

[ASA PHILIP RANDOLPH]

2010 - 2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 03M076

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 076 **SCHOOL NAME:** A. P. Randolph School for the Humanities

DISTRICT: 03 **SSO NAME/NETWORK #:** Community Learning Support Organization, Network # 8

SCHOOL ADDRESS: 220 West 121 Street, NYC, NY 10027

SCHOOL TELEPHONE: 212-678-2865 **FAX:** 212-678-2867

SCHOOL CONTACT PERSON: Jimmie Brown **EMAIL ADDRESS:** Jimmie1430.Yahoo.com

<u>POSITION/TITLE</u>	PRINT/TYPE NAME
SCHOOL LEADERSHIP TEAM CHAIRPERSON	<u>Jimmie Brown</u>
PRINCIPAL	<u>Charles De Berry</u>
UFT CHAPTER LEADER PARENTS' ASSOCIATION PRESIDENT	<u>Cathy Hall</u>
	<u>Charisse Broome</u>

STUDENT REPRESENTATIVE
(Required for high schools)

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT**

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Charles DeBerry	<ul style="list-style-type: none"> • Principal or Designee 	
Jimmie Brown	<ul style="list-style-type: none"> • SLT Chairperson 	
Cathy Hall	<ul style="list-style-type: none"> • UFT Chapter Chairperson or Designee 	
Cherisse Broome	*PA/PTA President or Designated Co-President	
Inyanga Collins	Title 1 Parent Representative (suggested, for Title 1 schools)	
Ann Dow	DC 37 Representative, if applicable	
	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
	CBO Representative, if applicable	
Alice O Miller	Member/ Teacher	
Sandra Olivero	Member/ Teacher	
Hazelene A Brown	Member/ Teacher	
Gisele Blas	Member/ Education Assistant	

Lakisha Williams	Member/ Parent	
Patricia Coleman	Member/ Parent	
Marlene Francis	Member/ Parent	
Malika Manning	Member/ Parent	

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

It is our mission to produce student achievers who are set on the path of life-long learning, and who will enjoy the process. We are committed to providing a child centered environment that will inspire and challenge all of our students to become critical and independent thinkers, readers, and problem solvers. Our school environment will encourage self-respect and self-awareness from the collective effort and cooperation of our parents, teachers, staff, and community. We will prepare all of our children for life now and for the technological demands of the future with the expectation of being fully prepared to be participants in this new century.

The Instructional leadership of our educational community is one with a vision that understands the cognitive and effective processes of children. Instructional leadership respects and nurtures the multiple intelligences of our students. Our resources and finances will be aligned to enrich professional development, curriculum and instruction, teaching and learning, parental involvement and support services for the improvement of student performance. We envision a performance standards-driven school in a nurturing and safe environment where all children are held to high expectations and one that enables children to reach their greatest potential. The vision of P.S. 76 – The Asa Philip Randolph School for the Humanities -- is a vision that reflects our belief that whether students are identified as regular education students, students with special needs, English Language Learners, high/low achievers, they are all entitled to a “standards-based” education that will result in their being able to read and to solve problems, analytically, and critically. The materials and resources utilized in our instructional programs will be developmentally appropriate and attainable through a multiplicity of modalities.

PS 76 continues to focus on strengthening home-school relationships and increasing parent and community involvement, and offers parenting and curriculum workshops presented by administration, faculty, and our School Counseling in the personnel. To support this effort, the P.T.A. Executive Board organized a Boys' Club in January of 2008, and the publication of a school newsletter for distribution throughout the school community was initiated in the spring of 2008.

PS 76 enjoys collaborations with community-based organizations, including Harlem Children's Zone; Harlem Hospital Community Health Education and Outreach Department; The Institute for Urban and Minority Education (IUME) @ Teacher's College; The Administration for Children's Services Neighborhood Network Providers; Insights @ New York University; Center Care; IAM (Incorporation of Artists on the Move); Counseling in the Schools, L.E.A.P. (Learning Through An Expanded Arts Program, Inc.), and Periwinkle National Theater. These agencies provide ongoing parent outreach and support, counseling and medical services, student tutoring, violence prevention and much more.

An after-school program is offered to students, Monday through Friday, by Harlem Children's Zone, and the Saturday Academy instructional program enables students to enhance, enrich, and extend literacy, mathematics, social studies, and science strategies acquired during the daily and after-school programs

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.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S./I.S.. 076 A. Philip Randolph School for the Humanities								
District:	03	DBN #:	03M076	School BEDS Code #:	310300010076				
DEMOGRAPHICS									
Grades Served in 2009-10:	√ Pre-K	√ K	√ 1	√ 2	√ 3	√ 4	√ 5	√ 6	● 7

	● 8	● 9	● 10	● 11	● 12	√ Ungraded Ele.	● Ungraded. Sec.
Enrollment:				Attendance: % of students attended*			
(As of October 31)	2007- 2008	2008- 2009	2009- 2010	(As of June 30)	2007 -	2008 -	2009- 2010
Pre-K	43	45	54		2008 91.1	2009 91.2	TBD
Kindergarten	54	35	60				
Grade 1	74	58	43	Student Stability: % of Enrollment			
Grade 2	61	58	60	(As of June 30)	2007 -	2008 -	2009- 2010
Grade 3	56	61	51		2008 87.6	2009 90.0	TBD
Grade 4	55	50	75				
Grade 5	65	44	47	Poverty Rate: % of Enrollment			
Grade 6	0	0	49	(As of October 31)	2007 -	2008 -	2009- 2010
Grade 7	0	0	0		2008 82.2	2009 81.4	78.7
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 -	2008 -	2009- 2010
Grade 11	0	0	0		2008	2009	27
Grade 12	0	0	0				
Ungraded Elementary	6	4	8	Recent Immigrants: Total Number			
Ungraded Secondary	0	0	0	(As of October 31)	2007 -	2008 -	2009- 2010
					2008	2009	
Total	414	355	447		2	4	3
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number			
(October 31)	2007- 2008	2008- 2009	2009- 2010	(As of June 30)	2007 -	2008- 2009	2009- 2010
Number in Self- Contained Classes	34	30	31		2008		
No. in Collaborative Team Teaching (CTT) Classes	0	5	10	Principal Suspensions	33	52	
Number all others	22	20	22	Superintendent Suspensions	16	19	TBD
<i>These students are included in the enrollment</i>							

information above.	

Missing Demographics pg. 7

2008-09 TITLE I STATUS				
<input checked="" type="radio"/> Title I Schoolwide Program (SWP)	<input checked="" type="radio"/> Title I Targeted Assistance		<input checked="" type="radio"/> 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

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

Differentiated Accountability Phase (Check √)

Basic

**Category (Check √)
Focused**

Comprehensive

In good Standing (IGS)
Improvement (year 1)

Improvement (year 2)
 Corrective Action (year 1)
 Correction Action (year 2)
 Restructuring (year 1)
 Restructuring (year 2)

Individual Subject/Area Outcomes	Elementary/Middle Level √		Secondary Level √	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	√	√	√			
Ethnicity						
American Indian or Alaska Native						
Black or African American	√	√				
Hispanic or Latino	--	--				
Asian or Native Hawaiian/Other Pacific Islander						

White						
Multiracial						
Other Groups						
Students with Disabilities	--	--				
Limited English Proficient	--	--				
Economically Disadvantaged	√	√				
Student groups making AYP in each subject	√ 3 of 3	√ 3 of 3	√ 1 of 1			
<u>Key: AYP Status</u>						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>						

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

The findings of a comprehensive needs assessment resulted in the identification of several priorities for improving student performance: implementation of effective strategies to address the large number of students lacking basic skills in reading as indicated by standardized test

scores. Specifically, fluency and comprehension of non-fiction texts, and improving instruction for special education students by increasing opportunities for inclusion into the general education program, as well as a consultant providing intensive professional development for teachers in Reading and Writers Workshops, with an emphasis on interventions for at risk and ELL students during Guided Reading. While overall results indicate a positive trend and improvement in the performance of all tested students and special education students, about one-fourth of all tested students are constantly performing at Level 1 over a 3 year period. These results suggest there is a continuous need of intervention and small group remedial instruction for the at risk population (Level 1 and 2). In addition, there is also a need of continued support of teachers by providing professional development on instructional strategies for students with special needs. Probability/data analysis, geometry, and (in 5th grade) algebra strands continue to present challenges. Everyday Mathematics will continue to be the primary vehicle for math instruction in the 2009-10 school-year. It will be implemented during a 75 minute math block for grades K-5. A full-time math coach and an L.S.O. consultant will continue to support the effective implementation of the program through focused, on-site math staff development. The purpose and focus of science education are to offer student's ways to understand, make predictions about, and adapt to an increasingly complex scientific and technological world. Data indicates that female students lag behind in standardized testing. The creation of a Science Club and Science Fair is an initiative taken in 2007-08 to interest and involve girls in science activities. Professional development will be coordinated by a Professional Development Team, which will include the Principal, Assistant Principals, Math Coach, and Grade Lead Teachers. They will work together to combine ideas on effective planning for teachers, on different ways to assess learning, on developing curricula and instructional materials, and assessing teachers' needs for professional development.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) *In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section.* (2) *Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.* (3) *When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.*

ELA:

By June 2011, in English Language Arts given the immersion of students in Reader's and Writer's Workshop activities, the percentage of students will increase by 10% in performance of students at proficiency levels 3 and 4 from 21.2% to 31.2 %.(**NYC Progress Report**).

Math

By June 2011, given the immersion of students in Mathematics Workshop activities, the percentage of students will increase by 12% in performance of students at proficiency levels 3 and 4 from 26.2% to 38.2% as measured by **New York State Math Assessments**

Science

By June 2011, there will be an increase of student's performance in science activities, the percentage of students will increase by 3% in performance of students at proficiency levels 3 and 4 from 67% to 70% as measured by **New York State Science Exam Spring 2011**.

Parents and Community Engagement:

Within a year, given participation in parents/teachers workshops and conferences, assemblies, and celebrations parents will be equal partners in the educational process of their children as evidenced by actual participation and feedback.

Technology:

June 2011, there will be an increase of number of teachers that are aligning technology with curriculum in the classroom by 50%.

