Program Selection form. Parents were provided with an option to return it within the week if they needed additional time to make a decision. The Parent Coordinator and the ESL Coordinator also reached out to individual parents who have not participated in the ELL Parent Orientation through phone calls and letters. We request meetings with each parent in order to ensure that all parents are well-informed and students are placed appropriately. Entitlement letters and Non-Entitlement letters are sent to all ELL parents in mid-September informing them of their child's score on the LAB-R /NYSESLAT and the ESL services they will be receiving throughout the year.

We organize our ESL programs strictly according to parental choice made on the Parent Survey and Program Selection forms. We are

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

For the past few years, the trend has been that a vast majority of ELL parents choose to place their child in an ESL program. Again, in this school year 2010-11, the vast majority of Newly Admitted ELL' parents chose to place their children in ESL programs, according to the Parent Surveys that we received in September of 2010. To this date, 33 parents out of 36 Kindergarten ELL parents chose to place their child in ESL and 3 parents did not return the Parent Survey. None of the parents chose to place their child in TBE. We are still working to reach the 3 parents who did not return the Parent Survey in kindergarten. In third grade, there is one Newcomer whose parent chose the ESL program for her child. Also, in fourth grade, one Newcomer's parent has chosen to place him in the ESL program. Parent Survey and Program Selection forms are kept in folders and filed by class/grade as a form of recordkeeping.

Aligned to the parent requests, on the parent surveys we received in September 2010, we organized a self-contained ESL class in kindergarten for all Beginners and Intermediate ELLs. We also placed all Advanced Kindergarten ELLs (14) in a mono-lingual class where they will receive ESL push-in services by a fully-certified ESL teacher. Although all instruction will be conducted in English according to parental choice, we will provide books and picture dictionaries in the students' native language. We will also have an afterschool program for our upper-grade ELLs, 3rd, 4th, and 5th grade ELL students in order to immerse them in academic work and activities that will enhance their English language development in all four modalities. In addition, we will be conducting a Title III Saturday Academy program for Newcomers where we will provide native language support, as well as intensive instruction in English using ESL strategies.

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#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0													0
Dual Language (50%:50%)														0
Freestanding ESL														

Self-Contained	22	26	29	22	21	15								135
Push-In	14	12	18		4	6	0							54
Total	36	38	47	22	25	21	0	189						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	189	Newcomers (ELLs receiving service 0-3 years)	146	Special Education	6
SIFE		ELLs receiving service 4-6 years	37	Long-Term (completed 6 years)	

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dual Language	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
ESL	<input type="text" value="145"/>	<input type="text" value="1"/>	<input type="text" value="6"/>	<input type="text" value="37"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="182"/>
Total	<input type="text" value="145"/>	<input type="text" value="1"/>	<input type="text" value="6"/>	<input type="text" value="37"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="182"/>

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

C. Home Language Breakdown and ELL Programs

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	36	38	47	22	25	21								189
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	36	38	47	22	25	21	0	189						

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.

Paste response to questions 1-4 here

In the year 2010-2011 we have organized a self-contained ESL class in 1st grade, 3rd grade, 4th grade, and 5th grade. We also grouped ELLs (in each grade) in one class so that they can receive all mandated hours of ESL services by a fully certified Push-in ESL teacher. At P.S. 376, we have fully adopted the push-in model for all grades where the classroom teacher and the ESL teacher plan together and co-teach during all ESL periods. All English Language Learners were placed in their appropriate grade levels. In Kindergarten, Beginner and Intermediate students were placed in the self-contained class and Advanced students were placed in a regular mono-lingual class with ESL Push-in support. In all other grades, ELLs were grouped heterogeneously (mixed proficiency levels) and are being targeted with differentiated instruction within small groups.

