



**P.S. 076 THE BENNINGTON SCHOOL**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: P.S. 076 THE BENNINGTON SCHOOL**  
**ADDRESS: 900 ADEE AVENUE**  
**TELEPHONE: 718-882-8865**  
**FAX: 718-882-8870**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 321100010076 **SCHOOL NAME:** P.S. 076 The Bennington School

**SCHOOL ADDRESS:** 900 ADEE AVENUE, BRONX, NY, 10469

**SCHOOL TELEPHONE:** 718-882-8865 **FAX:** 718-882-8870

**SCHOOL CONTACT PERSON:** Louise Sedotto **EMAIL ADDRESS** LSedott@schools.nyc.gov

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

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Louise Sedotto

**PRINCIPAL:** Louise Sedotto

**UFT CHAPTER LEADER:** Thomas Whitman

**PARENTS' ASSOCIATION PRESIDENT:** Elaine Edwards

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 11 **CHILDREN FIRST NETWORK (CFN):** 607

**NETWORK LEADER:** Elmer Myers

**SUPERINTENDENT:** ELIZABETH WHITE

**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
Louise Sedotto	Principal	Electronic Signature Approved.
Maria Cioffi	Admin/CSA	Electronic Signature Approved.
Karen Humphrey	Admin/CSA	Electronic Signature Approved.
Julie Rodriguez	UFT Member	Electronic Signature Approved.
Sandra Morales	Parent	Electronic Signature Approved.
Dwayne Scott	Parent	Electronic Signature Approved.
Thomas Whitman	UFT Chapter Leader	Electronic Signature Approved.
Nicole Perkins	UFT Chapter Leader	Electronic Signature Approved.
Elaine Bryan	Parent	Electronic Signature Approved.
Elaine Edwards	Parent	Electronic Signature Approved.
Adrienne Smalls	Parent	Electronic Signature Approved.
Carlene Stephens	Parent	Electronic Signature Approved.

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

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

P.S. 76 is located in the Williamsbridge section of the Bronx. Our K - 5 school is organized heterogeneously and serves an ethnically diverse population. Our current enrollment includes 1107 general education and special education students who are primarily housed in the main school building. We also have a mini-school consisting of ten classrooms.

Professional Development is a very important component of our school initiatives. Throughout the school year professional development is provided during faculty conferences, grade conferences, common preparation periods, and articulations. These sessions are tailored to meet the on-going needs of our staff. In addition, this year we were able to schedule two common plannings a week per grade in order to promote collaboration and provide our teachers with an opportunity to meet and plan as a team.

All staff teach Reading and Writing using the Teacher's College Workshop Model. In addition to shared reading, read alouds, and independent reading, we also teach Words Their Way as a word study component.

In Grades K through 5, support staff work with A.I.S. students. These support teachers and paraprofessionals reduce student teacher ratio and also provide additional A.I.S. intervention to targeted at-risk students. Our ELL students use the Imagine Learning English software, as well as, select AIS students to support literacy instruction.

Grades K - 5 are using Everyday Mathematics as the primary vehicle for math instruction in the school. It was selected as the uniform citywide program for mathematics. It is implemented during a 100 minute math block for grades K - 5. The first block of Math is used to teach whole class lessons. The second block is used for targeted re-teaching for students who have not mastered previously taught goals based on monthly assessments. Additional AIS Math support teachers work with students identified as needing AIS services.

This year we will continue our partnerships with Education Through Music, Studio in a School, and The American Dance Company. These organizations support us in bringing arts education into our building.

Parent involvement is critical to student achievement. In order to increase parental involvement at P.S.76, in addition to hosting monthly PA Meetings, we also host monthly Coffee Friday Morning Meetings. This gives parents an opportunity to meet with administration and address any questions and concerns that they may have.

As part of the chancellor's initiative to promote service, last year the entire P.S. 76 community participated in various community service projects. We held our first annual P.S. 76 Cares Day, a culminating day of service celebration. We will continue our commitment to service once again this year by requiring all staff and students to be involved in some type of community service.

A school wide behavior plan was put in place for the 2010-2011 school year. A design team consisting of staff and administration meet monthly to organize various activities to promote positive behavior in school. Weekly activities and monthly assemblies are built in to our instructional time to promote and celebrate positive behavior.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
<b>School Name:</b>		P.S. 076 The Bennington School								
<b>District:</b>		11	<b>DBN #:</b>		11X076	<b>School BEDS Code:</b>				
DEMOGRAPHICS										
<b>Grades Served:</b>		<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			92.1	93.1	TBD	
Kindergarten		149	148	124						
Grade 1		172	193	172	<b>Student Stability - % of Enrollment:</b>					
Grade 2		158	190	201	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		195	166	195			91.8	91.16	TBD	
Grade 4		171	220	183						
Grade 5		177	185	219	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			83.3	83.5	84.8	
Grade 8		0	0	0						
Grade 9		0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			16	38	TBD	
Grade 12		0	0	0						
Ungraded		4	0	2	<b>Recent Immigrants - Total Number:</b>					
Total		1026	1102	1096	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							11	12	14	
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		44	48	35	Principal Suspensions		14	13	TBD	
# in Collaborative Team Teaching (CTT) Classes		29	29	38	Superintendent Suspensions		9	3	TBD	
Number all others		51	44	40						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>						
					<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	127	139	131	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	3	2	20	Number of Teachers	80	80	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	11	13	TBD
				Number of Educational Paraprofessionals	9	9	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	98.8	100	TBD
				% more than 2 years teaching in this school	78.8	81.3	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	50	57.5	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	84	88	TBD
American Indian or Alaska Native	0.3	0.2	0.1	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.4	96.3	TBD
Black or African American	52.8	50.9	49				
Hispanic or Latino	41.5	42.5	41.9				
Asian or Native Hawaiian/Other Pacific Isl.	2.7	3.5	3.1				
White	2.6	2.7	3.5				
Multi-racial							
<b>Male</b>	53.2	50.8	50.5				
<b>Female</b>	46.8	49.2	49.5				
<b>2009-10 TITLE I STATUS</b>							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	6	6	1				

#### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	97.4	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.8	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	24.5	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	53.8	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	8.3	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.  
\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## SECTION IV: NEEDS ASSESSMENT

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

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

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

After reviewing our schools educational programs and the data sources mentioned above, we have determined that our students are consistently making progress in ELA and Math. It is important to note that this year New York State changed how the ELA and Math tests were graded. City students generally earned scaled scores, or actual scores, that were about the same as last year. However, according to the new grading system, a scaled score that last year was high enough to earn a level 3 (or proficient), this year would only earn a level 2 (or basic). As a result, a student whose State test result dropped did not necessarily learn less than in previous years. The score just translated to a different level than before. This tougher grading system has resulted in a significant drop in overall grades-not just at our school, but across the city and the entire state. However our Special Education students did make a year's worth of proficiency gains in ELA and Math. We will continue to work on supporting our Special Education students this year to insure they continue to make at least one year's worth of progress in those areas.

Our Data Inquiry team focused on improving literacy skills with a target population of students that had similar needs. This resulted in the implementation and creation of a school wide writing program initiative with the creation of Writing Power Standards for each grade. The Power Standards focus on writing mechanics and they are the non-negotiable for each grade which should be mastered by end of the school year. Every teacher was provided with the school wide Power Standards for each grade.

The Data Inquiry team was also involved in the creation of rubric to be used with specific constructed responses. These are test-prep like writing responses generated from the Social Studies curriculum. There was a need for this type of writing because it is very different from the Teacher's College Writing students are used to. Common Planning each month will be devoted to scoring and analyzing these pieces as a grade wide team in order to identify patterns and trends on each grade. The ELA State test will now be three days for each grade and will require more writing on each grade, therefore there is a need to better prepare our students for this type of test prep writing.

There were many exemplary practices that attributed to an increase in student achievement: Last year a positive school climate and tone which is conducive to learning was promoted through SRO Awards (Student's Respecting Others) and were given weekly to students who demonstrated acts of kindness towards others. This year a Design Team was formed in order to improve upon this program. The Bennington Buzz is a positive behavior incentive program that was developed by our Design Team. All staff and students are involved. The Design Team created a school wide rubric which describes positive behavior expectations for all areas in school. The staff members give BEE coupons to individual students that they see behaving positively and BEE stickers are given to whole classes for their positive behaviors. Individual students are randomly selected at the end of each

week for special activities and there are monthly assemblies to publicly recognize winning classes for their positive behaviors.

Criteria for Student of the Month, Honor Roll, and Lunch with the Principal are publicly posted in each classroom and discussed with students. An Honor Roll Celebration is scheduled for the Fall and Spring Semesters. The Principal eats lunch with one selected student from each class each month based on good citizenship

An active Student Government involves students in school-wide projects to continue to promote a caring and nurturing learning environment. The P.S. 76 Sounding Board is made up of one student representative from each class.