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 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): **English Language Arts**

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and</i></p>	<p>By June 2011, in English Language Arts given the immersion of students in Reader’s and Writer’s Workshop activities, the percentage of students will increase by 10% in performance of students at proficiency levels 3 and 4 from 21.2% to 31.2 %.(NYC Progress Report)</p>
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<i>Time-bound.</i>	
<p>Action Plan</p> <p><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>Students in Grades K- 2 will use research based literacy programs (<i>Wilson\Fundations and Reading Rescue</i>) with daily instruction to increase their knowledge of Phonemic Awareness, Phonics, Vocabulary\Spelling and Comprehension.</p> <p><u>Components of the Programs Include:</u></p> <p>Letter and Sound Recognition, Sound Drills with “Sky” Writing, Word and Sentence Making</p> <p>Word Recognition with Magnetic Letters and Story Comprehension</p> <p>Balanced Literacy Reading and Writing Workshop:</p> <ul style="list-style-type: none"> • Direct and guided instruction based on Performance Indicators\NYS Standards • Independent Work time with differentiated activities • Portfolio Projects with Rubric Guidelines • Unit pacing and Assessment (Informal\Formal) <p>Students in Grades K-7 will incorporate a Skill block with monthly assessments into the Balanced Literacy Schedule to Address four (4) specific areas based on (2009-10 assessment data): Main Idea, Supporting Details, Inferences and Context Clues.</p> <p>Students in Grades K-7 will use Making Meaning and Being a Writer programs. These programs strengthen our Balanced Literacy Reading and Writing Workshop. The program teaches students to make sense of text and to be responsible partners who can support their own opinions and appreciate and respect the ideas of other.</p> <p>Integrate content area (Social Studies, Science, and Mathematics) non-fiction texts into Reading Workshop.</p> <p>Utilize writing folders\notebooks to monitor and improve the quality of student writing based on the New</p>

	<p>York State Performance Indicators throughout the content areas.</p> <p>Differentiated instruction delivered to students through Guided Reading (ELL students will also receive instruction with Spell Read).</p> <p><u>Professional Development will include:</u></p> <p>Professional Development Cycles for Teachers in Balanced Literacy with AUSSIE Consultant and School Administrators</p> <p>Professional Development to support at-risk and ELL students</p> <p>Continued Professional Development for assessment with Fountas and Pinnell</p> <p>Continued Professional Development in Guided Reading</p> <p>Best practices and instructional strategies for classroom teachers and educational assistants</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax Levy</p> <p>Title 1</p> <p>Per session</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Formal assessments (ECLAS-2/EPAL) administered semi-annually with on-going informal assessments throughout school year in grades K-7.</p> <p>Quarterly assessments (September, December, March, June) administered using (*school-wide product)/predictive assessments/ACUITY, etc. with on-going informal assessments throughout school year in grades K-7.</p>

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

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, given the immersion of students in Mathematics Workshop activities, the percentage of students will increase by 12% in performance of students at proficiency levels 3 and 4 from 26.2% to 38.2% as measured by New York State Math Assessments</p>
<p>Action Plan</p> <p><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>Instructional Materials used - <i>Everyday Mathematics/Impact Math</i> supplemental materials such as Math Steps and technological software.</p> <p>Planning Guide Pacing and Alignment Calendar</p> <p><u>Math Block-60 minutes for grades K-2; 75 minutes for grades 3-7</u></p> <ul style="list-style-type: none">• Target Skills Based on Performance Indicators• Informal Assessment/Homework• Ongoing Learning and Practice-Math Journal• Games/Skills Practice/Test Prep and Increase the Use of Manipulative to encourage discovery learning• Embedded Assessment; Ongoing Assessment, Product Assessment-Looking at Student work; Periodic Assessment-Unit/mid-year/end of year assessment• Instructional Technology will be integrated in the math instruction

	<p><u>Intensive Professional Development including:</u></p> <ul style="list-style-type: none"> • Alignment of curriculum to City and State math standards • Academic Intervention Services based on the students' needs • On-going Professional Development for effective Everyday Math instruction (EDM Games, hands on activities, effective use of manipulative, assessment, portfolios, learning environment, workshop models) • Math workshops for parents on Everyday Math alternative algorithms, games and real life math • Projects • Additional support for at risk students and ELL will be provided by SETSS teachers with diverse • Instructional strategies <p>Additional Support will be provided for our at risk students and our English Language Learners</p> <p>Which includes SETSS Teacher, a full-time ELL Teacher, who will provide diverse instructional strategies to our students and who will work collaboratively with classroom teachers to meet State Standards</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax Levy</p> <p>Title 1</p> <p>Funded Program</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure;</i></p>	<p>September 2010 through June 2011 Journals (Math) Folders/portfolios Classroom Observations, ACUITY, Everyday Math Unit Assessments, conference notes, anecdotal records, predictive/interim assessments, portfolios, and process charts.</p>

<i>projected gains</i>	
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Subject/Area (where relevant): **Science**

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, there will be an increase of student’s performance in science activities, the percentage of students will increase by 3% in performance of students at proficiency levels 3 and 4 from 67% to 70% as measured by New York State Science Exam Spring 2011.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation</i></p>	<p>Grades K-7 will use the <i>Harcourt/Foss core Science curriculum</i> model to develop grade level units of study. Fourth and fifth grades will use an interdisciplinary, inquiry-based approach, and provide standard bearing instruction that aligns itself with the New York City/State Pre-K will use theme based science inquiry process in Life Science, Physical Science, and Earth Science. Performance Standards for Science. Students in Grade K-7, will use the NYC core Science core curriculum. In addition the 7th grade will use the Glencoe textbook series and Delta Foss.</p> <p>All grades, K-7 grades will be required to conduct research based projects and make oral presentations. Target at risk students will receive Academic Intervention Services (A.I.S.). In addition, preparation for the Earth Science</p>

<p><i>timelines.</i></p>	<p>State Examination through A.I.S. and tutoring. In August 2010 the school administration researched and reviewed a web-based pedagogical program to assess students. All classroom libraries will include science thematic Leveled Books to increase science reading and comprehension as a strategies. By October 2010 all classroom teachers, K-7 will be trained to implement a web-based instructional / assessment program, Study Island. Teachers and educational assistants will assist to differentiate instructions by mid November 2010. Middle School students 6th and 7th, quarterly will receive Science midterms and will be required to do Science exit projects.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax Levy Title 1 Funded Program</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Formal assessments (DOE core curriculum: Delta Foss) administered bi-monthly with on-going portfolios, informal, unit and project – based assessments throughout school year.</p> <p>4th grade Study Island program technology assessments.</p> <p>Science Fair and End Unit Fairs.</p> <p>Harcourt School Publisher Quarterly assessments (September, December, March, June) administered using (*school-wide product)/predictive assessments with on-going informal assessments throughout school year in grades 3-7 grades. 6 and 7 grade Glencoe and Foss assessments.</p>

Technology

Summary of Data Analysis/Findings: lower grade students using the *Lexia Reading and Phonics* software reinforce the Balanced Literacy components of Word Study and Independent Reading in literacy instruction; upper grade students produce articles and responses to literature through word processing software to reinforce Writing Workshop, as well as reinforcing Word Study and Independent Reading in literacy when utilizing the *Lexia Reading and Phonics* programs. All grade levels are urged to access the Internet to complete online quizzes through the Accelerated Reader Program.

Implications for the Instructional Program: more collaborative projects in the content areas, literacy, and mathematics be researched, produced, and published by upper grade students while lower grade students continue to utilize literacy skill-building programs.

Every classroom will have at least one workstation with Internet access and have Rosetta Stone and Key Skills Learning Systems software installed.

Faculty continues to receive professional development in order to manage instructional technologies in their classrooms.

Subject/Area (where relevant):

Technology

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>June 2011, there will be an increase of number of teachers that are aligning technology with curriculum in the classroom by 50%.</p>
<p>Action Plan</p> <p><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>Beginning September 2010 thru June 2011: all students, K-7, will receive differentiated instruction utilizing web-based software and other Internet resources which integrate technology into Science, Mathematics, Social Studies, and the English Language Arts. Software: ACUITY, Study Island, RAZ-Kids, Accelerated Reading, and Lexia Reading. Technology Enrichment, Classroom Teachers, After School and Saturday School Programs.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>FAMIS-approved software site licenses purchased early spring 2010 as per Galaxy, including staff development, as needed; Technology Enrichment Teacher; 1 scheduled period each week per class</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Instruments of Measure: ACUITY, Interim Assessments, Study Island, RAZ-Kids, Accelerated Reading. Monthly review of data by grade level and subject area; projected gains 75% of students achieving topic mastery (70% of Study Island; 85% of Accelerated Reading)</p>

Subject/Area (where relevant)

Parent and Community Engagement

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Within a year, given participation in parents/teachers workshops, conferences, assemblies, and celebrations parents will be equal partners in the educational process of their children as evidenced by actual participation and feedback.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • curriculum week and parent walks • parents workshop • class parent involvement • Newsletters • Parent workshops on how to Navigate the Department of Education • Core subject workshops for parents • Parent Empowerment Tool Kit workshop • Website information on how parents can meet their children’s educational needs at home • Hold an annual conference that informs parents about the Community Based Organizations in their neighborhood that can assist them • Class Parent/Chaperone • Monthly parent training and workshops in content areas and skill-building • September, November 2010 through March, June 2011. • Data analysis of attendance at P.T.A. meetings, Parent Workshops, Parent-Teacher Conferences, Meet the Staff Night. <p>Parent Learning Environment Survey completion encouraged at school site during Parent-Teacher Conferences.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include reference to the use of Contracts for Excellence (C4E) where applicable</i></p>	<p>Tax Levy</p> <p>Title I Funds</p> <p>Title III Funds</p>

	<p>PTA</p> <p>Parent Coordinator Budget</p>
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Parent participation via attendance sheets and agendas; New York City Parent survey; needs assessment.</p>

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 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	12	6	N/A	N/A		1		
1	14	8	6	6		1	2	
2	12	8	6	6			6	
3	20	15	6	6			7	
4	15	15	6	6				
5	15	15	8	6				
6	6	6	15	6				
7	10	10	10	10			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)	<p>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.).</p>
<p>ELA:</p>	<p>A team of teachers provides Academic Intervention services to group of students in Kindergarten through grade six during the school day. Voyager and Reading Rescue are used during the school day with small groups of students in grades three through five, who need additional explicit, systematic instruction each day. In addition, Wilson is used to help students who are struggling with encoding and decoding, while foundation is used with Kindergarten and First Grade. Small group and one-to-one tutoring is provided four days a week. During the Five-Days After school program and the Saturday Academy, a comprehension Skills Series is utilized to give additional practice in basic comprehension skills and strategies.</p> <p>A Young Authors Club on Saturday provides grade four students with one-on-one support as they develop personal memoirs, poetry, short stories, and more.</p>
<p>Mathematics:</p>	<p>Twice a week during Extended morning, teachers provide Math Academic Intervention to small groups of students.</p> <p>During the day, an AIS teacher pushes-in the classroom providing Tier One Intervention to students who have not met New York state Standard in Mathematics.</p> <p>In Collaboration with Teachers College, professionals offer one-on-one tutoring to students in grade five.</p> <p>In the After school and Saturday Academy, A Math Strands Series is used. Each series provides review and practice in the fundamental NCTM strands. Multiple-choice and brief- and extended-response questions are used to teach mathematical skills and provides opportunities for students to practice</p>

<p>Science:</p>	<p>Twice a week in the After school program, students are engage in practicing science strategies and skills to meet the New York State Learning Standards for Science.</p> <p>Enrichment teacher pushes- in three times a week to support differentiating instruction during Science lessons in grades two and four.</p> <p>In Saturday Academy volunteers from New York Care work with students in small groups and in pairs on interactive and fun science experiments and activities. In addition a Team Green projects, teaches students about environmental issues and ways they can make a difference.</p>
<p>Social Studies:</p>	<p>Voyager is used during the school day with small groups of students three times a week who need additional explicit, systematic instruction. Instruction on expository text increases domain knowledge and provides connections to science and social studies</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Individual and group counseling sessions are provided to students to improve their socialization skills, i.e. Self-esteem, Anger management, Impulsivity, and Communication.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	
<p>At-risk Services Provided by the Social Worker:</p>	<p>The social worker provides group and individual at risk counseling to students during regular school hours. Group and individual counseling is provided once a week. Counseling addresses social skills issues, anger management... to help students be successful in school. The social worker provides consultation and support services to school personnel, students and parents.</p>
<p>At-risk Health-related Services:</p>	

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

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

NCLB/SED requirement for all schools

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

Language Allocation Policy (LAP)

P.S./I.S.76 is a K-7 school that provides English as a Second Language (ESL) to its English Language Learners (ELLs), numbered at 33 at the start of the 2009-2010 academic year. This number is 7.4 percent of its student population which totals 445. The ELL students' home languages are Arabic, Bambara, French, Fulani, Haitian Creole, Mandinka, Spanish, and Wolof. P.S./I.S. 76 offers a Push-In/Pull-Out model with a full-time certified ESL teacher who provides the minimum of 180 minutes to the Advanced level students, and a maximum of 360 minutes to the Beginner and Intermediate level students.