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

In a freestanding ESL model, content area instruction is being delivered in English using various ESL strategies, such as TPR, visuals, and realia to make content comprehensible to enrich language development. We are also conducting various enrichment programs for ELLs

during the school day targeting different content areas, such as the CASA program, Behind the Books, and JDL Horizons. Behind the Books is program which engages readers with books of high interest, gives them a sense of ownership by creating their own books, and provides the opportunity to meet a published Author. JDL Horizons will offer our ELL students a chance to practice and explore the new technologies basic to their world. JDL aligns their teaching to the curriculum and assist students to produce a technology-based themed project which they will present to parents and the school community. During the Casa sessions students will work with a visiting artist to create their own art piece in connection to social studies and visual arts. Furthermore, in afterschool, we are conducting several clubs targeting enrichment in the content areas such as Science Club, Dance Club, Art Club, and the Mighty Milers, (Running Club). In the Newcomers afterschool program and in Spanish Club, content area instruction is being delivered in the students' native language to support them further in their English language acquisition in the content areas.

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

Plan for SIFE

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

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

Newcomers who have been in US schools less than three years are also identified for targeted ESL instruction. They will receive 360 minutes of ESL instruction by a fully certified ESL teacher. Newcomers will also be targeted for a computer intervention program with native language support, Imagine Learning. The Award Reading program that focus lessons with explicit skills instruction in writing, inquiry, oral language, and visual literacy. In addition, they will be offered Title III Newcomers program and Title III Saturday Academy. Highly qualified ESL teachers will provide an accelerated and explicit teaching of academic language in all content areas during after school and in Saturday Academy. Newcomers will receive native language support during afterschool and in Saturday Academy. Newcomers will also be targeted for Spanish Club and other enrichment programs to increase their language development across the content areas.

Plan for ELLs receiving service 4 to 6 years

Analysis of the NYSESLAT scores for ELLs receiving ESL service for 4-6 years illustrate their overall weakness in reading and writing. Therefore, ESL teacher will push-in during Reader's and Writer's Workshop to target their specific needs in reading and writing. Student scores on the NYSESLAT, ELA and TC Assessments will also be cross-referenced to define their needs and to develop an educational plan that targets their individual needs. Highly qualified ESL teachers will provide an accelerated and explicit teaching of academic language in all content areas during after school and in Saturday Academy.

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

Long-term ELLs are identified by BESIS and/or RYOS report. We currently have 2 long-term ELLs 1 in 4th grade and 1 in the 5th grade. Like SIFE, long-term ELLs will be monitored closely by the classroom teacher and ESL teacher. NYSESLAT, along with other formal assessments such as the ELL Interim Assessment, ELA, Math, Science and Social Studies will be analyzed by the teachers to formulate an appropriate educational plan for long-term ELLs. The data from these assessments will drive instruction in class, AIS group, After-school and Saturday Academy. Informal assessments such as teacher observations and writing samples will also be utilized for continuous evaluation. Long-term ELLs will also be targeted for an afterschool program using My Sidewalks on Reading Street – consists of systematic and explicit lessons on daily language support, comprehension skills, and reading success. They will also be targeted for Title III Saturday program where instruction will focus on increasing all four modalities of language development across the content areas using

Into English program. We are also implementing Reading A-Z program where long-term ELLs can work on various literacy skills on-line.

Plan for ELLs with Special Needs

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

The chart below shows a breakdown of the number of ELLs by subgroups and years of service:

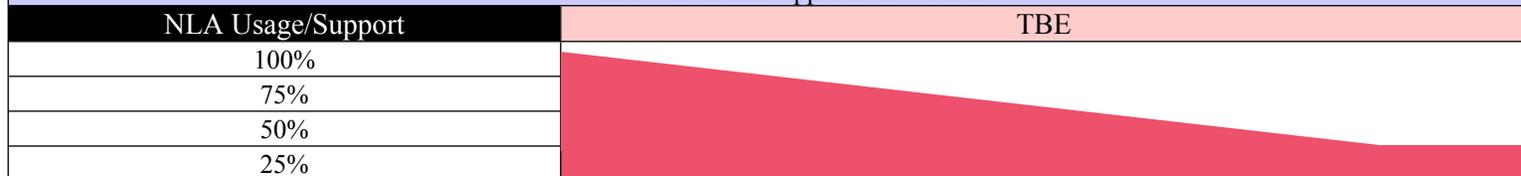
Grade	Years of Service		
	0-3	4-6	6 – More
K	36		
1	36		
2	18		
3	18	4	
4	8	17	1
5	5	14	1

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

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

Native Language Arts and Native Language Support

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



	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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?