A Welcome Wagon was initiated in the 2005-2006 school year which invites every new admit to meet with any of the following constituencies: Assistant Principals, Parent Coordinator, Health Intern and Pupil Personnel Secretary. The principal always meets all new admits and their families. At this meeting the parent/guardian and student is introduced to all the constituencies and the student's prior academic and social progress are discussed. The child is given an initial ELA assessment. Class placement is then discussed by the team to determine the best match for the student based on teacher, reading placement, ELL (English Language Learner) or any other related services. This process occurs for every new admit.

Parent's Association conducts monthly meetings

In addition to the PA meetings we will be conducting monthly school wide meetings for parents. The meeting will be differentiated based on the needs of each grade. Therefore, parents/guardians attend workshops for each grade K-5 facilitated by a teacher for the grade.

Faculty conferences, grade conferences, common planning and articulations (specific to a grade) focus on professional development. Administrative information is disseminated weekly via the Bennington Crier.

Child Study Team consisting of the following constituencies: Principal, Assistant Principals, Parent Coordinator, Guidance Counselors, SETTS Teachers, School Psychologist, Family Worker, Pupil Personnel Secretary, and the Social Worker meet weekly to discuss any referrals brought to the team, struggling students, mainstreaming of Special Education students and students who are excelling and need to be moved to advanced reading or math groups.

Attendance Committee meets weekly to discuss problematic attendance and lateness concerns. The committee monitors the attendance of students with past attendance issues. The committee also plans attendance incentives and prepares monthly attendance awards for students with 100% attendance.

Interclass visitations are scheduled for assistance to teachers who need specific support.

Continuation of Academic Intervention Teachers providing supplemental support.

**The environment is extremely conducive for learning and there is true collaboration and sharing of best practices among staff.**

**The greatest accomplishments over the last couple of years are:**

We have received an A on our Progress Report for the past four years.

We have been tracking cohorts of students from one grade to the next and noting their progress on standardized tests, (Grades 3, 4, and 5).

We have initiated a second block in Mathematics which tracks students performance of previously taught goals and ongoing mastery of secure goals currently taught.

Scheduled monthly learning walks with the literacy coach and math staff developer as well as staff and administration to provide opportunities to observe and reflect on best teaching practices. Visits take place one time a week for three weeks during Reader's and Writer's Workshops. Teachers are provided with specific feedback following each visit enabling them to bring their teaching to the next level.

Leveled books are rotated every two weeks to provide students with independent reading books on each child's level.

We have a very active Child Study Team which monitors the progress of our struggling students and provides at least six academic intervention services to our students prior to referring them to special education.

Five literacy school aides have been trained to work with small groups to provide additional remedial instruction.

Continued implementation of Teacher's College Writing Project in Grades K to 5. Selected teachers attend monthly professional development at Teacher's College and turn-key information to colleagues on their grade.

Teacher's College Reader's Workshop is being implemented in grades K-5.

All grades K-5 are incorporating monthly Reading and Writing Units of Study that embed test preparation strategies and skills into the literacy curriculum.

A school wide implementation of Words Their Way program with professional development provided by our Literacy Coaches specific to grades K-2 and 3-5.

For the 2010-2011 school year, we are continuing our partnership with Teacher's College where our literacy coaches and administration participate in study groups. We have Teacher's College Staff Developers assigned to our school who work with our K-5 teachers and students to provide professional development and model demonstration lessons for our staff.

All ELL students will be assessed using the Imagine Learning English software to determine English proficiency level and receive instruction on that level for 20 minutes a day, five days a week. In addition to our ELL students, our special education students in self contained classrooms and our AIS students on grades 1-5 are also using the Imagine Learning English software.

As an outgrowth of the Data Inquiry Team and Manhattan College Study Group, the TESA Program, (Teacher Expectation Student Achievement) has been implemented school wide to heighten teacher's awareness to the connection between teacher's expectations and student achievement.

We had a Manhattan College Study group, facilitated by the school principal that focused on the topic of differentiation. The result of this study group was a resource designed and distributed to all teachers to assist them in knowing the characteristics necessary to move students to the next Fountas and Pinnell level.

This year we have scheduled two common plannings per week per grade to provide our teachers with an opportunity to collaborate.

A partnership with Education Through Music has provided our school with two music teaching artists, who provide weekly music instruction for all students K to 5.

For the 2010-2011 school year, the music teachers will continue to provide an after school chorus, keyboard, and recorder groups for students in grades 3rd, 4th, and 5th.

Last year, we had 84 fifth grade students participate in a Band Program and this year we will expand to 94 students. Students learn to read music and play musical instruments.

Project Boost is an after-school program available to some of our excelling 5th grade students. These students are tracked through middle school and high school.

The P.S. 76 physical education program is based on Physical Best, the core curriculum for fitness and physical education for the New York City public school system, and NYC FITNESSGRAM, the city-wide health-related fitness assessment system. Physical Best enables students to learn why activity is important, and promotes individual choices when possible, while NYC FITNESSGRAM is a criterion-referenced assessment tool that supports personal evaluation, planning, and goal-setting.

We offer our students after school Fun Fest Activities facilitated by volunteer staff at P.S. 76.

Sessions are offered in six week cycles and are on a first come first serve basis. Some activities include cooking, sports and fitness, and arts and crafts.

Every classroom has a smart board, digital projector, and goose neck camera and every staff member has been given a laptop computer to further enhance the use of technology in our building.

Computer carts with 20 laptops for teachers to borrow for student use are on the 2nd and 4th floors in the main building .

**The most significant aids to the school's continuous improvement are as follows:**

Providing professional development for staff based on the needs of the students.

Staff Goal Setting Sheets are distributed four times a year. All staff are asked to identify an individual goal. Administration supports the staff in achieving their goal. All staff reflect on their efforts. Staff Goal Setting Sheets are collected at the beginning of the month and again at the end of the month. This year we created a Parent Translation Unit Committee (PTU). This committee includes an Arabic, Latin, Albanian, and Bengali speaking parent. These parents assist us in reaching out to our non-English speaking parents. They help to translate all communication between them and the school. Through the formation of this committee we have also begun English classes for many of our parents. The PTU is also helping to support our MET Life Grant which we received this year to assist with raising the level of ELL parent participation in the school.

Teamwork and collaboration of teachers on each grade during formal or informal meetings. Articulations, faculty conferences, common planning, as well as, grade conferences provide opportunities for staff to share best practices and provide suggestions for using data to plan instruction.

Parental support at workshops as well as conferences.

Data Dialogue Meetings give teachers an opportunity to meet with administration to discuss data.

Providing staff with necessary resources to be effective in the classroom.

Additional literacy and math support staff are assigned to classes based upon student need and determined by analysis and review of data. This AIS support will provide services to students three-five days a week for twenty five to thirty minutes a day in six week cycles. Mid-way and at the end of each cycle the data is reviewed by the data specialist and administration to determine next steps.

Purposeful inter-visitations and demonstration lessons provide focused awareness of best practices.

Child Study Team tailors interventions for AIS students, monitors progress and provides appropriate placement for high achievers as well.

The School Leadership Team is effective in reaching out to constituencies for input and feedback regarding school programs and issues.

#### **The most significant barriers to the school's continuous improvement are as follows:**

We received approximately 153 new students (not including Kindergarten students) this school year including 7 NCLB (No Child Left Behind) students. Some new students come to us without a strong foundation for learning, which requires us to assist them in "catching up" with our rigorous academics while trying to maintain the pacing schedule of the daily curriculum.

Due to budget cutbacks we had to eliminate three out of the classroom positions which provided our AIS students with additional support.

The fact that all ELL students take standardized tests (except for students in the country less than one year) is a factor that will impact test scores. It is difficult for an ELL student who is in this country only a year and just learning the language to be expected to take such a rigorous assessment.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> <b>Goal #1. 2010-2011:</b> To increase the number of points students will receive on the constructive response questions on the 4th Grade ELA State Test in May 2011.	<input type="checkbox"/> After an analysis of our data, we have concluded that as a school we need to increase the quantity and quality of writing by raising expectations of students and staff, therefore, our school wide focus will be on writing. Our data inquiry teams will focus on creating rubric to assess writing in each genre. Each grade has identified power standards that will be expected to be mastered by the end of each grade. The staff will be required to grade and give constructive feedback on monthly student writing pieces. We will be publishing a writing digest that will be electronically distributed to parents in the Fall and Spring.
<input type="checkbox"/> <input type="checkbox"/> <b>Goal # 2. 2010-2011:</b> <input type="checkbox"/> To decrease the number of teacher removals, principal suspensions, and superintendent suspensions for the 2010-2011 school year.	<input type="checkbox"/> A review of our data indicates that the number of teacher removals, principal suspensions, and superintendent suspensions doubled from 2008-2009 to 2009-2010, therefore we will be implementing a school wide behavior plan that will focus on promoting and reinforcing positive behavior.
<input type="checkbox"/> <input type="checkbox"/> <b>Goal #3. 2010-2011:</b> To increase the number of 4th and 5th grade students at level 4 by 5% on the State Math Test in May 2011.	<input type="checkbox"/> Although the number of students on grade level in 4th and 5th grade in Math has increased over the years, as a school we have seen the need for enrichment for our higher achieving students, therefore, we will be creating a Math Club to provide our students with enrichment opportunities throughout the school year.
<input type="checkbox"/> <b>Goal # 4. 2010-2011:</b> To align New York State Standards with the Common Core	<input type="checkbox"/> During the 2010-2011 school year, PS 76X will align the New York State Standards with the New Common Core Standards and familiarize our staff with the correlation between them.