The ESL program provides services to ELLs in Kindergarten through Seventh Grade. Students are grouped according to the following grade clusters: K-1, 2-3, 4, and 5-7. ELLs meet for either four or seven 54-minute periods according to the number of minutes required per week. The number of ELLs enrolled each year, as well as the students’ proficiency levels determine whether they will be grouped heterogeneously or homogeneously, and if the program model will be ‘Push-In’ or ‘Pull-Out.’

In 2009-10, P.S./I.S. 76’s ESL teacher serviced approximately 32 students according to the number of minutes required for each. Beginner and intermediate level students were in the majority, so Pull-Out was given priority over Push-In. This model enables the more effective use of scaffolding techniques. The ELL population was comprised of 14 Beginner, 14 Intermediate, and 4 Advanced level students. Included in these numbers were five special needs students in 12:1:1 self-contained classes and one student in an inclusion class. There were no ELLs classified as Students with Interrupted Formal Education (SIFE), although the skills and capabilities of at least two students would suggest that to be the case.

During P.S./I.S. 76’s registration process, the parent or guardian is given the registration package which includes the Home Language Inventory Survey (HLIS). If another home language is indicated on the form, the ESL teacher or another trained pedagogue interviews the parent or guardian to determine if the student is eligible for the Revised Language Assessment Battery (LAB-R). The ESL teacher signs the HLIS form, places the original in the student's cumulative folder and a copy in the office files. The ESL teacher at this time also determines if the child is a SIFE. Within 10 days, the ELL is tested by the ESL teacher, who hand

scores the test, and places the student in the appropriate ESL group, if it is deemed necessary. Spanish-speaking students are given the Spanish LAB to test their proficiency in the Native Language. The ESL teacher then sends the following documentation to the parent informing him or her of the child's placement:

+ --Parent Notification Letter

--Survey and Selection Form with a return date indicated

--Parent Brochure about the available Bilingual/ESL Programs within New York City's Department of Education

--Schedule of Orientation meeting date for parents of newly registered students to view the Chancellor's Video about the Bilingual and ESL programs offered in New York City. The presentation is done by the ESL teacher and at least one other member of staff.

During the Orientation meeting, Spanish and French speaking parents, whose first choice is a bilingual program, are referred to the nearest school with a bilingual program. Currently, Spanish bilingual programs are at P.S. 185 @ 20 West 112 Street for Grades K-2, and P.S. 165 @ 234 West 109 Street for Grades 3-5. A French dual language program for the early grades is housed at P.S. 125 located at 425 West 123 Street.

Parent Survey and Selection Forms reveal a trend towards a Free-standing ESL model. However, if at any period we should have 15 students in two contiguous grades speaking the same native language, we will seek additional funds to create a self-contained Transitional Bilingual Education class as is required by law. The Language Allocation Policy (LAP) Committee will review new Parent Survey and Selection Forms on a quarterly basis in the future.

A yearly review of the NYSESLAT/LAB-R results reveals that, on average, the Reading and Writing modalities tend to lag behind the Listening and Speaking modalities by at least one proficiency level. This trend is consistent across the grades and throughout New York City.

Other data for the thirty-two English Language Learners in P.S./I.S. 76's free-standing ESL program in 2009-2010 are as follows:

--14 students were classified as Beginner; 6 of whom were given the LAB-R in 2009-2010. One long-standing Beginner, in a Special Education 12:1:1 class had an Independent Education Plan (IEP) recommending a Spanish Bilingual Special Education setting. Since this placement could not be accommodated at P.S./I.S. 76, the student had access to a bilingual educational assistant assigned to his class, and received ESL services daily.

--14 students were classified as Intermediate;

--4 students were classified as Advanced;

--8 students reached Proficiency level, testing out of the ESL program on the Spring 2010 NYSESLAT.

Data for the 33 English Language Learners in the ESL program this 2009-2010 academic year are as follows:

--there are 6 Beginners, 14 Intermediate and 8 Advanced level ELLs (based on both the LAB-R and the NYSESLAT);

--31 have been receiving ESL services for three years or less. One is in a self-contained Special Education class, while another is in an inclusion class. We have one student officially classified as SIFE, and two more whose skills and capabilities suggest that they could be classified as such; and finally,

--3 ELLs have been receiving ESL services for 4-6 years; and three have an IEP and is in an Inclusion class.

We continue to maintain that overall, ELL results are consistent with the Second Language Acquisition theory that Basic Interpersonal Communicative Skills (BICS) progress at a faster rate than Cognitive Academic Language Proficiency (CALP). Furthermore, they tend to support the argument put forward by second language acquisition theorists that ELLs need 5-7 years, and in some instances, 7-10 years, to be academically on a par with their English-speaking peers.

However, we do understand that there is an obvious need to speed up the progress of our ELLs, since they are required to take all tests in the content areas within the first year of their enrollment in an English language school system and the English Language Arts (ELA) exam during the second year. Consequently, we continue to make instructional decisions meant to address the reading and writing components more systematically in the early stages of their English Language Learning. A stronger literacy foundation incorporating a greater use of scaffolding techniques is necessary from the onset across the grades, especially for ELLs. Remedial reading programs such as SpellRead -- a syllabic-based program-- is used to provide additional support.

In 2009-10, eleven ELLs at all proficiency levels in the third and fourth grades were tested on the English Language Arts (ELA) Exam. Four scored at Level 1; five scored at Level 2; one scored at Level 3; and one scored at Level 4. Of the eleven tested, one exceeded the standards, one met the standards, five showed a partial achievement of the standards, and four did not meet the standards. [It must be noted that one of the ELLs who did not meet the standards is a special needs student with an IEP, and is in an inclusion class.]

Thirteen ELLs at all proficiency levels in the third and fourth grades were tested in Math in 2009-10. Three scored at Level 1; two scored at Level 2; seven scored at Level 3; and one scored at Level 4. Of the thirteen tested, one exceeded the standards; seven met the standards; two showed a partial achievement of the standards, and a partial understanding of key mathematical concepts; and three did not meet the standards. [It must be noted, however, that two of the students had been enrolled in an English-speaking school system for less than a year.] These results indicate that although there was a definite improvement over the previous year, there still remains a need for more rigorous instruction, and the kind of scaffolding necessary to make abstract math concepts more concrete for those ELLs who did not meet the standards.

Seven students at all levels were tested in Science in 2009-10. Two scored at Level 1; two scored at level 2; two scored at level 3; and one scored at level 4. Of the 7 tested, one exceeded the standards; two met the standards; two showed a partial achievement of the standards; and two did not meet the standards. While there has been some improvement since the last LAP report, there is still a need for the kind of scaffolding necessary to make abstract science concepts more concrete for ELLs.

P.S./I.S. 76 has a free-standing ESL Program with a Push-In/Pull-Out Model, so allocating languages between content area subjects would not pertain to us. Furthermore, we cannot examine results of tests taken in the student's Native Language (NL). However, we do administer the Spanish LAB test to Spanish-speaking students new to the school system upon their enrollment, and our findings are that students will score at higher levels if they have previously had an uninterrupted formal education. ELLs in the early stages of English language development are not discouraged from using their native languages. Classroom teachers who are proficient in the student's Native Language can use the language for clarification purposes, and other native language speakers who have been in

an English speaking system for a longer period can also provide clarification to newcomers. In the ESL classroom, visuals (e.g. posters, pictures, graphic organizers), audio (e.g. tape/CD recorders), and interactive audio-visuals (e.g. computers, CD-Roms) are regularly used. In addition, word walls with pictures for support are used to provide meaning.

The Language Allocation Policy (LAP) Committee established in 2004-05 is currently comprised of Charles DeBerry, principal, Marie Vallon, assistant principal, Neema Sutton-Coker, assistant principal and literacy coach, Yukio Otomo, Math Coach, Henrietta Blyden, ESL teacher/coordinator, Heather Anderson, IEP teacher, and Cecilia McCoy, Parent Coordinator. The ESL teacher is New York State certified, and her license and certification are on file in the principal's office. Various members of the LAP team meet informally, as schedules permit, when there are issues to be discussed relating to our ELL population. In October 2005, the LAP team recommended the acquisition of books and other literature in as many of the English Language Learners' languages as possible. French and Spanish books were purchased as well as Spanish books-on-tape. These books are housed in the school library, and are easily accessible to our newly incoming French and Spanish speaking students. Some classrooms have also been provided with Spanish books and books-on-tape. In 2007-2008, various members of the committee recommended purchasing *Sunburst Key Skills Learning System* for use on classroom computers to help new ELLs.

The district has several other languages represented, for example, Arabic, Haitian Creole, Wolof, Yoruba, Bambara, Malinke, French and Fulani. However, P.S./I.S. 76 provides only the new Spanish students with the option of having the content area tests in their native language for reference. Spanish Math textbooks and workbooks are provided to ELLs in the upper grades, whenever it is deemed necessary. Correspondence provided by the Department of Education (DOE), for example, Parent Survey and Selection Forms, is routinely distributed to our Spanish and French-speaking parents. We, also, disseminate DOE correspondence in Arabic, Chinese, Haitian Creole and Russian, as the need arises. We offer two yearly workshops specifically for parents of ELLs, and encourage them to attend the city-wide parent conferences sometimes with the ESL teacher or Parent Coordinator in attendance.

The School Leadership Team and the ESL teacher use the ELL Interim Assessments given twice a year to third, fourth and fifth graders to determine their specific needs and to inform instruction (i.e. differentiated). Data for the Spring 2010 ELL Interim Assessments administered to fourteen, 3rd and 4th graders show that four students (28.6%) scored in the top range of 76-100%. This was five or more percentage points above the city average of 72.2%. Seven students (50%) scored in the median range of 51-75%, while three students (21.4%) scored in the bottom range of 26-50%. Four of the fourteen students scoring below the city average had been enrolled in an English-speaking school system for one year or less.

The Early Childhood Literacy Assessment System (ECLAS) is administered to assess ELLs in the early grades. Data for the 2009-2010 year show that of the seven ELLs in First grade administered the ECLAS, 3 met the benchmark, while 1 surpassed it. The other 3 students (including one with an I.E.P.) did not meet the benchmark although they all showed some progress. None of the five ELLs in second grade met the benchmark, although four of them showed some progress. What seems evident to us is that the length of time in an English speaking school system coupled with more intensive vocabulary and grammar instruction is of the utmost importance.

Long-term ELLs and those in the intermediate grades who have not mastered phonics instruction in the earlier grades are given phonics intervention. P.S./I.S. 76's curriculum for instruction is *RIGBY's On Our Way to English Program*, and *RIGBY's Phonics Intervention Kit* offers phonics instruction that reflects the complete primary grades' phonics scope and sequence. The Phonics Intervention Kit integrates both print and multi-media instruction and practice during each lesson. In addition, *The Rosetta Stone* interactive language development software program and *Sunburst Key Skills Learning System* enable students to work independently at the computer. This is an important feature of differentiated instruction for the new ELLs especially.

SIFE would normally receive small group assistance in their regular classrooms from teacher assistants or the Harlem Children's Zone (HCZ) peacemakers. ELLs identified as having special needs or considered to be at risk are referred to the Intervention Committee and the Pupil Personnel Committee for academic intervention and supplemental services, such as SETTTS and/or counseling. Transitional support is available for ELLs who have scored at the proficient level on the NYSESLAT if it is deemed necessary. ELLs who have reached NYSESLAT proficiency are allowed time and a half on all the statewide and citywide tests for two additional years. In addition, the school has an open-door policy towards its graduating seniors, several of whom return for advice and homework help from the after-school teaching staff, and even feel free to use the computers located in our library.