Paste response to questions 5-14 here

ESL classes provide a balanced literacy program using the Teacher's College Reading and Writing workshop model. The teacher begins with a read aloud to children with children participating interactively, usually in the classroom's meeting area near the classroom's library. During the read aloud the teacher models reading strategies in think-alouds and uses rich English language. Students are also engaged in shared reading sessions. During shared reading the text is usually a Big Book or enlarged on an overhead; students are taught to use effective reading strategies to improve reading and language proficiency. Teachers conduct a mini-lessons which targets a specific reading skill. Here the teacher models a reading strategy and the students practice the strategy together before they go into independent reading. During independent reading children read self-selected texts and practice strategies taught. Implemented in our instruction is guided reading - when children read unfamiliar texts at their instructional level with the guidance of their teacher in small groups using strategies

and language patterns they learned during read aloud, shared reading, and the mini-lesson.

Teacher also conduct a mini-lesson in the writing workshop, here teachers share and model a variety of writing styles and genres. Students compose writing in their writing notebooks. They write in a variety of forms and follow the writing process. Teachers ensure that students are familiar with writing conventions, such as, grammar, spelling, punctuation, and vocabulary. Students write on a daily basis across all content areas. For upper grades students will write an average of 1,000 words per month across all content areas. Published pieces are celebrated at the end of each unit.

There are many intervention programs that are being conducted for ELLs in ELA, math and other content areas. All ELLs (in all ELL subgroups) in grades 3-5 are being targeted for Extended Day where teachers are providing intervention in ELA and Math. For Newcomers, teachers are providing ELA intervention through Shared Reading and Small Group reading instruction. For ELLs receiving services for 4-6 years and Long-term ELLs, we are providing ELA intervention through Small Group Guided Reading and Strategy lessons. Intervention is being provided for ELLs in math during Extended Day through differentiated instruction in small groups. We are also providing all ELLs with targeted intervention program during Afterschool using the Award Reading program and Balance Literacy. During the Title III Saturday Academy using we will use English Now!, an ESL program. In addition, several enrichment programs such as Art Club, Dance Club, and Science Club are being offered to ELLs in order to increase their language development in the content areas.

Although students who have received proficiency on the NYSESLAT no longer receive ESL services, their academic progress will be monitored continuously through formal and informal assessments, such as NYS Assessments, TC Assessments, running records, teacher observations, student writing samples and etc. Classroom teachers, along with ESL teachers, will have quarterly meetings with Assistant Principal of ESL to ensure that these students are continuously making academic progress and to provide academic intervention as needed. In addition, ESL Coordinator will conduct Inquiry/ Action Research with former ELLs across the grades, (who reached proficiency on the NYSESLAT in the past academic year 2010) in order to research best educational practices for continuing transitional support.

For the upcoming school year, we are adding Social Studies instruction through Technology. Former computer teacher will collaborate with classroom teachers in providing core social studies instruction. He will teach social studies content through the use of technology in order to deepen our students' understanding of key Social Studies concepts and to widen our students' experiences through the use of high technology resources (such as Smart Boards.) We are also conducting many new enrichment afterschool programs, such as Art Club, Dance Club, and Science Club. For afterschool programs, we are supporting the curriculum with Award Reading, Imagine Learning, and English Now!, to differentiate ELA instruction for struggling students, including ELLs. In addition to Imagine Learning computer program, we are also implementing Reading A-Z program where struggling students can work on various literacy skills on-line.

ELLs are afforded equal access to all school programs. They are offered to attend the Title I Afterschool program on weekdays in addition to the Title III Saturday Academy. All ELLs in grades 3-5 also have been targeted for Extended Day. In addition, ELLs are targeted for all enrichment programs during and after school and have access to Imagine Learning intervention program as well as Reading A-Z.

Imagine Learning, a computer program, is being used for Newcomers, SIFE, and other struggling ELLs in need of native language support. Gear Up and In Steps Guided Reading Programs are being used strictly for ELLs in small group instruction. In addition, all ESL classrooms have a listening center to support ELLs during TC Reader's and Writer's Workshop. Reading A-Z computer program is also being provided to struggling ELLs across the grades. Components of Rigby's On Our Way to English and Attanacio's Getting Ready for the NYSESLAT are being used as a resource in the classroom. Award Reading is being implemented and English Now is being used for Title III Saturday Academy.