	<ul style="list-style-type: none"> <li>• ELA Simulations will be given twice a year on grades 3rd, 4th, and 5th and common planning time will be used to analyze the data to determine next steps.</li> <li>• A student Writing Digest will be published and distributed to parents electronically in the Fall and Spring to celebrate student writing.</li> <li>• On-going professional development will be provided by our Literacy Coaches and Teacher's College Staff Developers in writing for all staff members.</li> </ul>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>• TL Children First funding will be allocated into per session for our Data Inquiry team to meet on an on-going basis throughout the school year.</li> <li>• C4E funding allocation will be used to staff a literacy coach for additional PD support for grades 3-5</li> <li>• Title 1 ARRA funds will be used to fund a literacy coach to support grades 3-5</li> <li>• TL FSF will be used to provide a contracted staff developer from Teachers College for Professional Development in FY11</li> <li>• TL Data Specialist funds allocation will be utilized to schedule per session for our data specialists to support the data analysis.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<input type="checkbox"/> <p>Monthly graded writing samples will be collected and reviewed by administration. In addition we will be giving two ELA simulation tests and the results will be analyzed by administration, the Data Inquiry Team, and Classroom Teachers to identify next steps. The results of the 4th grade ELA State Test that will be given in May 2010 will determine if we meet our goal.</p>

**Subject Area**  
(where relevant) : \_\_\_\_\_

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> <input type="checkbox"/> <b>Goal # 2. 2010-2011:</b> <input type="checkbox"/> <b>To decrease the number of teacher removals, principal suspensions, and superintendent suspensions for the 2010-2011 school year.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> In the 2008-2009 school year we had 98 teacher removals and /or principal suspensions and 3 superintendent suspensions. Last year 2009-2010 we had 180 teacher removals and/or principal suspensions and 7 superintendent suspensions, therefore, we are implementing a school wide positive behavior plan.</p> <ul style="list-style-type: none"> <li>• A committee was formed in June 2010 to design a behavior intervention program for the upcoming 2010-2011 school year.</li> <li>• The team created a behavior rubric that outlines positive behaviors that should be demonstrated in various areas of the school including the hallways, classrooms, cafeteria, and auditorium.</li> <li>• Team members will co-facilitate with different grades to plan school wide monthly assemblies which will acknowledge and reinforce positive behaviors.</li> <li>• Weekly activities designed by students and team members will celebrate individual student accomplishments.</li> <li>• We will have two stand alone behavior modification classes, (one on 4th grade and one on 5th grade). These classes have been specially designed to include extra support teachers who will push in to provide small group and individual instruction.</li> <li>• Our stand alone behavior modification classes will have two full time school aides to assist with behavioral issues and provide additional support for students.</li> <li>• On-going professional development will be provided by administration, staff, and outside agencies.</li> <li>• Administration will be tracking incidents by student, class, and type of incident to identify emerging patterns.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• FSF allocation will be used to fund the supplies line item in OTPS for the purchase of general supplies needed to support the school wide Positive Behaviors monthly assemblies and weekly activities.</li> <li>• FSF funding will be used in our School Aide and Support Staff Section in order to staff two full time school aides to support the stand alone behavior modification classes.</li> <li>• Title 1 funding will be used to provide per session for the staff members participating in the Behavior Modification Design Team meetings.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Administration will be tracking incidents by student, class, and type of incident to identify emerging patterns. In June 2011 we will calculate the number of teacher removals, principal's suspensions, and superintendent suspensions to see if we have met our goal.</p>

**Subject Area  
(where relevant) :**

**Math**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/><input type="checkbox"/> <b>Goal #3. 2010-2011:</b> To increase the number of 4th and 5th grade students at level 4 by 5% on the State Math Test in May 2011.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>After a review of our data, we have determined that there is a need for enrichment in Math for our students who are meeting grade level standards in grades 3rd, 4th, and 5th.</p> <ul style="list-style-type: none"> <li>• For the 2010-2011 school year we will be implementing a Math Club for students on grades 3rd, 4th, and 5th who have been identified as high level 3 students based on past Math State Test results and simulation data.</li> <li>• Our math staff developer and math support staff will facilitate weekly meetings with</li> </ul>

	<p>this targeted group of students. The students will participate in various real world math projects that will further strengthen their reasoning and problem solving skills.</p> <ul style="list-style-type: none"> <li>• The math Club students will run the Pencil Fundraiser. They will be responsible for inventory, advertising, and profit of sales.</li> <li>• Math simulations will be given twice throughout the year on grades 3rd, 4th, and 5th and the results of the simulations will be analyzed by administration, our math team, and classroom teachers to determine areas in need of further development.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Tile 1 funding was used to staff a math staff developer to support teachers with the Math Club activities.</li> <li>• FSF will be used to purchase general supplies for the student fundraising activities for the Math Club.</li> <li>• Data Specialist funds will be used in per session to facilitate the use of data analysis of student results from current math simulations to determine the student enrollment and eligibility to the math club.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Math simulations will be given twice throughout the year on grades 3rd, 4th, and 5th and the results of the simulations will be analyzed by administration, our math team, and classroom teachers to determine areas in need of further development. The results of the 4th and 5th grade Math State Test that will be given in May 2011 will determine if we have met our goal.</p>

**Subject Area**  
 (where relevant) :

**Literacy & Math**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and</i></p>	<p><input type="checkbox"/> <b>Goal # 4. 2010-2011:</b> To align New York State Standards with the Common Core Standards in Math and Literacy.</p>
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<i>Time-bound.</i>	
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>In an effort to familiarize the staff with the new Common Core State Standards and to align our current standards, we will be implementing the following throughout the school year.</p> <ul style="list-style-type: none"> <li>• Ongoing professional development throughout the year on the Common Core State Standards in Literacy and Math, with a specific focus on Writing.</li> <li>• Data Inquiry work will involve looking at our school wide power standards and creating rubrics for common assessment.</li> <li>• Professional development days and monthly faculty conferences will be dedicated to professional development around the Common Core State Standards.</li> <li>• A committee will be working on creating Math and Literacy Posters that will be distributed and publicly posted in every classroom which align the New York State Standards and the Common Core State Standards. These posters will be completed by May 2011.</li> <li>• Teachers will be planning their writing units of study with a focus on incorporating the Common Core State Standards in Writing.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Data Inquiry funding will be used to pay per sessions for teachers to work on creating the posters and rubrics.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Monthly rubrics will be created and distributed to staff.</li> <li>• Monthly Faculty Conference Agendas and Professional Development Schedules.</li> <li>• Completion of Math and Literacy Posters.</li> </ul>

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

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	1	1	N/A	N/A	1			
1	32	35	N/A	N/A	1			
2	69	52	N/A	N/A	1			
3	64	63	N/A	N/A	3			
4	48	68	10	10	3			
5	56	86	10	10	2			
6								
7								
8								
9								
10								
11								
12								

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

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

**Part B. Part B - Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p><input type="checkbox"/> All students are assessed using the Teacher's College Reading Assessments. Students whose Fountas and Pinnell reading levels are below the grade level benchmarks are identified as at-risk. At-risk students are identified and serviced for six weeks by the Literacy Intervention Specialists. Progress is monitored throughout and at the end of the six weeks data is reviewed to determine which students have progressed, which students need to continue receiving services and new at-risk students are identified. A literacy support teacher, paraprofessionals and school aides that have been trained provide services using a push-in model, five times a week. They do supplemental literacy activities and/or guided reading with students who are below level in grades 1-5. Students are serviced throughout the school day but not during Reader's Workshop. This is to insure that students are receiving supplemental services in addition to what the classroom teachers are providing.</p>
<p><b>Mathematics:</b></p>	<p><input type="checkbox"/> review and analyze data to determine which skills need to be re-taught. Teachers work with students 2-3 times a week during Math Block 2 in grades 1-5.</p>
<p><b>Science:</b></p>	<p><input type="checkbox"/></p>
<p><b>Social Studies:</b></p>	<p><input type="checkbox"/> At-risk students are identified based upon a variety of data. Classroom teachers and cluster teachers conduct student observations and use formal and informal assessment results to determine which students need remediation. Classroom teachers and Social Studies Cluster teachers collaborate weekly and differentiate instruction in order to plan for re-teaching skills not mastered to at-risk students throughout the school day. In addition, classroom and cluster teachers are incorporating constructed response writing into each lesson. These responses are graded using our Power Standards rubric and students identified as at-risk are pulled for small group instruction based upon need.</p>