The school's instructional model uses the core curriculum that focuses on balanced literacy and Everyday mathematics. It is in alignment with the NYC and NYS English Language Arts, English as a Second Language, as well as the National Council of Teachers of Mathematics Standards. The curriculum includes Foundations (K-1), Month-by-Month Phonics, Voyager/Passport, Everyday Mathematics, Accelerated Literacy Learning for reading and writing and SMART Science. The Balanced Literacy curriculum includes: the Reading and Writing Workshop, Shared reading, Guided reading, Independent reading, Teacher/student conferencing, Read-alouds with accountable talk, Interactive writing, Genre studies and test preparation (grades 3-7). The literacy block for grades K-7 is approximately 100 minutes. The balanced literacy program is further supported by Accelerated Reading (computer-based program), leveled libraries, a guided reading room, small group instruction, academic support services, the literacy coach and A.U.S.S.I.E consultant. Special Academic Programs are Balanced Literacy Extended Day Program, Saturday Literacy Institute Academic Enrichment Program in conjunction with: Teachers and Writers Collaborative, Library Power, SMART Science, and Sports and Arts.

P.S./I.S. 76's ESL Program uses RIGBY's *On Our Way to English* Program for instruction on all the grades. *On Our Way to English* is a comprehensive program for ELLs that focuses on language, literacy and content (social studies, science and math). It uses standards-based content area themes to teach language and literacy. The program provides three key strands - thematic units, phonics/word study and guided reading/ comprehension. Some of the features include: differentiated instruction to match the needs of ELLs at all stages of language acquisition and all levels of English literacy development; interactive, multi-sensory activities to engage students' diverse learning styles; academic language builders (graphic organizers) to stimulate academic language and content knowledge; chant posters and concept posters; and shared writing cards. In 2007-08, the ESL program introduced Attanasio & Associates *Language Proficiency Intervention Kits* which use science as a vehicle to increase language proficiency in grades K-8. The Attanasio & Associates *Language Proficiency Intervention Kits* are aligned with the ELA Standards, the ESL Standards and the National Science Standards. This is supplemented by *The Oxford Picture Dictionary in the Content Area* with workbooks (grades 3-5) and Attanasio and Associates, *Getting Ready for the NYSESLAT* (all grades). Texts are aligned with the English Language Arts (ELA) and ESL Standards.

Three times a week for eight months of the year, the ESL teacher and another certified teacher work with targeted students in the Title III After-School program, focusing on reading and writing. A classroom teacher with a strong mathematics background also works with 3rd, 4th and 5th grade ELLs in the After-School program. In 2007-08, a new remedial reading program, *Spell-Read*, was initiated to target between ten and fifteen struggling ELLs in grades two to five. This year 2009-2010, a third group is to be added to the SpellRead program.

ESL professional development workshops provided to classroom teachers cover the following topics: Stages of Second Language Development; Scaffolding in the ESL Classroom; Teaching Reading and Writing to English Language Learners; Making Content Comprehensible; Computer Software programs and websites for ELLs, and How the NYSESLAT Can Drive Instruction. This is in addition to the monthly Literacy and Mathematics Lab sites provided to teachers on a regular basis to address the needs of all students, including ELLs and struggling students. Grade level collaborative groups also meet to discuss ideas, professional resources, and to review books used in the classroom.

The ESL teacher attends professional development workshops organized by the Language Learning Division, the Learning Network and the Community Learning Support Organization. The ESL teacher also participates in other literacy and math workshops within the school community with classroom teachers and other support staff.

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

Part B: CR Part 154 (A-6) Bilingual/ESL Program Descriptions

Type of Program: ___ Bilingual ESL ___ both **Number of LEP (ELL) Students served in 2009-10:** Approx. 50

I. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):

P.S./I.S. 76 has a free-standing ESL Program with a Push-In/Pull-Out Model. P.S. 76's ESL teacher services the ELL students with the maximum number of minutes. Beginner and Intermediate level ELLs usually receive 360 minutes, while Advanced level ELLs receive 180 minutes per week. Owing to the large ELL population, Pull-Out is generally given priority over Push-In.

The school's instructional model uses the core curriculum which focuses on balanced literacy and Everyday mathematics. It is in alignment with the NYC and NYS English Language Arts, English as a Second Language, as well as the National Council of Teachers of Mathematics Standards. The curriculum includes Month-by-Month Phonics, Voyager/Passport, Everyday Mathematics, Accelerated Literacy Learning for reading and writing and SMART Science. The Accelerated Literacy Learning components include: the reading and writing workshop, shared reading, guided reading, independent reading, teacher/student conferencing, read - alouds with accountable talk, interactive writing, genre studies and test preparation (3-7). The literacy block for grades K-7 is approximately 2-1/2 hours, while the mathematics block is 1-1/2 hours. The balanced literacy program is further

supported by Accelerated Reading (computer-based program), leveled libraries, a guided reading room, small group instruction, academic support services and the literacy coaches. Special Academic Programs are Balanced Literacy Extended Day Program, Saturday Literacy Institute Academic Enrichment Program in conjunction with: Teachers and Writers Collaborative, Library Power, SMART Science, and Sports and Arts.

The Pull-Out component of P.S. 76's ESL program uses RIGBY's *On Our Way to English* Program for instruction on all the grades. *On Our Way to English* is a comprehensive program for ELLs that focuses on language, literacy and content (social studies, science and math). It uses standards-based content area themes to teach language and literacy. The program provides three key strands – thematic units, phonics/word study and guided reading/ comprehension. Some of the features include: differentiated instruction to match the needs of ELLs at all stages of language acquisition and all levels of English literacy development; interactive, multi-sensory activities to engage students' diverse learning styles; academic language builders (graphic organizers) to stimulate academic language and content knowledge; chant posters and concept posters; and shared writing cards. The RIGBY Program is supported by Attanasio & Associates' *Language Proficiency and Intervention Kits* which use Science as a vehicle to increase language proficiency for grades K-9, as well as Attanasio & Associates' *Getting Ready for the NYSESLAT and Beyond*. Both are aligned with the New York State Standards. In the ESL classroom, visuals are regularly used, and word walls use pictures for support in providing meaning.

The Language Allocation Policy (LAP) Committee is comprised of the principal, parent coordinator, a parent, literacy coach, math coach, ESL teacher, SETTS/IEP teacher, guidance counselor, and librarian. Various members of our LAP team meet intermittently as schedules permit during the school day. In October 2005, the LAP team recommended the acquisition of books and other literature in as many of the English Language Learners' languages as possible. The school has since purchased books in Spanish and French, as well as Spanish books-on-tape for our ELLs. These books are housed in the school library and are easily accessible to our new French and Spanish speaking students. In addition, some classrooms have been provided with Spanish books and books-on-tape. While the Region has several languages such as French, Chinese, Russian, Haitian Creole and Spanish, this building is providing only the Spanish students with the option of looking at both the Spanish and English version of the content area tests. We also provide Math textbooks and workbooks in Spanish to newly arrived students in the upper grades, where possible.

II. Parent/Community involvement:

--Parent orientations are conducted for parents of newly enrolled ELLs to provide them with information about programs offered in New York City. Opportunities are made available to parents to ask questions regarding ELL services.

--A parent meeting is conducted each Fall and Spring to orient ELL parents regarding program requirements, instructional standards, assessments and school expectations.

--ELL parents are invited to meet with teachers to discuss their child's performance a minimum of two times each year.

--A translator is provided at the aforementioned meetings.

--Parents are informed about citywide conferences on bilingual education and second language learning through the distribution of flyers and brochures. The ESL teacher is often in attendance at these conferences.

III. Project Jump Start (Programs and activities to assist newly enrolled LEP students):

N/A

IV. Staff Development (2010-2011 activities):

Professional development workshops are provided to classroom teachers during the school year. Some ESL topics covered are: Stages of Second Language Development; Scaffolding in the ESL Classroom; Teaching Reading and Writing to English Language Learners; How Does NYSESLAT drive instruction?; Making Content Comprehensible; and ESL Standards. This supports the Literacy and Mathematics Lab sites provided to teachers on a regular basis. Grade level collaborative groups also meet to discuss ideas, professional resources, and to review books used in the classroom.

The ESL teacher attends the professional development workshops and meetings organized by the Office of English Language Learners. She will participate in the literacy and math lab sites and other workshops with the classroom teachers, where feasible.

Form TIII – A (1)(a)

Grade Level(s) K-7 Number of Students to be Served: 40 LEP Non-LEP

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

P.S./I.S. 76 have a total of 445 students. Approximately 30 students are English Language Learners. Three times a week, the ESL teacher will work with approximately 15 targeted students in the after school program. Long-term ELLs and those in the intermediate grades who have not mastered previous grades' phonics instruction will be given phonics intervention. During the day, P.S./I.S. 76's curriculum for instruction is RIGBY's *On Our Way to English Program*, and RIGBY's *Phonics Intervention Kit* offers phonics instruction that reflects the complete primary grades' phonics scope and sequence. In addition, the Rosetta Stone interactive language development software program will enable students to work independently at the computer.

Title III will be used to supplement this day program with Kaplan's SpellRead Program to provide help in remedial reading. Additionally, a content area certified classroom teacher with a strong Math foundation, will work with a small group of targeted students to improve the English Language Learners' math skills for 2 days a week. These students are on the third, fourth and fifth grade levels. Workbooks to be used by Math teacher will be New York State Mathematics by Continental Press.

Parents will be invited to visit the After-School Program two times during the school year (Dates to be announced). They will be provided with refreshments and will be able to sit and participate in the After-School Program, and gain insight into their child's development.

Professional Development Program – Professional development workshops will be provided to classroom teachers throughout the school year. Some topics covered are: Stages of Second Language Development; Scaffolding in the ESL Classroom; Teaching Reading and Writing to English Language Learners; How Does NYSESLAT drive instruction?; Making Content Comprehensible; and ESL Standards. This is in addition to the Literacy and Mathematics Lab sites provided to teachers on a regular basis. Grade level collaborative groups also meet to discuss ideas, professional resources, and to review books used in the classroom.

Math test preparation workbooks will be purchased from Continental Press. *Teachers Edition Grade Levels 3-7 and NYSESLAT Prep Materials for Students in the After School Program will also be purchased*

Form TIII – A (1)(b)

School: 310300010076 **BEDS Code:** _____

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:

educational software. - Must be clearly listed.		<i>\$740 NYSESLAT – 15 students (3 packs), 3 Grade levels</i>
Travel		
Other		
TOTAL	\$15.000	

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

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.
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.

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.
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.
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>.

Part C: Action Plan – Language Translation and Interpretation

Directions: On the action plan template provided below, indicate the key actions to be implemented for the 2006-07 school year to support improvement in priority areas as described in the school’s response to Questions 1, 2, and 3 in Part B of this appendix. For each action step, indicate the implementation timeline, person(s) responsible, resources needed, and indicators of progress and/or accomplishment. When completed, the action plan can be used as a tool to support effective implementation.

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.	
ACTION STEP – WHAT needs to be done to accomplish goal? ➤ Refer to specific actions, strategies, and activities described in Part B.	All documents that are sent home to parents from the Parent Teacher Association and staff will be translated in accordance with the Home Language Surveys.
WHEN? ➤ Implementation Timeline: Start/End Dates, Frequency, and Duration	Implementation will begin in Fall 2009(September) and end June 2010. The frequency of communication will be as often as needed throughout the school year.