Native Language standards is provided in all four modalities. Reading materials in native language are displayed and accessible in bins within the classroom. Vocabulary in English and Native language is written and displayed used to support learning. Speaking in their native language is encouraged to enhance conversation in small groups and teacher conferences.

In Freestanding ESL, all whole-class instruction is being provided in English. However, we are providing native language support in small groups and through the use of materials in the students' native language. All ESL classrooms have books and bilingual dictionaries in the students' native language that students can access. ESL students also have native language support during school, Saturday Academy and in enrichment clubs.

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

All ELL student's academic abilities and needs are met through an array of differentiated methods. Based on information gathered teachers construct small-groups in all subject areas and develop instruction for specific needs. Meaningful and high interest materials are used to accommodate student needs, such as leveled libraries. The use of visual aids and manipulatives are in place to provide concrete examples and experiences that scaffolds their learning. Teachers provide native language support and materials, such as interactive word walls, experience charts, and books. Cooperative learning is a key instructional strategy for our ELLs. It enhances interactions among students and develops positive academic and social support. In addition, teachers provide "think alouds" and modeling during Balance Literacy and all content areas.

In addition to the ELL Parent Orientation conducted in September and in June, we are organizing a Curriculum Day for our newly enrolled ELL students and parents before the beginning of the school year. Newly enrolled ELL students and parents are invited to be a part of our kindergarten class for a morning where they learn to orient themselves in a new school setting and curriculum. Teachers engage newly enrolled students in Read Aloud with Accountable Talk and other academic activities. They also meet with the Principal and the Assistant Principal, as well as other key staff in the building such as Parent Coordinator, and ESL Coordinator/ ESL Teacher. In the year 2010-2011, we are also implementing a weekly Mommy & Me program where participating parents receive hands-on training on how to effectively read with their children by a Reading Specialist.

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)?

Paste response to questions 1-5 here

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.

Paste response to questions 1-3 here

P.S. 376 recognizes the importance of on-going staff development. Therefore, the staff of the ESL programs will be offered various professional developments, which include PD conducted by a TC consultant focusing on ELLs, TC calendar day workshops and other ESL workshops. Protraxx, is a system for citywide professional development, and all of our ELL teachers part of the on line system that provides professional development. BETAC has an on- site professional development located at Long Island University, in Brooklyn. They have professional development calendars and as a school we are able to attend workshops. These workshops are on going throughout the year. The professional development dates that our ELL coordinator has attended have been on October, 22nd and 27th. They provide professional development for ESL teachers, Principal's and Assistant Principal's. Administration, and ESL coordinator attend conferences: NYSESPA, SABE, CSA and seek support in workshops for our ELL's. Teacher's College supports our work during the school year. They provide professional development throughout the school year. Our ELL teachers attend the professional development and then are able to turn-key with the rest of the pedagogue. Our Parent coordinator receives her professional development through her office of O.F.E.A. The professional development consists of resources for parents, information for parents, parent initiatives, and Title 111, and resources for adult education. In addition to this, she attends the ELL conference that is held in our school district yearly. The Para-professional receive their professional development through the UFT office. They are sent on a yearly basis and they are able to come back and turn-key. All ELL

staff members that are participants of professional development off site, is responsible to share with other ELL teachers. We have support from our CFN, and the calendar for the professional development is sent monthly to the schools. The dates for the CFN workshops have been on October, 29th, November 19th, December 9th and January 21st. The ELL teacher's, and the ELL coordinator are involved in ongoing schedule for professional development. The study group meets monthly off site and they have different focuses. We have participated in the webcast for the BESIS extension on December 16th 2011. The focus of the on-going staff development will be on: language acquisition and transference, scaffolding techniques, collaborative teaching, differentiated instruction, and data-driven instruction, developing oral language, skill work, non-fiction support for all content areas, NYSESLAT training, etc. All of the staff development is planned with the ELL goal for the year 2010-2011.