<b>At-risk Services Provided by the Guidance Counselor:</b>	<input type="checkbox"/> One-on-one mentoring is given for 25-30 minutes one time a week per student or students may meet in groups. Sessions are during the school day. Subjects and strategies include: conflict-resolution, peer mediation, reflection and coping skills.
<b>At-risk Services Provided by the School Psychologist:</b>	N/A
<b>At-risk Services Provided by the Social Worker:</b>	N/A
<b>At-risk Health-related Services:</b>	N/A

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

*NCLB/SED requirement for all schools*

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

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

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

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

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

**Grade Level(s)**

**K-5**

**Number of Students to be Served:**

**LEP 131**

**Non-LEP 0**

**Number of Teachers 2**

**Other Staff (Specify) N/A**

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

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

**Language Instruction Program**

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

**Title III supplemental funds will also be used for an after school program, ELL Academy, for ELLs in third, fourth, and fifth grades. There will be two group with 15 students in each group. ELL students at the Intermediate and Advanced levels of English proficiency will be invited to attend. Instruction will be in English and will be provided by two licensed ESL teachers. Instruction will focus on improving the literacy skills of the students by using the strategies and practices of the Teachers College Columbia University Readers Workshop. The after school program will be held for two hours per week beginning January 2011 until April , 2011 totaling 20 sessions. The focus of the instruction will be on language development, literacy skills, and NYSESLAT preparation. The teachers will follow the Reader's Workshop Model and use NYSESLAT Preparation Books.**

### **Professional Development Program**

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

As part of the Language Allocation Policy (LAP), the school will continue to provide classroom teachers with professional development for ESL methodologies and strategies. Staff members are provided with copies of ESL and ELA learning standards during articulation and grade conferences to support teachers of ELLs. Classroom teachers have also attended training sessions in the use of the Imagine Learning English software which is used five times per week to promote English language development in the ELL population.

On professional development days and throughout the school year, ELL teachers attend training seminars in Words Their Way, Guided Reading, and the Teachers College Columbia University Reading and Writing Project.

ELL support personnel regularly participate in workshops given by the Office of English Language Learners of the DOE and by the Bronx BETAC. These workshops address topics such as administration and scoring of the NYSESLAT, compliance issues, and the Language Allocation Policy.

### **Section III. Title III Budget**

School: P.S. 76, The Bennington School

BEDS Code: 321100010076

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$15,988.00	<input type="checkbox"/> <b>After School ELL Program - 2 Teachers x 2 Hours a week x 10 weeks @ \$49.89 = \$1,996.00</b> <b>1 Principal x 2 hours a week x 10 weeks @ \$52.21 = \$1,044.00 = \$3,040.00</b> <b>ELL Substitute Teacher - 1 ELL Teacher x 5 days a week x 15.4 weeks @ \$167.60 a day =\$12,948.00</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$3,852.00	<input type="checkbox"/> <b>ELL NYSESLAT Materials</b> <b>48 students x \$19.99 per book x 2 workbooks x 2 Text Books = \$3,838.08</b> <b>1 Teacher's Guide = \$13.92</b>
<b>Educational Software (Object Code 199)</b>	\$3,000.00	<input type="checkbox"/> Imagine Learning English Software was purchased. 20 @ 150.00 each = \$3,000.00
<b>Travel</b>	N/A	<input type="checkbox"/> N/A

Other	N/A	<input type="checkbox"/> N/A
<b>TOTAL</b>	<b>0</b>	

## **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

*Requirement under Chancellor's Regulations – for all schools*

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

### **Part A: Needs Assessment Findings**

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.  When parents of new admits enter the school a home language survey is completed and the home language is entered into ATS. A list of parents who speak a language other than English is kept on file. Upon registration each new student and parent meet the members on the P.S. 76 Welcome Wagon , where the parent's primary language is identified.
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.

The majority of English Language Learners are Spanish speaking. We are finding an increase in admissions of speakers of the Albanian and Arabic languages. Letters and examinations are translated into a native language when applicable. We have found that there is a need to translate parent letters, phone calls home to parents, and interpret parent meetings.

### **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.

Through the Department of Education's Translation and Interpretation Unit, the school has letters translated into home languages. For the 2010-2011 School Year, we have established a Parent Translation Unit consisting of parent volunteers who speak both English and other languages. The Parent Translation Unit meets monthly with administration to access our translation needs, which includes translating parent letters, outreach to our non-english speaking parents, and translating at parent meetings.

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.

For parent-teacher conferences translators are present and available to work with teachers when conferencing with non-English speaking parents. School staff and the Parent Translation Unit volunteers may provide these services, as well as interpreters provided by the Department of Education. In addition our school uses an automated school messenger system that automatically translates phone messages for parents in the home language that is indicated in ATS.

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>.

Parents are made aware of the Translation and Interpretation Unit's services through publicly posted notices within and around the school building in all languages. Dependent upon the needs of the parents, letters are translated into a variety of home languages and interpreters are hired when necessary. Parents may also indicate that they need interpreters through written communication with the school.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

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

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	643286	680293	1323579
2. Enter the anticipated 1% set-aside for Parent Involvement:	6433		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	32164	*	
4. Enter the anticipated 10% set-aside for Professional Development:	64328	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
98%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

The two teachers who have been identified as not highly qualified completed the HOUUSE exam to obtain their qualifications in the core subject areas. These teachers were also provided on-going professional development geared to the specific core areas that they teach.

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

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

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

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

Louise Sedotto

Principal

**Karen Humphrey**  
Assistant Principal

**Maria Cioffi**  
Assistant Principal

### TITLE I SCHOOL PARENT INVOLVEMENT POLICY

*Title I Targeted Assistance School → parents of students participating in Title I*  
*School wide Program School → all parents*

PS 76 The Bennington School intends to follow the parental policy guidelines in accordance with No Child Left Behind Act of 2001 as listed below. PS 76 The Bennington School will distribute this policy to parents of students participating in the Title 1 program and be updated periodically.

#### Policy Guidelines

- Convene an annual meeting
- Explain the requirements and the rights of the parents to be involved
- Offer a flexible schedule of meetings (e.g. mornings and evenings)
- Involve parents in an organized, ongoing, and timely way to plan, review and improve programs such as:

- Parental involvement policy
- School wide policy
- Proved the parent of participating students with
  - Timely information
  - Description and explanation of curriculum to be used
  - The forms of academic assessment used to measure student progress
  - Proficiency levels that students are expected to meet
  - Opportunities for decision-making related to the education of their children.
  - Provide materials and training on how parents can improve their child’s achievement
  - Educate school staff on how to build ties between home and school

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

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

P.S. 76  
**THE BENNINGTON SCHOOL**  
**900 ADEE A VENUE**  
**BRONX , NEW YORK 10469**

Louise Sedotto

Principal

**Maria Cioffi**  
 Assistant Principal

**Karen Humphrey**  
 Assistant Principal

## School - Parent Compact

PS 76 The Bennington 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) the children and parents of PS 76 agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility of improved student academic achievement. This compact will ensure that 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 the school year 2010– 2011.

### I. General Expectations

PS 76 agrees to implement the following statutory requirements:

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

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

1. PS 76 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA through our Leadership Team.
2. PS 76 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA through our Leadership team and PA meetings.
3. PS 76 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance through letters written in both English and Spanish, parent/teacher meetings, website, planner, and our PA newsletter.
4. PS 76 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following programs such as Partners in Print, Great Leaps, and Parent Workshops.
5. PS 76 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. This will be accomplished through our Leadership meetings and our America's Choice meetings.
6. PS 76 will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. New York State's academic content standards
    - ii. New York State's student academic achievement standards
    - iii. New York State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
  - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by having parent meetings run by staff throughout the school year.
  - c. The school will work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools, by Parent Newsletters, Child Study Team, Welcome Wagon Committee, PS 76 Website, School Planner and School Leadership Team.

- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities and PA Meetings to encourage and support parents in more fully participating in the education of their children by: Open Door Parents' Association Policy, Parents' Association Meetings, Parent Workshops, Kindergarten Orientation Packet, ELA, Math, Social Studies, and Science Packets.
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand by translating into Spanish the following: flyers, calendars of events, Kindergarten Orientation, ELA, Math, Science, and Social Studies Packets.

### III. Discretionary School Parental Involvement Policy Components

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

- o To provide necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training.
- o Training parents to enhance the involvement of other parents and arranging school meetings at a variety of times.
- o To adopt and implement model approaches to improving parental involvement.
- o To provide other reasonable support for parental involvement activities under section 1118 as parents may request.