<p>BY WHOM?</p> <ul style="list-style-type: none"> ➤ Person(s) or Positions(s) Responsible, including supervisory point person and translation and interpretation service providers (* denotes Lead person) 	<p>Staff members who will provide language translation and interpretation services are included but not limited to: secretary, guidance counselor, social worker, librarian and the Community Based Organization director. The supervisory lead person of these services will be the secretary.</p>
<p>SUPPORT</p> <ul style="list-style-type: none"> ➤ Resources/Cost/Funding Source (including fiscal and human resources) 	<p>There will be no additional funds needed to support these services as school staff will support our efforts.</p>
<p>INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working?</p> <ul style="list-style-type: none"> ➤ Interval of Periodic Review ➤ Instrument(s) of Measure; Projected Gains (include types of documents that will be collected as artifacts) 	<p>The school will conduct parent surveys to determine what modifications need to be made on a yearly basis (approx. 2x per year).</p>

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

Title I	Title I ARRA	Total
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1. Enter the anticipated Title I Allocation for 2009-10:	\$319,331.00	\$30,648.00	\$349,979.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,193.00		\$3,193.00
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$306.00	\$306.00
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$16,011.00		\$16,011.00
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$1,532.00	\$1,532.00
6. Enter the anticipated 10% set-aside for Professional Development:	\$31,933.00		\$31,933.00
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$3,193.00	\$3,193.00

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
9. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2009-10 Title I Parent Involvement Guidelines available on the NYCDOE website.

Asa Philip Randolph School

PS/IS 76

220 West 121st Street, New York, NY 10027
Phone: (212) 678 - 2865 Fax: (212) 678 - 2867

Charles DeBerry
Principal

Marie Vallon
Assistant Principal

Neema Sutton-Coker
Assistant Principal

Ceceila McCoy
Parent Coordinator

SCHOOL-PARENT INVOLVEMENT POLICY

Asa Philip Randolph School – PS/IS 76
PARENTAL INVOLVEMENT POLICY

Asa Philip Randolph School – PS/IS 76 will implement the following statutory requirements:

Asa Philip Randolph School – PS/IS 76 will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with ***Section 1118 - Parental Involvement*** of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

Asa Philip Randolph School – PS/IS 76 will ensure that the required school level parental involvement policy meets the requirements of **Section 1118** in the ESEA and include as a component a school-parent compact consistent with **Section 1118**.

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 (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under **Section 111 - State Plans** 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.

Asa Philip Randolph School – PS/IS 76 will conduct a parent survey to involve the parents of children served in Title I, Part A program(s) to insure that workshops that will assist them in their child’s educational process. PS/IS 76 will also hold PTA meetings to discuss Title I parent involvement funding and to include parents in decisions about how the Title I, Part A funds reserved for parental involvement is spent.

Asa Philip Randolph School – PS/IS 76 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—

- parents play an integral role in assisting their child’s learning;
- parents are encouraged to be actively involved in their child’s education
- 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;
- carrying out of other activities, such as those described in **Section 1118**
- Parental Involvement of the ESEA.

Asa Philip Randolph School – PS/IS 76 will implement the following required Parental Involvement Policy components of the District Parental Involvement Plan:

Involve parents in the joint development of its school parent involvement plan under the Chancellor’s Regulation A-660: planning with the PTA, School

Leadership Team (SLT) and Parent Coordinator

- Elect a PTA Co-President who will be responsible for attending Community Education Council (CEC) meetings and reporting parent information at monthly PTA meetings.
- Encouraging a parent member to sit on the District 3 Leadership Team
- Involve parents in the process of school review and pass
- Encouraging a parent from PS 76 to sit on the Parent Involvement Policy Committee for District 3

Asa Philip Randolph School – PS/IS 76 will include parent members on:

- The school's PASS review
- Community Education Council school tours
- School Leadership Team (SLT) in the development of the school's
- Comprehensive Educational Plan (CEP)
- The Planning of Parent Activities for the 2009 – 2010 school years

Asa Philip Randolph School – PS/IS 76 will coordinate and integrate parental involvement strategies in:

Universal Pre-K at PS/IS 76

Asa Philip Randolph School – PS/IS 76 will:

Developing a parent evaluation form that will evaluate all Title I programs in the school:

Have the school's Parents and Teachers Association (PTA) be responsible for conducting this evaluation.

Each parent will attend an annual Title I meeting and will be instrumental in the development and planning of that annual meeting.

Asa Philip Randolph School – PS/IS 76 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

1. 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 --
 - a) the State's academic content standards
 - b) the State's student academic achievement standards
 - c) the State and local academic assessments including alternate assessments
 - d) the requirements of Title I, Part A
 - e) how to monitor their child's progress
 - f) how to work with educators
 - g) how to access your child's information through ARIS Parent Link

2. The school will provide materials and training to help parents work with their children to improve their children's academic achievement
 - a) Family Literacy Workshops
 - b) The Grow Report Workshops
 - c) Parent Rights Workshops
 - Disciplinary Conduct Code
 - Parents' Rights

 - d) Parent Involvement Workshops
 - Nutrition
 - Science
 - Health
 - Technology
 - Music
 - Art
 - Physical Education
 - Arts & Crafts
 - Behavior

 - e) Everyday Mathematics Workshops

4. The school will, develop with parents strategies to improve communication and work with parents as equal partners, in implementing and coordinating parent programs to build ties between parents and schools.

3. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as teachers Program and public preschool and other programs, and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:
 - a) Advertising and encouraging parents to attend District Town Hall meetings.
 - b) Encouraging parents to attend the annual United Parents Association conference.
 - c) Encouraging parents to attend the annual United Federation of Teacher's conference.
 - d) Send a parent representative to the Citywide Title One Parent Advisory Council.
 - e) Notices, Letters and Flyers
 - f) Monthly Calendars with events listed
 - g) Parent Coordinator

4. 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 Title I 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:
 - a) **District In Need of Improvement 1 (DINI) Parent Notification Meeting**
 - b) Distribution of a Title I Parent Survey
 - c) Letters and Flyers
 - d) Monthly Calendars
 - e) Parent Coordinator will work with PTA and other school staff to ensure parent contact information is accurate and updated on a regular basis.

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

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm> as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2009-10 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

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

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Asa Philip Randolph School

PS/IS 76

**220 West 121st Street, New York, NY 10027
Phone: (212) 678 - 2865 Fax: (212) 678 - 2867**

**Charles DeBerry
Principal**

**Marie Vallon
Assistant Principal**

**Neema Sutton-Coker
Assistant Principal**

**Ceceila McCoy
Parent Coordinator**

SCHOOL-PARENT COMPACT

**PS/IS 76 Asa Philip Randolph School
SCHOOL-PARENT COMPACT**

PS/IS 76, Asa Philip Randolph School 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 2009-2010.

School Responsibilities:

PS/IS 76 - Asa Philip Randolph School will:

- 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.
- 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.
- invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- offer at least five parent workshops in the following areas:
 - Everyday Mathematics Workshops
 - Family Science Workshops
 - Test-Taking Strategies
 - Parent Housing Workshop
 - New Curriculum
 - Family Book Club
- provide parents with timely information about school programs and policies:
 - District in Need of Improvement (DINI) parent notification meeting
 - Special Education parent workshop
 - Academic Intervention Services
 - Pupil Intervention Services
- encourage and actively involve parents in planning, reviewing and improving:
 - Title I programs
 - School Parent Compact
 - School Parent Involvement Policy

- School Comprehensive Educational Plan

- provide students with curriculum and instructions that is clearly organized and reflect the specific New York State Standards
- Provide instruction focused on the learners (students) that monitor each learner's performance via notebook, journals and working portfolios.
- Provide a safe and clean environment that is supported by each educator and staff member
- Provide parents opportunities to volunteer and participate in the classroom and to observe classroom activities as follows:

The Parent Coordinator will work with parents to get them to volunteer and participate in the classrooms and in other areas of the building as well through the following:

- Volunteering
 - Parent – Teacher Association (PTA)
 - School Leadership Team (SLT)
 - Learning Leaders
 - School programs, advisory and decision making committees
 - Schedule observation of classroom activities
- Ask parents and/or staff volunteers to act as translators during school parent meetings
 - Provide ongoing communication with parents that encourages and supports parent participation in issues related to their child's education (e.g. parent newsletters, bulletins, family letters, workshop flyers, curriculum meetings, parent centered bulletin boards)
 - Provide ongoing learning opportunities for parents and families (e.g. parent curriculum meetings, family literacy and math institutes, ESL workshops)
 - Provide performance profiles and individual student assessment results for each child as well as other pertinent individual and school region education information
 - Recruit, support and involve parents in school wide planning and decision making process (e.g. School Leadership Team, Title One Committee)
 - Provide a nurturing environment and promote high quality curriculum, instruction and an earning environment that will enable the participating students at PS/IS 76 to meet the State's student academic achievements

- Create a school climate in which parents and staff can communicate easily through:
 - Parent-teacher conferences that will be held two times during the school year (November and April)
 - An open house that will be held annually
 - Curriculum meetings
 - Monthly parent information packets

 - Monthly school calendars
 - Frequent progress reports to parents on their children's progress (October, February and May)
 - Reasonable access to staff
 - Learning Leader training for parent volunteers
 - Parent participation in school programs, SLT, advisory and decision making committees
 - Scheduled observation of classroom activities

- 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

- 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.

- Provide at the parents' request, 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 refer to the school's Parent Coordinator and respond to any such suggestions as soon as practicably possible.

- Provide to each parent an individual student report about the performance of their child on the State assessment in at least English Language Arts (ELA) and Mathematics; and

- 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.

Parents Responsibilities

We, as parents of PS/IS 76 – Asa Philip Randolph School will support our children's

learning in the following ways:

- Support my child's learning by making education a priority in our home
- Making sure my child is on time and prepared everyday for school
- Be aware of and monitor his/her child's daily school attendance and punctuality.
- Share the responsibility for his/her child's improved academic performance.
- Make literacy development a family focus
- Make math development a family focus
- Make science development a family focus
- Taking my child(ren) to museum, libraries and on field trips

- Regularly review his/her schoolwork at home (e.g. review notebooks, homework and special projects).
- Music appreciation and development a part of family development
- Art and Visual development and appreciation a part of family development
- Make a literacy, math, science, art and technology connection
- Talk with my child about his/her school activities everyday
- Provide an environment conducive for study
- Schedule homework time
- Make sure homework is received and completed
- Monitor the amount of television my child watch

- Communicate positive values and character traits such as respect, hard work and responsibility
- Express high expectations and offer praise and encouragement for achievement
- Volunteering in my child's school
- Supporting the school's disciplinary policy
- Being aware of and following the rules and regulations of the school and district
- Reading together with my child every day
- Provide my child with a library care
- Respect the cultural differences of others
- Help my child to accept consequences for negative behavior
- Staying informed about my child's education and communicate with the school by promptly reading notices from the school or school district either received by my child or by mail and responding as appropriate
- Participating, as appropriate, in decisions relating to my child's education
- Actively participate in curriculum and informational parent meetings as well as parent-teacher conferences at the school.
- Become involved in developing, implementing, evaluating and revising the school parent involvement policy.
- Participate in or request technical assistance training that the local education authority or school offers on child rearing practices as well as teaching and learning strategies.
- Complete surveys and provide feedback so that Title One Parent Involvement activities meet the needs, concerns and interest of parents.
- Become familiar with and support the school dress code, discipline code and safety plan procedures.
- Communicate the type of assistance and workshops needed and desired by the parent community to assist them in supporting his/her child's educational progress.

- Participate, when possible, on advisory or decision making committees within the school and/or school region.

Student Responsibilities

We, as students of PS/IS 76 – Asa Philip Randolph, will share the responsibility to improve our academic achievement and achieve the state’s high standards. Specifically we will:

- Come to school ready to do our best and be the best
- Come to school with all the necessary tools of learning- pens, pencils, books, etc.
- Listen and follow directions
- Participate in class discussions and activities
- Be honest and respect the rights of others
- Follow the school's/class' rules of conduct
- Follow the school's dress code
- Ask for help when we don't understand
- Do our homework every day and ask for help when we need to
- Study for tests and assignments
- Read at least 30 minutes every day outside of school time
- Read at home with our parents
- Get adequate rest every night
- Use the library to get information and to find books that we enjoy reading
- Give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day

- Arrive at school on time
- Participate in extended day

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

Refer to page 9

2. **Schoolwide reform strategies that:**

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

Refer to pages 9-11

3. **Instruction by highly qualified staff.**

Common planning periods are provided for all grade level teachers on a daily basis in order to implement instructional best practices and to plan differentiated lessons.