In the year 2010-2011, we are planning to offer 5th grade ELL teachers with PD on supporting our 5th grade ELLs transition to middle school. Teachers will be reflecting on ways to increase student independence in and out of the classroom. Our students will be part of visits to the neighborhood middle schools in order to be supportive of the transition. They are able to ask questions when they visit the schools. In turn they get a sense of what their surroundings would look like once they transition to the They will also brainstorm issues and topics they may want to discuss in preparation of the transition to middle school. Our fifth grade teachers get together and meet with students several weeks prior to the transition. They have lengthy conversations regarding the expectations of the middle school transition.

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

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?

Paste response to questions 1-4 here

Because P.S. 376 recognizes the importance of parental involvement in the education of all of our children, participation of our ELL parents in the on-going parent workshops and Parent Symposiums are highly encouraged. Many workshops specifically target ELL parents, such as ELL Parent Orientation (where parents are introduced to the different ELL programs offered in the city of New York), workshops on the NYSESLAT (presenting different ways to help ELLs achieve higher performance on the NYSESLAT). Parents are strongly encouraged to participate in assembly programs, Title1 academic workshops in all content areas, PSA monthly meetings, multi-cultural events, Back-To-School Blast (for resources on health, adult education, immigration rights, and much more), enrichment programs, culminating events, science fairs, and all other parental activities. This year we plan to continue our Book Club with our ELL parents which our Literacy Coach conducts. Parents are given tips on how to incorporate reading at home with their children. Spanish books are given to our Spanish reading families. Our Parent Coordinator encourages ELL parents to enroll in the Learning Leaders training to increase parental involvement.

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

Children Services – workshops on child abuse

B.E.O.C. – provides information on free adult education on college prep, ESL, and GED

Help R.O.A.D.S. – provides workshops on domestic violence

Family Justice Center – provides parents with services on domestic violence

LAWHELP. Org - provide resources for free legal services, immigration and much more...

Brooklyn Public Library – provide on-site adult library card registration, reading programs for children and parents.

Wycoff Hospital – they provide parent workshops on Breast Cancer, Autism, and health screening

Learning Leaders – provide parent workshops on reading, writing, math, and parent volunteer training

Homebase – provides information on tenant’s rights and housing programs

CAMBA – provides information on immigration support

American-Italian Cancer Foundation – provide No-Cost Mammography for parents with no insurance

Health Plus – provides parents with health workshops and health insurance

Bushwick Psychotherapy Center – provide family counseling in their office and parent workshops

We have a Parent Coordinator that reaches out to our ELL parents on a regular basis through PSA meetings, workshops, surveys, letters, flyers, calendars, LCD sign, and phone calls. Through the means mentioned, we evaluate the needs of our parents and work together to meet their needs through various resources.

Our Parent Staff Association works together with our Parent Coordinator and our teachers in school workshops, activities, and events to increase parental involvement on all levels. We also work together as a team to provide parents with programs such as the Fatherhood program, which runs for 8-weeks, the Motherhood program, a “Mommy and Me” that runs for 8 weeks as well, a pre-school 6-week program, a basic Computer program for parents. Here in P.S. 376 parents not only learn to support their children academically, but also work to strengthen family relationships, gain personal and professional growth.

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)	20	19	20	6	3	3								71
Intermediate(I)	4	16	17	10	6	2								55
Advanced (A)	12	3	10	6	16	16								63
Total	36	38	47	22	25	21	0	0	0	0	0	0	0	189

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		1	0	0	1	1							
	I		7	8	1	1	0							
	A		13	24	5	6	7							
	P		17	15	15	16	13							
READING/ WRITING	B		19	14	5	3	3							
	I		17	28	9	6	2							
	A		2	5	6	16	16							
	P		0	0	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	12	3		22
4	0	17	1		18
5	11	4	2		17
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	5		14		3			2	24
4	1	1	13		4				19
5		1	13		3				17
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		1	6		11		1		19
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	2	1	5		10				18
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.