### IV. Adoption

This School's Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the Leadership Team. This policy was adopted by Community School 76 on 10/10 and will be in effect for the period of September 2010 through June 2011. The school will distribute this policy to all parents of participating Title I, Part A children.

### Required School-Parent Compact Provisions

#### School Responsibilities

PS 76 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Meet the Teacher, Parent/Teacher Conferences, and in-person/telephone conferences held throughout the year when necessary.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Teachers and administrators will set-up appointments during preps, in the morning, and after school.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities through our parent coordinator and classroom teachers.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
8. 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.
9. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
10. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math and literacy.
11. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

### Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television our children watch.
- Volunteering in school.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school received by my child or by mail and responding, as appropriate.

### Optional Additional Provisions

## Student Responsibilities

We, as students, 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 Hands-off Policy
  - Ask for help when we don't understand
  - Do our homework every day and ask for help when we need it
  - Study for tests and assignments
  - Read, at least, 30 minutes every day outside of school
  - Get adequate rest every night
- Give our parents or the adult who is responsible for our welfare, all notices and information we receive at school every day.

I have read and received a copy of the PS 76 Parent Compact.

\_\_\_\_\_  
Child's Name

\_\_\_\_\_  
Class

—  
\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Child's Signature

\_\_\_\_\_  
Date

## **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.

See Section IV Needs Assessment

2. Schoolwide reform strategies that:

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

Curriculum is designed to meet the state's standards in terms of academic achievement. Students who are not performing at grade level standards are given academic intervention services.

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

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

After school programs are developed according to student need based on academic assessments.

o Help provide an enriched and accelerated curriculum.

Small group instruction in Literacy and Math provide opportunities for differentiated instruction based on ability level.

o Meet the educational needs of historically underserved populations.

Students are assessed to determine literacy levels and then instruction is differentiated to meet the needs of our diverse student population.

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

At-risk services for counseling, literacy, speech and language, math, and SETTS, are available to students in need of additional support.

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

Our staff is working to align our current curriculum to the new common core state standards.

3. Instruction by highly qualified staff.



Our school's percentage of highly qualified teachers in core subject areas is 98%. We will reach 100% highly qualified through assigning all teachers appropriately.

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.



We have created common plannings twice a week in order to provide all classroom teachers an opportunity to work cooperatively. We provide consistent, high-quality professional development around using student work and data analysis to drive instruction.

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



We have obtained highly qualified teachers through our collaborations with both Manhattan College and Iona College.

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



Parent meetings are differentiated by grade to offer parents various workshops relevant to the appropriate curriculum for each grade level. Our parent coordinator is available to meet with parents and offer ARIS assistance. Parents are invited to attend monthly workshops sponsored by the staff in addition to monthly parent's association meetings.

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.



We have a Parent Coordinator who works closely with parents on how to assist their children with the transitions into our early childhood grades. Workshops are designed and provide hand-outs and activities to help inform parents about the expectations of these grades.

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.

Our School Inquiry Team targets a group of students with common needs and applies specific strategies and skills to help them. The team monitors these students and analyzes their data in order to determine if these skills and strategies would be effective school- wide. The School Leadership Team also meets on a monthly basis to discuss the instituted curricular programs and determine if the needs of our students are being addressed.

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.

AIS services are given in six week cycles. Students are brought up at our weekly Child Study meetings and the members of the child study team decide on the appropriate interventions to put in place. At the end of the six week cycle the service provider and the teacher make a recommendation to the team and a decision is made if services need to continue or if additional supports are necessary.

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.

Our guidance department coordinates all of the above programs.

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

### **Explanation/Background:**

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			680,293	True	

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

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

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

#### **PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

1. Use program resources to help participating children meet the State standards.
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 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A:**

#### **Part A - For Title I Schools**

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

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

During the registration process students and parents are interviewed as part of the PS 76 "Welcome Wagon". Parents and students have the opportunity to receive school uniforms, book bag, and supplies.

The Data Specialist uses data to identify the STH student population in order to effectively analyze and track individual progress of these students.

The Attendance Committee monitors weekly the attendance of our STH population to determine if there are any issues with attendance or lateness. Parents of STH students with problematic attendance are offered supports to help them ensure their children are in school and on time each day.

The STH population is provided the option to receive AT Risk Services from our Guidance Dept. These services are provided in 6 week cycles. Parental consent is required to receive this additional support. I

Workshops are held for parents of STH students who will be taking state exams (ELA, MATH, AND SCIENCE). Parents are encouraged to attend the workshops via phone calls, flyers and letters. Workshops provide important information to parents as to how to help their children meet their educational goals.

**Part B:**

**Part B - For Non-Title I Schools**

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



# **CEP RELATED ATTACHMENTS**

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

File Name - 28\_11X076\_010411-111941.doc

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

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

### Part I: School ELL Profile

#### A. Language Allocation Policy Team Composition

Network Cluster <b>607</b>	District <b>11</b>	School Number <b>076</b>	School Name <b>Bennington</b>
Principal <b>Louise Sedotto</b>		Assistant Principal <b>Maria Cioffi</b>	
Coach		Coach	
Teacher/Subject Area <b>Kay O'Connor/Data Specialist</b>		Guidance Counselor	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator <b>Gloria Rivera Peralta</b>	
Related Service Provider <b>Penelope McKown/ESL</b>		Other	
Network Leader		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	<b>2</b>	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	<b>1064</b>	Total Number of ELLs	<b>131</b>	ELLs as Share of Total Student Population (%)	<b>12.31%</b>
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### Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

### ELL Identification Process

During the registration process, parents of new entrants to the NYC Public School system are required to complete the Home Language Identification Survey (HLIS). These surveys are made available to the parents in various languages, in addition to English. The procedures we follow to identify our ELLs are based on the parents' responses to the HLIS and also on an informal oral interview which is conducted by certified ELL teachers, Penelope McKown and Marian Hartstein. The informal oral interview is conducted with the student and parent in English, and if possible, in the native language with the help of an interpreter. The ELL teachers speak only English, so interpreters are used to communicate with non-English speaking parents. We use interpreters from our school staff, such as our Parent Coordinator who is fluent in Spanish, or from our volunteer parent translators who speak Albanian, Bengali, Arabic, and Urdu. If necessary, we can also seek assistance from translators available by telephone from the Board of Education. To do the informal interview, we use a set of questions which remain the same for all students. We use a form with these questions on school letterhead. The certified ELL teachers record the students' answers on the form. Copies of the interview forms are retained in the ELL Support room.

The white original HLIS forms are given to the classroom teachers to place on the children's cumulative files. The yellow copies of the HLIS forms are retained in file cabinets in the ELL Support room.

Once the HLIS is completed and the parent identifies the home language as English, the student enters the general education program. If the results of the informal interview indicate that the child is not English dominant, the child is given the LAB-R by one of the certified ESL teachers. If the results of the informal interview indicate that the child is English dominant, that information is noted on the form, and the child is not given the LAB-R. All new entrants whose HLIS form indicates a language other than English on one question in (Part 1: questions 1-4) and two questions in (Part 1: questions 5-8) are considered to have a home language other than English. If the parent indicates a home language of Spanish and scores are at or below LAB-R cut scores, the Spanish LAB must be administered. We use a fully licensed teacher who is fluent in Spanish to administer the Spanish LAB to our students. A student who scores below proficiency levels at either a Beginning, Intermediate or Advanced level is considered Limited English Proficient (LEP) or an English Language Learner (ELL), according to NYS education regulations. LAB-R and Spanish LAB answer documents are hand scored by one of the ELL teachers. If the student scores at or above the proficiency level on the LAB-R, a Non Entitlement letter is sent home to the parents. We are able to provide this letter in various languages from the Board of Education web pages. If the student scores below proficiency levels on the LAB-R, the parents are notified that their child will be in the ELL program by the Entitlement letter, which is also available in various languages to fit their needs. The student is placed in our freestanding ESL program, pending the completion of the Parent Survey and Program Selection form at our Parent Orientation meeting. The child immediately begins to receive ESL instruction.

All of our students who are LEP/ELL entitled are administered the New York State English as Second Language Achievement Test (NYSESLAT). The NYSESLAT is administered annually in the spring, during the months of April-May. Students are assessed in the four modalities (Listening, Speaking, Reading and Writing) in order to measure their progress in developing full proficiency in the English language. The NYSESLAT is the only assessment which can determine if the students are eligible to continue receiving LEP/ELL services. When students are fully proficient in all four modalities as assessed by the NYSESLAT, they are no longer eligible for ELL support services. At this point, a Non Entitlement/Transition letter is sent home to the parents.

At P.S. 76, we strive to ensure that parents fully understand all three ELL program choices which are offered by the NYC DOE: Transitional Bilingual Education (TBE), English as Second Language (ESL) programs, and Dual Language. The school adheres to the state

requirement of placing ELL children in an appropriate program within ten days of their enrollment in the school. Therefore, we make every effort to inform parents of their program choices in a timely manner and in a language which they easily understand.