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 School wide Program to meet the State’s student academic standards.

Teachers and paraprofessionals will participate in the School wide Enrichment program.

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

Public School 76 will participate in citywide recruitment fairs and maintain a relationship with local and regional universities.

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

Refer to page 29

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.

PS/IS 76 will provide extended day activities for Pre-Kindergarten students and collaborate with our CBO (Harlem Children’s Zone) to assist students with the transition from Pre-Kindergarten to Kindergarten/Grade One.

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

Teachers will be a part of the Academic Intervention Team which meets to discuss data and develop strategies to meet students’ needs.

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.

Refer to page 9

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.

Refer to pages 59 (Strategic Collaboration and Partnership Section)

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

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

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

NCLB/SED Status:

SURR¹ Phase/Group (If applicable):

Part A: For All Schools Identified for Improvement

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

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.

Part B: For Title I Schools Identified for Improvement

School Under Registration Review (SURR)

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.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS 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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher's role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

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

– **English Language Learners**

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

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

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

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

Applicable Not Applicable

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

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

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

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

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

- Applicable Not Applicable

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

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

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

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

Applicable Not Applicable

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

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

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

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

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

Applicable Not Applicable

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

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

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

Applicable Not Applicable

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

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

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

Applicable Not Applicable

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

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

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

Applicable Not Applicable

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

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

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

Applicable Not Applicable

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

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

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

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

Please respond to the following questions for Key Finding 7:

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

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

Applicable Not Applicable

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

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

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

This appendix will not be required for 2009-10.

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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.)
Currently twenty-four students in Temporary Housing are attending Public School 76
2. Please describe the services you are planning to provide to the STH population.
 1. A team of teachers provide Academic Intervention Services in small groups as Instructional support. AIS service is used to help students who are in need of additional practice in reading comprehension skills and appropriately applying mathematical skills.
 2. Saturday Enrichment program **Team Green** projects, teaches students about environmental issues and ways they can make a difference. **Young Authors** Club on Saturday provides grade four students with one-on-one support as they develop personal memoirs, poetry, short stories, and more.
 3. Vacamas Adventure camping Program foster individuality, improves self- esteem, Social Skills and behaviors.

Part B: FOR NON-TITLE I SCHOOLS

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 076 A. Philip Randolph					
District:	3	DBN:	03M076	School		310300010076

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	45	54	57		91.1	91.2	91.2
Kindergarten	35	60	53				
Grade 1	58	43	43	Student Stability - % of Enrollment:			
Grade 2	58	60	35	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	61	51	58		90.0	86.6	91.5
Grade 4	50	75	45				
Grade 5	44	47	62	Poverty Rate - % of Enrollment:			
Grade 6	0	49	58	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	43		82.2	78.7	82.7
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		7	37	50
Grade 12	0	0	0				
Ungraded	4	8	7	Recent Immigrants - Total Number:			
Total	355	447	461	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					2	4	3

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	30	31	24	Principal Suspensions	33	52	57
# in Collaborative Team Teaching (CTT) Classes	5	10	9	Superintendent Suspensions	16	19	28
Number all others	20	22	31				

These students are included in the enrollment information above.

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	26	36	TBD
# ELLs with IEPs	1	2	TBD

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

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	4	5	12

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	1	% fully licensed & permanently assigned to this school	100.0	100.0	96.9
				% more than 2 years teaching in this school	67.6	62.5	64.9
				% more than 5 years teaching anywhere	54.1	56.3	62.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	68.0	78.0	78.4
American Indian or Alaska Native	0.6	0.2	0.2	% core classes taught by "highly qualified" teachers	92.6	96.2	96.8
Black or African American	79.2	80.8	80.9				
Hispanic or Latino	18.3	17.7	16.7				
Asian or Native Hawaiian/Other Pacific	0.0	0.0	0.4				
White	1.4	0.4	1.3				
Male	52.7	51.5	48.8				
Female	47.3	48.5	51.2				

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:

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

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	3	3	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	27.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	3.9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	0	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	22.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.5						

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 03	School Number 76	School Name ASA Philip Randolph
Principal Charles DeBerry		Assistant Principal Marie Vallon and Neema Sutton	
Coach		Coach	
Teacher/Subject Area		Guidance Counselor Christopher Arlee	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator Cecilia McCoy	
Related Service Provider		Other	
Network Leader Yvonne Young		Other	

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	1	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	463	Total Number of ELLs	34	ELLs as Share of Total Student Population (%)	7.34%
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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.

Part II: EEL Identification Process:

1. At P.S./I.S. 76, there are several different steps followed for the initial identification of those students who may possibly be ELLs. These steps 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. If necessary, the licensed pedagogue, the ESL teacher, and the secretary help to fill out the HLIS in order to identify the child's language proficiency. After the informal interview, initial screening and HLIS administration, if the child is identified as an eligible candidate for ESL instructional services, the ESL teacher gives the child the Language Battery Assessment (LAB-R) test to identify the child as an English Language Learner or English Proficient. The student has to be tested with LAB-R within ten business days of the enrollment in the school. Hand scores are done after administering the LAB-R test which are kept confidential and are checked after the formal scores are shown in the system. Furthermore, if the student is a Language Learner and speaks Spanish, the Spanish LAB- R is given to the student by a person in the school: a pedagogue, Para or other qualified person who is proficient in this language.

Additionally, the New York State English as a Second Language Achievement Test (NYSESLAT) is administered each spring so as to measure LEP students' level of English proficiency annually, and therefore determine whether or not the student continues to be LEP. In conjunction with the NYSESLAT, students are given interassessment tests which prepare them for the NYSESLAT. Students are being prepared throughout the school year to take NYSESLAT.

Also, at the beginning of the school year, the NYSESLAT results of those ESL students who were tested the previous year are printed out from ATS and carefully reviewed by the ESL teacher. The ESL teacher analyzes the students' data and their proficiency levels in the four modalities of reading, writing, speaking and listening so that they are able to see each individual students' areas of strengths and weaknesses. These areas are considered so as to set out effective instructional goals for the coming school year. The students who achieved proficiency on the NYSESLAT receive an achievement diploma, and their parents are informed by the Non- Entitlement letter from the ESL teacher that their child has tested out. Those who have not tested out are put into the groups according to their age and English proficiency levels: Beginning, Intermediate, Advanced or Proficient.

2. When a student is admitted to P.S./I.S. 76, their parents are actively involved in the decision-making process. To ensure the proper communication between our school and ELL parents, the HLIS is distributed according to home languages. In addition, the parents receive the ELL Parent Brochure and Parent Survey and Program selection form via personal mail together with the invitation to the Parent Orientation meeting, all in their home languages.

Parents participate in the parent orientation, led by the ESL teacher, which describes the various programs for ELLs available in NYC. These are Transitional Bilingual, Dual Language or Freestanding ESL. Parents view the Chancellor's Video about the Bilingual and ESL programs offered in New York City, where program placement options are presented with clarity and objectivity. After they watch the video, the ESL teacher discusses the different programs and choices available with the parents. Parent brochures are given out in their native language to enrich the understanding of each available program. Children are placed as per parent choice. Parents are also provided with the information on the State Standards, assessments, school expectations and the general program requirements of our ESL program.

3. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days. The entitlement letters, in home languages, are handed in at the beginning of a school year, to the parents of those children who had been administered LAB-R and scored below the cut off scores Our school ensures that entitlement letters are distributed and the Parent Survey and Program Selection forms are returned. Copies of entitlement letters and other letters are kept on

file and kept confidential. If the parents are not present during the Orientation and the Parent choice forms are not returned, the ELL teacher meets them on a make-up day, follows up with a personal mailing, and phone calls if necessary. Parents of newly enrolled ELLs are invited to two additional informational meetings as required under Part 154; they meet with an ESL teacher during the School Open Night and Parent-Teacher Conferences. The submitted forms are closely reviewed by the ESL teacher in order to conform with the choice of the parents. Any requests or concerns are brought to the attention of school administrators. Whenever needed, ELL parents are provided with access to translation and interpretation services, as well as all documents in their native languages.

4. There are many criteria used and procedures followed to place identified ELL students in bilingual or ESL instructional programs. 4. Following the orientation in which parents view the Chacellor's video about the Bilingual and ESL programs offered in New York City, those parents whose first choice is a bilingual program are referred to the nearest school with a bilingual program. Currently, a Spanish bilingual program is located at P.S. 165 (234 West 109 Street) for Grades 3-5, and a French dual-language program for the early grades is housed at P.S. 125 (425 West 123 Street). This year, however, all the parents opted for the Freestanding ESL program.

Students are placed in the ESL group according to their proficiency level, the results from the LAB-R and the NYSESLAT results. The parents are informed about their children's placement and the letters are distributed to them in their native language. The communication or consultation activities with the parents are also in their native language.

5. Parent Survey and Selection Forms dating back to academic year 2003-2004 reveal a trend towards a Freestanding ESL model. However, if at any period we should have 15 students in two contiguous grades speaking the same native language, we will seek additional funds to create a self-contained Transitional Bilingual Education class as is required by law.

6. The program models offered at our school are aligned with parent request. To build alignment between parent choice and program offerings, we give them sufficient information about the program and explain the benefits of choosing a particular program for their child. Because of the small ELL population at P.S./I.S. 76, Freestanding ESL is the only program offered.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
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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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														0
Self-														0

Contained														
Push-In														0
Total	0													

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	34	Newcomers (ELLs receiving service 0-3 years)	30	Special Education	3
SIFE		ELLs receiving service 4-6 years	3	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"/> 31	<input type="text"/>	<input type="text"/> 3	<input type="text"/> 3	<input type="text"/>	<input type="text"/> 1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> 34
Total	<input type="text"/>31	<input type="text"/>0	<input type="text"/>3	<input type="text"/>3	<input type="text"/>0	<input type="text"/>1	<input type="text"/>0	<input type="text"/>0	<input type="text"/>0	<input type="text"/>34

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	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											
Chinese											
Russian											
Korean											
Haitian											
French											
Other											
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:	Other:
Native American:	White (Non-Hispanic/Latino):

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	1			2	3	1	1	1						9
Chinese														0
Russian														0
Bengali							1							1
Urdu														0
Arabic	1	1												2
Haitian														0
French		1				3	1							5
Korean														0
Punjabi														0
Polish														0
Albanian														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
Other	5	1	2	1		4	2	1						16
TOTAL	7	3	2	3	3	8	5	2	0	0	0	0	0	33

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.

Programming and Scheduling information:

1a. Our school implements a Freestanding push-in/pull-out English as a Second Language program. The language of instruction is English. The ESL program services children daily as a part of their language development and academic instruction. In this program, the ESL teacher either scaffolds content instruction in the push-in scenario, or provides ESL instruction in an out of class setting. Here, students are grouped by language fluency and within age parameters.

The program helps ELLs to achieve proficiency and reach the standards established for all students for grade promotion and graduation. The primary goal of this program is to assist students in achieving English Language proficiency within three years. Additionally, the goal is to amplify the literacy and academic skills of ELLs who participate in this program. We strive to incorporate recognized and researched based ESL instructional strategies across content subject areas and to give students the skills to perform at city and state grade level in all subject areas. The school directly provides or makes referrals to appropriate support services that may be needed by ELL students in order to achieve and maintain satisfactory level of academic performance.