Paste response to questions 1-6 here

A close examination of students' NYSESLAT scores (from spring of 2010) in the four modalities, illustrates an illuminating pattern of the ELLs' on-going linguistic needs. Students who are at the beginning and intermediate levels across grades K-5 indicate a similar need in all four modalities. Listening/Speaking seemingly is our ELLs' strongest area. The other two modalities of reading and writing illustrate the need for stronger support. However, their scores on all four modalities are low and therefore, we can rightfully determine that they have a high need for linguistic support in all areas. Therefore ESL teachers, who have mostly beginners and low intermediate ELLs in their classes, will ensure the use of ESL strategies in all instructional area in order to provide adequate academic scaffolding in the four modalities. The ESL Push-in teacher (especially in the lower grades where there is a concentration of Beginners) will push in during reader's and writer's workshops in order to provide balanced support in the four modalities. Push-in teacher will also give small group strategy lessons, guided reading lessons, shared reading, & writing lessons to best support our Beginning and Intermediate ELLs.

Assessment tools that our lower grades use to assess the early literacy skills for our ELLs are the TCRWP Running Records, TCRWP Word List ID., TCRWP Letter Sound, Words-Their Way Spelling Inventory, and Narrative Writing Continuum. Upper grades are also using data from ARIS – item analysis class reports. The data will help inform our teachers of specific standards, concepts, and skills that should be targeted in their instructional plan in order to promote academic success in all four modalities.

NYSESLAT scores of High Intermediate and Advanced students illustrate a pattern that is notably different from the Beginning students. Reading and writing undoubtedly is the weakest area for Beginners in first and second grades, also, for Advanced students in fourth and fifth grades. According to the data, students who seemed to have acquired some level of proficiency in Listening and Speaking, yet, are not as successful in Reading and Writing. ELL students still need lots of support in acquiring academic language, reading, and various writing skills. Therefore, teachers across the grades will put emphasis on modeling and explicitly demonstrating reading skills, such as, questioning, determining importance, identify the main idea, inferring, synthesizing, using prior knowledge, distinguish between fact-and-opinion, making connections, note taking, using context clues, and retelling. Teachers will apply reading and writing strategies to assist students to acquire information and make oral and written texts comprehensible and meaningful.

In addition, the push-in ESL teacher will provide support during the reading and writer's workshops in order to develop and use skills and strategies appropriate to their level of English proficiency. Although our High Intermediate and Advanced students across all grades are able to communicate socially, data demonstrates that they still need support and focused instruction in acquiring academic oral language. Grades 2-5, where students show a greater need in the writing modality, we will work on best practices to transfer their oral language skills to written language.

Assessment data across the content areas show that our ELL population is mostly performing on grade-level. Majority of our ELLs, with the exception of Beginners and SIFE, have scored a high level 2 on the ELA and Math, the majority scored a level 3 on the Science and Social Studies State examinations. Although ELLs are adequately acquiring content knowledge, the English language difficulties that our ELLs have are hindering them from achieving a level 4. (Considering that the scale-score for the school year 2009-2010 increased approximately 10 – 30 points). Most of our ELLs, again with the exception of few Beginners and SIFE, chose to take the state examinations in English rather than in their native language. Beginners who took the exams in their native language have a score at or

slightly below grade level. On the other hand, SIFE who took the exams in their native language scored 1 because they did not have adequate amount of academic language even in their native language.

We monitored their progress in their language acquisition within the four modalities using the results of the ELL Periodic Assessments, administered this year, the use of Language Skills checklist, DRA ELL Assessments, TC Assessments and other informal assessments. The ELL Periodic Assessments results are gathered and analyzed to inform the teachers for small group instruction. We used the results of these assessments to drive our Inquiry Team work on ELLs and to ensure that ELLs on all levels are progressing adequately throughout the year. We have learned in our Inquiry Team, using the DRA ELL Assessment and the Language Skills checklist, in combination with other student data, that giving ample opportunities to read authentic literature throughout the day and continue using Accountable Talk is crucial to the development of the ELLs' oral and written language. We are currently working to implement the same practices in all ELL classes across the grades.

P.S. 376 also understand the importance giving Native Language support to our ELLs even though we do not currently have bilingual classes. Therefore, we are supporting our ELLs in their Native Language in small groups during the day and in afterschool. We are also ensuring that all ELL classes have books and bilingual dictionaries in their Native Language.

We use student data gathered from formal and informal assessments to evaluate the success of our programs for ELLs. We monitor our ELLs closely in all content areas to ensure that our program for ELLs is rigorous, challenging, and that it fully meets the needs of our English Language Learners.

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		