## Part III: ELL Demographics

Invite the parents of newly identified ELLs to attend the meeting. Due to the importance of the information shared at this meeting, follow-

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

the parents have been made aware of the meeting and the need to complete the Parent Survey sessions, parents are informed about the processes of identifying, placing, and assessing English education regulations. The meeting is conducted by the ELL Support teachers, Penelope McKown of the Parent Coordinator, Gloria Rivera Peralta, and the school's administration. The principal, Mrs. Louise Sedotto and an Assistant Principal, Mrs. Maria Cioffi, also attend the meeting and welcome the parents to the school. During the orientation sessions, parents view a DVD which further explains and demonstrates program choices. This DVD is shown in several different languages to insure that parents are fully informed of the program choices for their children. At the orientation meeting, parents are also informed about the curriculum, academic expectations, assessments, specifically the NYSESLAT, and ways they can support their child during the school year. The Parent Coordinator also speaks, in English and Spanish, about her role as a resource and provide the number of classes for each ELL program model at the school. For all 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 discussed with the parents, and after a question/answer session, parents are given the Parent Survey and Program Selection Form, in the language used by the parents, to complete. Parents will then decide which program is

ELL Program Breakdown

	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Emerging/ESL														0
Self-Contained Push-In	2	1	2	2	2	1								10
<b>Total</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>10</b>						

Orientation DVD and to make their selection of program using the Parent Choice Survey. Follow-up phone calls will be made to insure

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	McKown, is respon	Newcomers (ELLs receiving service 0-3 years)	ed forms and for insurir	Special Education	ted and returned in a
SIFE	rent Coordinator, t	ELLs receiving service 4-6 years	assist when a Spanish sp	Long-Term (completed 6 years)	ay a parent volunteer
	anguages are need		30		2

The completed Parent Survey and Program Selection forms are kept on file at the school. When students are continuing to receive ELL services, their parents receive a Continuation of Services letter, which may be translated into various languages. These letters are sent home with the students, and copies of the letters are kept on file at the school in the ELL Support room.

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE										0
Dual Language										0
ESL	99	1	14	30	0	4	2	0	1	131
<b>Total</b>	<b>99</b>	<b>1</b>	<b>14</b>	<b>30</b>	<b>0</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>131</b>

choices explained to them in their native language.

### 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
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)**

**K-8**

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

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

**Dual Language (ELLs/EPs)**

**9-12**

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	9	9	23	25	27	16								109
Chinese														0
Russian														0
Bengali		1				1								2
Urdu			1											1
Arabic	3		4	5	1	2								15
Haitian														0
French					1									1
Korean														0
Punjabi														0
Polish														0
Albanian	1					1								2
Other			1											1
<b>TOTAL</b>	<b>13</b>	<b>10</b>	<b>29</b>	<b>30</b>	<b>29</b>	<b>20</b>	<b>0</b>	<b>131</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

Programming and Scheduling Information

We have a freestanding ESL program for students in grades K-5, with two full-time licensed ELL teachers. We service a total of 131 students. ELL students at P.S. 76 speak seven different languages; they are Spanish, Bengali, Urdu, Arabic, French, Albanian, and Igbo. Currently there are two teachers for ELLs in grades K-2, and one teacher for ELLs in grades 3-5. We follow the push-in model, so that children do not lose time from whole class instruction by being pulled from the classroom for ELL support services. Instruction is given in English and students are in heterogeneous groups of mixed language proficiencies within each class. To provide for more effective instruction of our ELL students, we strive for sharing and collaboration between the classroom teachers and the ELL teachers. Classroom teachers share their lesson plans with the ELL teachers on a regular weekly basis, so that the ELL teachers might be thoroughly prepared to support the classroom teachers when they push into rooms for instruction.

At our school children receive instruction in literacy according to the Columbia University Teachers College Reading and Writing Project. In order to align their instruction with this program, ELL teachers attend common planning meetings with classroom teachers and also receive professional development from Teachers College staff developers. When the ELL teacher pushes into the classroom for reading or writing, the ELL students stay with the classroom teacher for the mini-lesson portion of the instruction. The ELL teacher stays near the ELL students during the mini-lesson in order to help the children with unfamiliar vocabulary or concepts which might need to be repeated for clarity. When the children work independently after the mini-lesson, the ELL teacher might reteach key points of the mini-lesson or work closely with the ELLs on a one-to-one basis or in a small group to make content comprehensible. A variety of appropriately leveled, high interest texts are made available to the children. The ELL teacher also uses ESL methodologies, such as scaffolding or Total Physical Response, in order to facilitate understanding. In addition, the ELL teacher also might use pictures, graphic organizers, maps, charts, manipulatives or other hands-on materials to reinforce the lesson and enrich language development. When writing is being taught, the ELL teacher might use word banks, graphic organizers, checklists, and other scaffolding techniques designed to support the ELLs as they develop their writing skills in English. Based on the students' English proficiency scores from the LAB-R or NYSESLAT, students are provided with the appropriate units of instructional time in ESL, as mandated by CR Part 154. ELL children may be seen for different class periods during different days of the week. For example, a second grade child may have ELL services during one class period on Monday, Tuesday, Thursday, and Friday, and may have ELL support services twice on Wednesday. With only two ELL teachers and 131 students to service, we do our best to see that Beginning and Intermediate students receive 360 minutes of support per week, and Advanced students receive 180 minutes per week.

When an ELL teacher pushes into a classroom to deliver ELL Support services, she works with a small group of ELLs. It is during this time that explicit ESL instruction is given. The teacher works with the children to monitor comprehension of the classroom teacher's lesson and to develop spoken and written English, using the ESL methodologies outlined in the previous paragraph. In addition, there is time set aside exclusively for NYSESLAT test preparation. During this time, the children use ESL test prep workbooks and are given additional practice in listening, speaking, reading, and writing English. ELL students are also given some support in their native languages. Our ELL software program offers introductory support and directions in a variety of native languages. As the program progresses, the native language is gradually phased out as the child's knowledge of English increases. Our school library and the ELL Support room offer children's books in a variety of languages. Leveled children's books which can be printed from the computer are available in French and Spanish through our subscription to the website Readinga-z.com. Our parent translation group provides volunteers who go into the classroom of a newcomer to speak to that child in his/her native language in order to increase the child's comfort level and ease their transition to their new school environment. ELL teachers may also call upon their own knowledge of other languages in order to provide a key word in a native language which may help promote understanding in the child. ELL teachers and classroom teachers may also call upon a child who speaks the same language as the newcomer to be a "buddy" to the new child and help in translating for that student and accustom him/her to the classroom routine.

ELLs at P.S. 76 use the Imagine Learning English software for the recommended twenty minutes per day, five days a week. This software provides the students with additional opportunities to read appropriately leveled books and to answer comprehension questions about what they have read. This program helps to increase the reading fluency and stamina of the ELLs and also constantly introduces new vocabulary in English. In addition, students at our school use the Words Their Way program for word study. Consistent use of this program helps the ELL students by developing phonemic awareness, phonics, vocabulary, and spelling skills.

When ELL teachers push into a classroom where the content areas of Science or Social Studies are being taught, they work with a small group of ELL children to reteach the lesson. The ELL teachers make sure to repeat, review, and explain any new vocabulary in the cluster teacher's lesson and they monitor the comprehension of the ELLs as the lesson is being given. Picture dictionaries and books with glossaries may be used to expand the students' understanding of new words. For some students, the ELL teacher may restate in more basic language what the cluster teacher said in the lesson. In Social Studies, pictures, photographs, diagrams, maps, time lines, and other visually appealing materials may be used to help promote understanding of the lesson for limited English proficient students. In Science, the use of hands-on materials helps to promote learning for the ELLs. In the lower grades, for example, the students learn about properties of matter by touching and examining a variety of different materials. In the upper grades, they may observe lizards in habitats in their classrooms and learn about the life cycle of animals from their observations. In both Science and Social studies, the Smartboard is also used to add many visually appealing elements which help to clarify and enhance the lesson for the ELLs.

At P.S. 76, instruction for ELLs is differentiated according to the needs of the students and the level of their proficiency in English.

We currently have one student who has been designated as SIFE. This children will spend extra time using our ELL software program, Imagine Learning English which provides one-on-one individualized training in vocabulary development, phonemic awareness, letter recognition, listening comprehension, reading fluency, and conversational skills. This program also provides assessments which allow teachers to see the strengths, weaknesses, and areas of mastery of the students. ELLs who have been designated as SIFEs will also receive AIS services, as appropriate, if their reading scores are below level. Push-in math support may also be available to these students.