1b. The ESL program provides services to ELLs in Kindergarten through Seventh Grade. Students are grouped according to the following grade clusters: K-1, 2-3, 4-5, and 6-7. ELLs meet for 54-minute periods according to the number of minutes required per week. The number of ELLs as well as their proficiency levels determine whether students will be grouped heterogeneously or homogeneously, and if the program model will be 'Push-In or Pull-Out.'

Additionally, all English Language Learners (ELLs) are instructed in English using Total Physical Response, Cooperative Learning and Cognitive Academic Language Learning Approach. In the ESL classroom, many different practices are utilized such as: Scaffolding, Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition. The teacher uses informal assessments

and running records.

2. Organization of our staff ensures that the mandated number of instructional minutes is provided according to the proficiency levels in our ESL classes. The schedule of our ESL students is provided to our principal who approves it. In compliance with CR Part 154 all our students depending on their proficiency level receive from 180 minutes to 360 minutes a week of ESL. All Beginner and Intermediate students receive 360 minutes of ESL instruction per week, and advanced students receive 180 minutes. Students are grouped by language fluency within age parameters. The program serves all students with limited English proficiency (ELL) until they achieve proficiency in the English language.

3. Students of limited English proficiency receive the same academic content as those students who are native English speakers. In order to maximize English language acquisition for ELLs, the ESL and classroom ESL teacher work closely to deliver literacy instruction as well as tailor additional content instruction to meet the needs of ELLs. To help students to progress in these programs, we utilize the following practices: Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition. We also utilize collaborative planning between ESL, ELA, Math teachers and other content areas teachers for each unit. Additionally, we continue to strongly encourage target language development across the grades and content areas, creating opportunities for active meaningful engagement. In all content areas the teachers are concerned with the language needs of ELLs and modify their instructional language and scaffold the instruction in order to ensure students understanding. Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. For example, content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning. Also math teachers devote extra class time to untangling difficult word problems. Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension. ESL teacher modifies and supplements the curriculum in accordance with ESL teaching methodologies.

4. The ELL population at P.S./I.S. 76 consists of many subgroups, and they all require differentiated instruction:

a) Plan for SIFE:

If there is a SIFE population in our school, there is a need to:

- Provide academic intervention services as an extension of the regular school program on both push in and pull out services.
- Make an individualized student needs assessment.
- Differentiate instruction in all areas.
- Provide grade appropriate instructional support materials.
- Communicate closely with the parents to monitor their children's progress.

Once SIFE students were identified, P.S./I.S.76 would monitor the progress of those students and their scores on the NYSESLAT, ELA and Math assessments. Support would be provided in all content areas and instruction differentiated for varying literacy needs. P.S./I.S.76 would make available all existing support structures such as ESL, Extended Day or Speech which could benefit the student.

During the 2009-2010 academic year, however, there were no SIFE students at P.S./I.S.76.

b) Plan for Newcomers:

When a new student is registered in our school, we provide the following resources to facilitate the transition:

- Buddy system identifying a similar student in his/her class that will assist during the day. Finding a student who speaks the same language as ELL who can help him/her in the classroom.
- An informal student orientation.
- Encourage student to participate in After School activities.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home school communication is an important factor for our newcomers.

The newcomers who have been in the US schools for less than three years are provided with a variety of strategies and materials are used to aid their instruction: scaffolding, picture dictionaries, photo cards, realia, manipulatives. Those students who arrive in 3rd grade or later are required to take ELA test after one year. In addition to the support received in ESL class, those students are required to participate in Extended Day program and Small Group Instruction. They are provided with the support that prepares them to participate in NYS assessments (e.g. ELA, Math, Science, Social Studies). Students work in small groups with their classroom teachers targeting specific areas of need. In addition, word to word dictionaries and glossaries are in place to support them during the tests as well as translated tests editions may be available.

c) Plan for ELLs receiving service 4 to 6 years:

At P.S./I.S. 76, there are three students who have been receiving ESL services for 4-6 years. Also, one of the three has an IEP and is in an inclusion class. Our plan for ELLs receiving service for 4 to 6 years is to provide them with the same support structures detailed above along with a heightened focus on phonics intervention. P.S./I.S. 76 curriculum for instruction is RIGBY's On Our Way to English Program, and RIGBY's phonics Intervention Kit offers phonics instruction that reflects the complete primary grades' phonics scope and sequence. In addition, The Rosetta Stone interactive language development software program and Sunburst Key Skills Learning System enable students to work independently at the computer.

d) Plan for Long Term ELLs:

P.S./I.S. 76 currently does not have any long term ELLs, but our plan for servicing them is as follows:

- To monitor their progress in all content areas and differentiate instruction for literacy needs.
- To encourage their participation in the school's programs which enrich their language and academic skills.
- To communicate closely with the parents and collaboratively monitor their children's progress.

e) Plan for Special Needs Students:

Our plan for ELLs identified as having special needs is to:

- Expect collaboration between the ESL teacher and IEP contact person, school psychologist and school intervention team.
- Monitor newcomer and SIFE students for possible special needs status.
- Ensure that teachers of students with an IEP are familiar with students' particular needs so that all services are provided accordingly to the IEP mandates.
- Provide said students with small group assistance in their regular classrooms from teachers and/or the Harlem Children Zone (HCZ) peacemakers.
- Support ex-coded students, who are served as per IEP and assist teachers with communication.

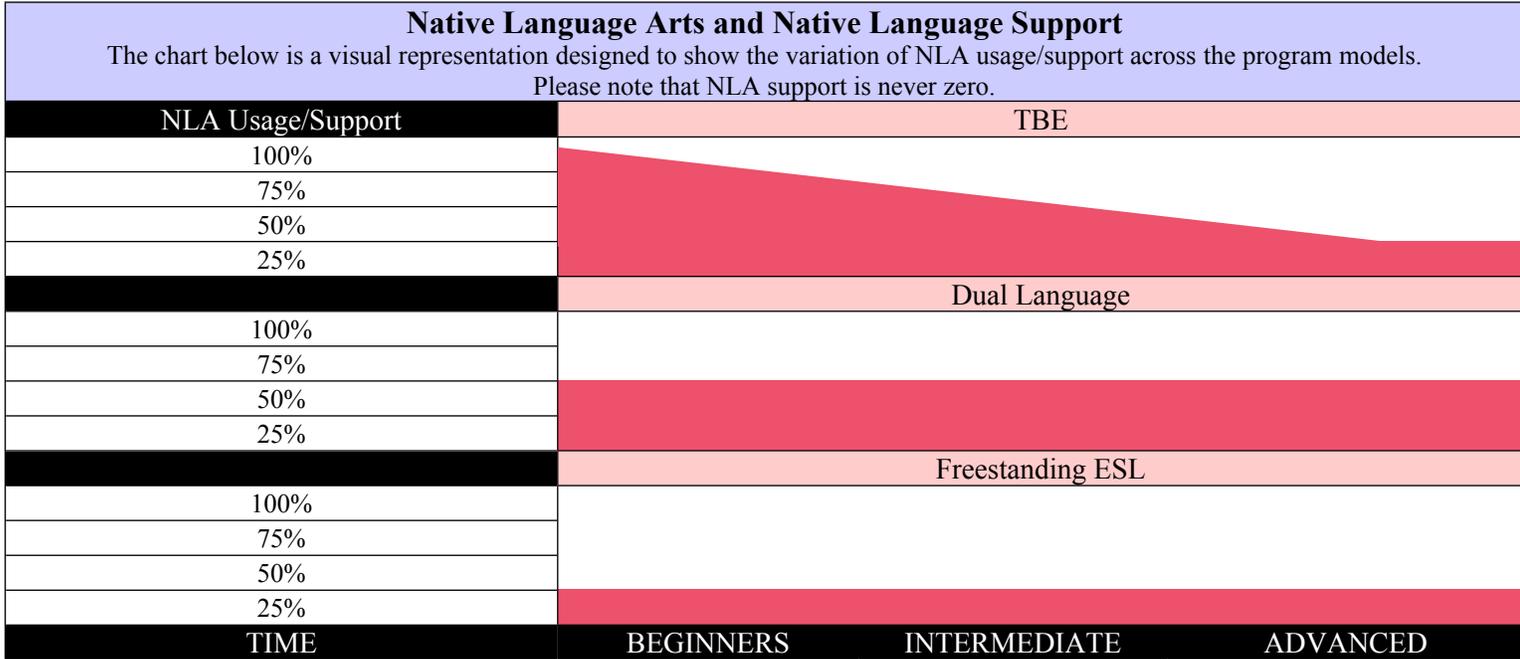
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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



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?

5. The school's instructional model uses a core curriculum that focuses on balanced literacy and Everyday mathematics. It is in alignment with the NYC and NYS English Language Arts, English as a Second Language, as well as the National Council of Teachers of Mathematics Standards. The curriculum includes Foundations (K-1), Everyday Mathematics, Making Meaning, Being a Writer, Literacy Learning, Learning for Reading and Writing Workshop, Shared reading, Guided reading, Independent reading, Teacher/student conferencing, Read-alouds, Read-alouds with accountable talk, Interactive writing, Genre studies and test preparation for grades (3-7). The literacy block for grades K-5 is approximately 100 minutes. The balanced literacy program is further supported by Accelerated Reading (computer-based program), leveled libraries, a guided reading room, small group instruction, academic support services, the literacy coach and A.U.S.S.I.E consultant. Special Academic Programs are Balanced Literacy Extended Day Program, and Saturday Literacy Institute and Academic Enrichment Program in conjunction with: Teachers and Writers Collaborative, Library Power, SMART Science, and Sports and Arts.

P.S./I.S. 76's ESL Program uses RIGBY's On Our Way to English program for instruction on all grades. On Our Way to English is a comprehensive program for ELLs that focuses on language, literacy and content (social studies, science and math). It uses standard-based content area themes to teach language and literacy. The program provides three key strands: thematic units, phonics/word study and guided reading/comprehension. Some of the features include: differentiated instruction to match the needs of ELLs at all stages of language acquisition and all levels of English literacy development; interactive, multi-sensory activities to engage students' diverse learning styles; and academic language builders (graphic organizers) to stimulate academic language and content knowledge.

6. The school has a plan for transitional support for two years for ELLs reaching NYSESLAT proficiency. For example, students are eligible for two years of test accommodation for all the NYS tests. Also parents of former ELL students are invited to the school wide and NYC conferences and workshops. All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress. In addition, the school has an open door policy towards its graduating seniors, several of whom return for advice and homework help from the afterschool teaching staff, and even feel free to use the computers located in our library.

7. An new program/improvement being considered for the upcoming year is the use of VOYAGER PASSPORT. This is a reading intervention system designed for students in Kindergarten, which provides targeted instruction informed by benchmark assessments to help accelerate struggling readers to grade-level performance.

8. We will continue to use all the services and the programs that we provide to for ELLs.

9. ELLs at P.S./I.S. 76 have equal access to all afterschool programs and supplemental services offered in our building. They are available to all parents and students in the school – guidance counselor, family worker, parent coordinator, occupational therapist, speech and language therapist, social worker, and psychologist. Students take part in the community building activities. Additionally, we have an afterschool program that offers homework help, computer literacy, test prep, and the remedial program, SPELL READ, which was initiated to target struggling ELLs in grades two to five. During this time, ELA teachers and Special Education teachers that work closely with the ELL students in differentiated instruction to meet their required needs.

10. The instructional materials that are used to support ELLs focus on balanced literacy and Everyday Mathematics. They are in alignment

with the NYC and NYS English Language Arts, English as a Second Language, as well as National Council of Teachers of Mathematics Standards. Other instructional materials that P.S.76 uses are RIGBY's On Our Way to English Program, and RIGBY's Phonics Intervention Kit which offers phonics instruction that reflects the complete primary grades' phonics scope and sequence. The Phonics Intervention Kit integrates both print and multi-media instruction and practice during each lesson. In 2007-2008, the ESL program introduced Attanasio & Associates Language Proficiency Intervention Kits which use science as a vehicle to increase language proficiency in grades K-8. The Attanasio & Associates Language proficiency Intervention Kits are aligned with the ELA Standards, ESL standards and the National Science Standards. This was supplemented by the The Oxford Picture Dictionary in the content areas with workbooks (grades 3-5). In 2007-2008, a new program called Spell-Read was also added. In addition, The Rosetta Stone interactive language development software program and Sunburst Key Skills System are called upon to enable students to work independently at the computer.

11. In October 2005, the LAP team recommended the acquisition of books and other literature in as many of the English Language learners' languages as possible. French and Spanish books were purchased as well as Spanish books-on-tape. These books are housed in the school library, and are easily accessible to our newly incoming French and Spanish speaking students. Some classrooms have also been provided with Spanish books and books-on-tape. The district has several other languages represented, such as: Arabic, Haitian, Creole, Wolof, Yoruba, Bambara, Malinke, French and Fulani. However, P.S./I.S.76 provides only the new Spanish students with the option of having the content area tests in their native language for reference. Spanish Math textbooks and workbooks are provided to ELLs in the upper grades, whenever it is deemed necessary.

12. The required services support, and resources correspond to ELL's ages and grade levels. For example, we have an after school program for all grades from pre-k to 7th, and an extended day program from 8 a.m. to 8:35a.m. which consists of reading and math preparation and enrichment.

ELLs are expected to acquire and develop English language skills while meeting their grade and age level standards in core subjects. ELL students are assessed on an ongoing basis with the help of Acuity and E-class data to drive teaching goals and instruction.

13. Our ELL population is quite small, and as such, we conduct orientations with the parents as they enroll their children and after the child is identified as an eligible candidate for ESL instructional services. P.S./I.S.76 does, however, conduct an orientation session to assist all the new enrolled students prior to the first day of school. Our parents and students are invited to attend and participate. In addition, there are meetings with the parent coordinator, principle and vice principle, school secretary and other pedagogues to discuss the child's placement, to gather necessary documentation before the enrollment and to conduct the oral interview with the parent. Over the phone translation is used if necessary and bilingual paras are also available.

14. Students have choice and are permitted to use their native language with eachother. Also, bilingual dictionaries can be used in the classroom for additional support.

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.

1. Professional development is provided by school staff, community learning support personnel, and other organizations, and is considered a key component of the P.S./I.S.76 community .Workshops taken by teachers on our ESL staff have included:Stages of Second Language Development; Scaffolding in the ESL Classroom; Teaching Reading and Writing to English Language Learners; Making Content Comprehensible; Computer Software programs and websites for ELLs, and How the NYSESLAT Can Drive Instruction. This is in addition to the ongoing Literacy and Mathematics Lab sites provided to teachers so as to address the needs of all students, including ELLs and struggling students. Grade level collaborative groups also meet to discuss ideas, share professional resources and review books used in the classroom.

The ESL teacher attends professional development workshops organized by the Language Learning Division, the Learning Network and the Community Learning Support Organization. The ESL teacher also participates in other literacy and math workshops within the school community with classroom teachers and other support staff.

2. Our staff at P.S./I.S. 76, including the ESL teacher and a guidance counselor, provide parents and students with information about different schools, helping to make the proper placement of those ELL students who transfer from elementary to junior-high school.

3. The minimum 7.5 hours of ELL training for all staff is given every school year if needed. Each year the CEIA facilitator provides the workshops and one-on-one professional development sessions. The classroom teachers receive strategies and support with the instruction regarding ELL students. The attendance is taken the records are kept in the teachers' files.

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?

1,2. Parent involvement in our school including parents of ELLs is a key component of our every year planning. Parents of ELLs have a parents' orientation twice a year. First, at the beginning of the school year, and later during the school year. They are informed about math, NYSESLAT, ELA, science and social studies state test, testing exemptions for ELLs, accommodation for ELLs and promotional policy for ELLs by letters, parents meetings and automated calling system.

Additionally, P.S./I.S. 76 provides materials and training to help parents work with their children to improve their academic achievement; (eg. Family Literacy Workshops, The Grow Report Workshops, Parent Right Workshops. The school also provides Parent Involvement Workshops (eg. Nutrition, Science, Health, Technology, Music, Art, Physical Education Arts & Crafts and Behavior) and there is always a translator available to ease communication whenever it is deemed necessary.

Correspondence in other languages provided by the Department of Education (DOE) is routinely distributed to our Spanish and French speaking speaking parents. In previous years, we have also disseminated DOE correspondence in Arabic, Chinese, Hatian Creole, and Russian.

Lastly, being that P.S./I.S. 76 is partner with Harlem Children's Zone (HCZ), parents are also able to attend workshops through this organization.

3. The needs of parents are evaluated in informal and formal ways through parents' teachers' conferences, meetings, workshops, surveys, school events, PTA meetings, etc. The educators and administrators listen and have a conversation with parents, and try to answer their questions and concerns. Parents always add valuable information about their children, their background, strengths and weaknesses, behavior and academic work, as well as their social-economic situation. We work cooperatively with them, and make student referrals for different services according to the students' needs.

4. The parental involvement activities address the needs of the parents by providing workshops, meetings, and counseling. Parents are also given refferals to outside services whenever it is deemed necessary.

We view parents as an integral component of our school community and work closely with them so as to ensure their children's improvement and success.

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)	2	2	2			1	1							8
Intermediate(I)	1													1
Advanced (A)	3													3
Total	6	2	2	0	0	1	1	0	0	0	0	0	0	12

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

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

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3	3		2		1				6
4	3		5		1				9
5	1		3		2				6
6			2		1				3
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	3		3		2		0		8
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	3		2		1		0		6
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

1. The School Leadership Team and the ESL teacher use the ELLs Interim Assessments given twice a year to third, fourth and fifth graders to determine their specific needs and to inform instruction (i.e. differentiated). Data for 2010 ELL Interim Assessment administered to third and fourth graders show that two students (12%) scored in the top range of 76-100% ; 7 students (48%) score in the median range of 51-75%, while four students (33%) scored in the bottom range of 26%-50%. One student scored in the 0-25%. She is a special education student and she only has been enrolled in the in an English-speaking school system for less than a year.

Furthermore, the Early Childhood Literacy Assessment System (ECLAS) is administered to assess ELLs in the early grades. Data for the

and Speaking modalities by at least one proficiency level. This trend is consistent across the grades and throughout New York City.

Other data for the 34 English Language Learners in P.S.76's free-standing ESL program in 2009-2010 are as follows:

- 10 students were classified as Beginner
- 12 students were classified as Intermediate and
- 12 were classified as Advanced
- 8 students reached proficiency level, and tested out of the ESL program on the Spring 2010 NYSESLAT.

Data for the 34 English Language Learners in the ESL program in this 2010-2011 academic year are as follows:

- 14 students were classified as Beginner
- 8 students were classified as Intermediate
- 12 students were classified as Advanced

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.

ASSESSMENT DATA REVIEW CONTINUED:

3. We continue to posit that overall, ELLs results are consistent with the Second Language Acquisition theory that Basic Interpersonal Communicative Skills (BICS) progress at a faster rate than Cognitive Academic Language Proficiency (CALP). Furthermore, they tend to support the argument put forward by some second language acquisition theorists which states that ELLs need 5-7 years to be academically on a par with their English-speaking peers. However, we do understand that there is an obvious need to speed up the progress of our ELLs, and therefore, we are making instructional decisions meant to address the reading and writing components more systematically in the early stages of their English Language Learning. A stronger literacy foundation incorporating a greater use of scaffolding techniques is necessary from the onset across the grades, especially for ELLs. Remedial reading programs such as SpellRead can be used to provide additional support.

4. a. In 2009-2010, eleven ELLs at all proficiency levels in the third and fourth grades were tested on the English Language Arts (ELA) Exam. Six scored at level 1; five scored at level 2; none were able to score 3 or 4. Of the eleven, six did not meet the standard, and five showed a partial achievement of the standards. It must be noted that there were some changes done to the ELA this year that it affected the children's score. Fifteen ELLs at all proficiency levels in third grade and fourth grades were tested in Math in 2009-2010. Six scored at level 1, seven scored at level 2, and one scored at level 3. Of the 14 tested, six did not meet the standard, seven showed a partial achievement of the standards, and partial understanding of mathematical concept, and 1 met the standards. These results indicate that there was a significant drop in the test scores. This indicates to us that there still remains a need for more vigorous scaffolded instruction, so as to make abstract math concepts more concrete for those ELLs who did not meet the standards. Eight ELLs were tested in Science in 2009-2010. Three scored at level 1, three scored at level 2 and two scored at level 3. Of the eight tested, three did not meet standards; three showed partial achievement of the standards and two met the standards. While there has been some improvement since the last LAP report, there is still a need for improved scaffolding of abstract scientific concepts for ELLs. Six ELLs were tested in Social Studies in 2009-2010. Three scored at level 1, two scored at level 2, and one scored at level 3. Of the six tested, three did not meet the standard; 2 showed a partial achievement of the standards; and one met the standard. Although, there has been some improvement since last LAP report, as is the case with Math and Science, there is still a need for improved scaffolding of these abstract concepts for ELLs.

P.S. /I.S. 76 has a free standing ESL program with a Push-IN/Pull-Out Model, so allocating languages between content area subjects would not pertain to us. Furthermore, we can not examine results of tests taken in the student's Native Language (NL).

b. The school leadership and ESL teacher are using the results of the ELL Periodic Assessments to modify the lessons and provide the kind of scaffolding necessary to make abstract subject concepts more concrete for ELLs. Consequently, we continue to make instructional decisions meant to address the reading and writing components more systematically in the early stages of their English Language Learning.

c. What the school is learning about ELLs from the periodic Assessments is that the length of time in an English speaking school system, coupled with more intensive vocabulary and grammar instruction, is of the utmost importance.

6. The success of the program for ELLs at P.S./I.S. 76 is evaluated by the monitoring of student's NYSESLAT results, their movement from

Additional Information

one proficiency level to other, and across the language modalities. The success of the program is measured based on the percentages gain of NYSESLAT results from beginner to advanced levels.

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		11/1/10
	Assistant Principal		11/1/10
	Parent Coordinator		11/1/10
	ESL Teacher		11/1/10
	Parent		11/1/10
	Teacher/Subject Area		11/1/10
	Teacher/Subject Area		11/1/10
	Coach		11/1/10
	Coach		11/1/10
	Guidance Counselor		11/1/10
	Network Leader		11/1/10
	Other		

	Other		
	Other		
	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN 03M076

All Title I SWP 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:	<u>371,763</u>	<u>75,320</u>	<u>447,083</u>
2. Enter the anticipated 1% set-aside for Parent Involvement:	<u>3718</u>	<u>753</u>	<u>4471</u>
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	<u>18590</u>	*	
4. Enter the anticipated 10% set-aside for Professional Development:	<u>37180</u>	*	

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

95%

Deleted: _____

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.

- Funds were set aside for tuition reimbursed and the teacher that was not highly qualified was encouraged to go to school to become highly qualified.
- Ongoing professional development is provided in and out of school to improve teacher quality.
- Consultants have been hired to provide on-site professional development to improve teacher quality.
- Teachers are also encouraged and given opportunities to attend professional conferences to improve their pedagogical practice.

* 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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

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.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.

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.

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.

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.

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.

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 (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY11 school allocation amounts)</i>	Check (✓) 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 (✓)	Page #(s)
Title I, Part A (Basic)	Federal	x			312275	x	16 - 25

¹ **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.

² **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 I, Part A (ARRA)	Federal	x			74567	x	16 - 25
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						