Newcomers, who have been in this country for less than three years, also will spend extra time using the Imagine Learning English software. If the child has literacy skills in the native language, efforts will be made to provide age-appropriate books in the native language for independent reading during Readers Workshop. The ELL Support room has a collection of story books and children’s classic books which are available in Spanish, Urdu, French, Arabic, Bengali, and Punjabi. Dictionaries in English and the native languages, including picture dictionaries, are also provided for newcomers. The ELL teachers and other push-in support teachers, along with the classroom teachers, provide instruction in test-taking strategies to ELLs who must take the ELA exam after having been in this country for only one year. Long-term ELLs and ELLs who have been in this country for 4-6 years will also use the Imagine Learning English software to develop their language skills. The ELL teachers will also work closely with these children to prepare them for the NYSESLAT exam, using workbooks which have been especially designed for practice in the speaking, writing, listening, and reading portions of the test. We are aware that long-term ELLs are at risk for not finishing high school and we strive to insure that our students receive the instruction and support they need in order to succeed.

The ELL teachers also provide support to those students who have been identified as having special needs. When ELL teachers push into self-contained classrooms, they work with very small groups of students and therefore are able to give each student a great deal of individualized instruction. They also write and monitor progress on specific ESL goals which are included as part of the students’ IEP documents. ELL teachers are careful to record the service start dates for these students and to complete the special education attendance booklets for these students. We currently have twenty ELL students with IEPs and one x-coded special education student. We make sure that the x-coded student is tested with the NYSESLAT every year.

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

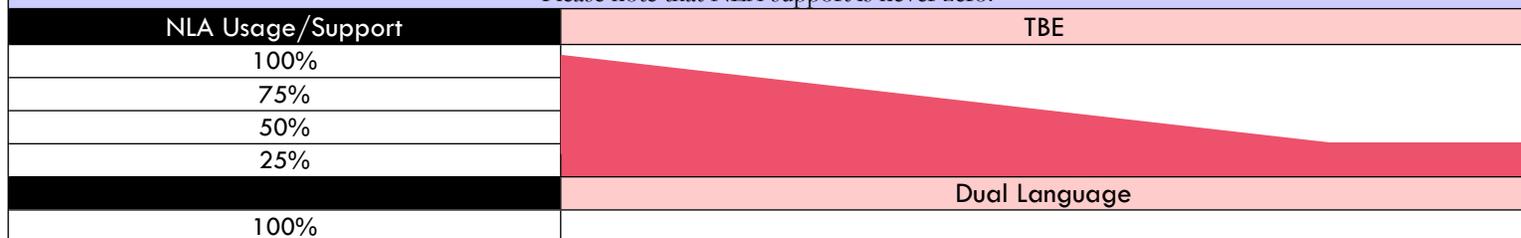
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Arts and Native Language Support**

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



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

## B. Programming and Scheduling Information--Continued

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

Targeted academic intervention services (AIS) for ELLs include push-in support by literacy teachers and paraprofessionals if the child scores below a certain level in reading. Push-in support is also available in math. A literacy support teacher pushes in during Readers Workshop five days a week and provides small group Guided Reading instruction and one-on-one conferencing to at-risk students. When the AIS literacy support teacher works with a small group for Guided Reading, the teacher will preview some of the words which may be challenging to the ELLs and provides them with the meanings of the words and how they might be used. This helps in increasing the vocabulary of the ELLs. A math AIS teacher pushes in three times a week during Math Block 2 in order to reteach unmastered skills to small groups and individual at-risk students. This teacher may use hands-on materials and manipulatives, such as counting cubes, number rods, or plastic replicas of coins to add a visual component to the lesson which is helpful to the comprehension of the ELLs. Certain ELLs also receive support from the SETSS teachers, as appropriate. All ELLs are required to use the Imagine Learning English(ILE) software program for a minimum of 20 minutes each day. All instruction from support personnel is delivered in English.

ELLs who have reached proficiency on the NYSESLAT will be supported by receiving testing accommodations (separate location and extended time) for two years. They will continue to be tested in a small group, away from the general education classroom, during this time. On the ELA test, they will continue to have the listening passage read to them three times. To complete the test, these children will receive

the allotted time, plus half of that time as a testing accommodation. Many of these children continue to need extra help in the classroom and they may also be provided with help in after school programs. Former ELLs in our school also have the option of continuing to use the Imagine Learning English software develop their language skills.

After evaluating our students' writing scores on both the ELA and the NYSESLAT exams, we have begun a new school-wide initiative to improve the writing of our students. Power standards for writing have been developed by the lead teachers in each grade and by key support personnel. Teachers, including the ELL teachers, will meet once a month to examine and assess samples of student writing to determine the specific areas which need improvement. While working in small groups with the ELLs during Writers Workshop, the ELL Support teachers will use word banks, checklists, graphic organizers, and other scaffolding techniques to support these children as they develop their writing skills in English.

In the past, we have offered an after school academy to improve the overall literacy skills of the ELLs in grades 3, 4, and 5. Preparation for the NYSESLAT was also offered during the after school program. Although the academy will still be offered, the emphasis of the classes will change, due to the timing of the state ELA and Math assessments. This year, ELA and Math Academies will be offered to all ELLs in grades 3, 4 and 5. These academies will be designed to familiarize students with the language used on the ELA and Math tests and to provide strategies and test-taking techniques. Funding for these programs is provided by Title III money. Test prep for the NYSESLAT will be done once a week in the classrooms, during one of the periods in which the ELL teacher is in the classroom.

At P.S. 76, ELLs are afforded equal access to all school programs. Announcements of after school programs and other programs in the school are translated into the various languages used by the ELL parents and sent home with the ELLs. When the parents are required to come to the school to register their students, they are provided with an interpreter, if necessary, so that they have equal access to the programs. If parents have any questions or concerns about the programs, an interpreter is also available. The Parent Coordinator translates in Spanish, and for other languages, we rely on our volunteer parent translators. If a non-English speaking parent should telephone the school with a question about a program, an interpreter will be found to help the parent, calling them back if necessary. ELLs are able to participate in after school programs in music, drama, athletics, and a variety of activities, such as cooking, yoga, board games, and calligraphy, offered by teachers after school. Fifth graders participate in a ballroom dancing program, as well as having the opportunity to play a musical instrument in the school's band.

Leveled, high-interest reading materials are used to support ELLs at P.S. 76. The ELLs use technology when working with the language development software, Imagine Learning English. They also have access to laptop computers for educational games and activities in their classrooms. Each classroom in P.S. 76 is equipped with a Smartboard and the ELLs benefit from the visually appealing features of this type of technology. Teachers use a variety of hands-on activities, such as games and other manipulatives, to reinforce math concepts during Math Block 2 of the Everyday Math program. The ELLs also benefit from using the school's extensive resources in our new library.

The model for the ESL program at P.S. 76 is a push-in model with instruction given in English. When newcomers use the computer program Imagine Learning English, they receive initial instruction in certain native languages which are available as part of the software. Native language support also is available when newcomer ELLs with literacy skills in the original language are given independent reading materials in that language. Students taking certain assessments, such as the state math, science, and social studies exams, are able to take these exams in their native languages.

Our push-in model of ESL instruction insures that our program supports the students in an age-appropriate way. At all times, ELLs remain in the classroom where instruction is appropriate to the grade level and age of the students. They are not pulled out of the classroom for ESL instruction, or separated from their peers while learning English.

Currently we do not offer specific activities in our school to assist newly enrolled ELLs before the beginning of the school year. Although no language electives are offered at our school, we honor the many different cultures of our students by including songs in various languages in our concerts and plays which are performed for parents.

### 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.

### Professional Development and Support for School Staff

ELL personnel at P.S. 76 participate in various professional development activities in the school and at other locations. On professional development days and throughout the school year, ELL teachers attend training seminars in Words Their Way, Guided Reading, and the Teachers College Columbia University Reading and Writing Project. In addition, ELL teachers are kept up to date on the latest developments in the use of the Imagine Learning English software by newsletters from the company and visits from company representatives. ELL personnel regularly participate in workshops given by the Office of English Language Learners of the DOE and by the Bronx BETAC. These workshops address topics such as the NYSESLAT, compliance issues, and the Language Allocation Policy. The Pupil Accounting Secretary at our school

Our pupil personnel secretary participates in professional development offered by the DOE in regard to training for registration and ATS coding of ELL students.

The school Guidance Counselor provides assistance to staff to insure that the ELLs make a smooth transition to an intermediate school which will be appropriate to their needs. In our school, the ELL teachers know the students very well, as they may have worked with them for a number of years. They may be able to provide insight as to how these students have progressed over the years. ELL teachers may also provide staff with information about a student's NYSESLAT scores and the student's progress on the NYSESLAT from year to year. The ELL teachers in general know about the child's overall ability to understand and to use English. This information about the ELLs should be shared with the Guidance Counselor and other staff involved in placing the child in a middle school. If a school with a bilingual program is being considered, the ELL teachers may be able to help with that decision.

As part of the Language Allocation Policy (LAP), the school will continue to provide monolingual teachers with professional development for ESL methodologies and strategies. Staff members are provided with copies of ESL and ELA learning standards during articulation, grade conferences, and common planning periods to support teachers of ELLs. Some of the teachers have attended special training seminars on literacy and ELLs at Teachers College. One recent seminar dealt with teaching language in a multicultural class. Materials from these seminars are copied and distributed to all of the teachers. During a professional development day at the school, ELL teachers have given a presentation to share their knowledge of the oral language development of the second language learner, with an emphasis on how teachers can help children who are learning English and are in the "silent period." ELL teachers also may give presentations at faculty conferences on topics such as what to do when English Language Learners join your classroom. In the course of the school year, classroom teachers have also attended training sessions in the use of the Imagine Learning English software. In some cases, these may be workshops in which the teachers are introduced to new features of the software. In other cases, the teachers are taught how to read and use the reports on student usage and literacy which can be generated by the system.

## 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?

Every effort is made to involve the parents through meetings presented by the Parent and ESL Coordinators, and the Parents Association. Parents of children at P.S. 76 take a very active interest in the education of their children. High percentages of parents attend meetings of the Parents Association and other school gatherings. Once a month, Coffee Fridays are held to give parents the opportunity to voice their ideas and concerns to the administration of the school. It is also a time when parents can share experiences with each other. Our Parent Teacher conferences are widely attended by parents during both the afternoon and evening sessions. Parents of ELLs are provided with an interpreter from the DOE, with interpreters from school staff, or with a parent volunteer translator, so that the parent is sure to understand what their child's teacher is saying.

This year, we have reached out to ELL parents and formed a Parent Translation Unit, a volunteer group of parents who wish to help the school in providing written and oral translations in Spanish, Bengali, Arabic, Albanian, and Urdu, as needed. Members of this group may also volunteer in classrooms to translate and help newly arrived ELLs develop a comfort level in their new surroundings. During the meetings of our new group, parents are encouraged to bring up any and all concerns about their children's experiences at the school. We hope to encourage the parents to feel welcome and needed as a vital part of our school community. One outgrowth of our Parent Translation Unit is English classes for over a dozen Arabic-speaking mothers. These classes are held at the school and taught by an ELL teacher. We hope to

start a similar program for our Spanish-speaking parents. This is one way in which we have addressed the needs of our parents.

Thanks to the efforts of one of the ELL teachers and our Parent Coordinator, our school was fortunate to be awarded a Share the Dream grant from the MetLife Foundation. As a result of this grant, parents of ELLs will visit four museums to view exhibits which are devoted to the immigrant experience. As a culmination of the museum visits, there will be a multicultural fair held at the school to celebrate the many diverse ethnicities of our students and their families. It is hoped that the museum visits will encourage the parents to take their children to these museums so that they might expand their learning about immigration and different cultures. This is another way in which we have addressed the needs of our parents.

The ESL and Parent Coordinators work in collaborative effort to bring the home and school community together. During the enrollment process, the Parent Coordinator and other members of our Welcome Wagon team speak with the parents and assess the possible needs of the family. At the beginning of each school year, the Parent Coordinator sends home a Family Survey in which parents are invited to share their ideas about workshops and activities they would like to see offered at the school. This survey helps to evaluate the needs of the parents. Workshops are offered on a variety of topics, including how to help with homework. Parents of ELLs are offered workshops on how to help children with reading while the parent is in the process of learning English.

The ESL Coordinator invites parents and guardians of newly enrolled ELLs to attend orientation sessions about ELL support services. Parents are encouraged to become active participants in their children's educations. At the orientation meetings, parents are informed of the processes by which ELLs are identified and assessed. In addition, the parents are informed of their rights and privileges for selection of the appropriate programs for their children.

## 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)	6	13	9	3	1	5								37
Intermediate(I)	1	6	10	8	3	7								35
Advanced (A)	0	8	7	13	13	10								51
Total	7	27	26	24	17	22	0	0	0	0	0	0	0	123

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	9	7	1	22
4	5	10	1	0	16
5	5	1	7	4	17
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2	3	14	1	11	1	2	0	34
4	0	0	10	0	8	0	1	0	19
5	0	3	5	1	11	1	3	1	25
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	4	0	12	2	0		19
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	5	4	0	0	11	1	3	0	24
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam	
Number of ELLs Taking Test	Number of ELLs Passing Test

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?

When we look at the data for last year's first graders, we see that eight students were still at the level B as of March 2010, with three at level C and six at level D. One student had an independent reading level of F and another one had an independent reading level of H. As we see that many of the students in last year's first grade class were still at an independent reading level of B or C in March 2010, we recognize that these students may be in need of academic intervention services in order to improve their reading skills. As part of our school's instructional plan, additional support must be provided for these children.

2. Our Kindergarden students are all assessed with the LAB-R. In the other grades, newcomers are assessed with the LAB-R, while students who are already ELLs are assessed with the NYSESLAT. No clear pattern emerges when we compare the NYSESLAT proficiency scores in grades 1 through 5. However, when we look at the scores for students in grades 4 and 5, we see that for both grades, the number of Beginners is less than the number of Intermediate level students. In turn, the number of Intermediate students is greater than the number of Beginner students. When we compare the three levels of proficiency for students in grades 4 and 5, we see that the number of Advanced students is the highest number in those two grades. Throughout the school year, however, we receive many new students, with varying language proficiencies, from many different countries.

3. Looking at the NYSESLAT test scores across the modalities, we see that most of the ELLs, throughout the grade levels, are less proficient in reading/writing than in listening/speaking. However, we also see that two students from the first grade class were proficient in reading/writing and only at the Advanced level in listening/speaking. The ELL teachers will focus on improving the oral language development and listening skills of those two students. As was stated earlier, the writing scores of the ELL students have been an area of concern for our school. To help strengthen the writing of these students, we have started a school-wide initiative focused on writing, including the development of power standards in writing for each grade. We will examine samples of student writing and target areas of improvement during monthly faculty conferenced. In general, if the child scores below certain levels in literacy on classroom and standardized assessments, the child will receive push-in support from literacy teachers and paraprofessionals. In designing their schedules for push-in services, ELL teachers also make it a priority to be present in the classroom for instruction in reading, writing, and word study. In addition, ELL children may be targeted to attend specialized after school programs to improve their skills in math and literacy. The school also offers a software program, Imagine Learning English, which is designed to enhance the development of English language skills, including vocabulary building. Each ELL student is required to be using the program for twenty minutes daily.

4. a. Looking at the scores of ELL students taking the ELA test in third grade, we see that the greatest number of ELLs (9 students) scored a Level 2. In fourth grade, the greatest number of ELLs (10 students) scored a Level 2. In fifth grade, the greatest number of ELLs (7 students) scored a level 3.

In looking at the NYS Math scores for our ELL students, we see that five (two taking the test in English and three taking it in the Native Language) third grade ELLs scored a Level 1, fifteen (fourteen taking the test in English and one taking it in the Native Language) scored a Level 2, and twelve (eleven taking the test in English and one in the Native Language) scored a level 3. Two students in third grade scored a Level 4, with no one taking the test in the Native Language. In fourth grade, ten students scored a Level 2, all taking the test in English. Eight fourth grade students scored a Level 3, with no one taking the test in the Native Language. One fourth grade students scored a Level 4 and that student took the test in English. In the fifth grade, we see that the only students to score a Level 1 were the three students who took the exam in their native languages. Of the six students who scored at a Level 2, five took the exam in in English and one in the Native Language. Of the twelve students who scored at a Level 3, eleven took the test in English and one in the Native Language. Three students took the exam in English and scored a Level 4, while one student took the exam in the Native Language and scored a Level 4. This year, as we look across the grades at the Math scores, we see that students who took the test in their native languages scored at all four levels.

b. The school does not administer the ELL Periodic Assessments.

c. The school does not administer the ELL Periodic Assessments and does not have a Native Language program.

5. The school does not have a dual language program.

6. We evaluate the success of our ELL program by looking at the whole student, as he or she acclimates to life in our country and to speaking English. Through our strong involvement with parents and with the assistance of our Parent Coordinator, we strive to make the student's adjustment easier. We are committed to welcoming and including the different ethnic communities of our ELL parents and students in all school activities.

We also measure the success of our program by looking at how well the student is progressing and performing academically. We look at classroom and standardized assessments to measure academic performance. We also consider how many students pass the

NYSESLAT each year, and we also monitor data to see how the students advance through the levels of language proficiency.

### 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.

Attached are three charts which depict information about the NYSESLAT scores and the proficiency levels of ELLs in our school. Chart #1 shows that we have nearly the same number of Beginner and Intermediate level students, while we have the greatest number of Advanced level students. The bar graph in Chart #2 indicates that the majority of our ELL students remained at the same proficiency level after this year's NYSESLAT, although they may have made progress within that proficiency level. Chart #3 shows the numbers of students whose proficiency levels remained the same; here, we notice that the greatest number of students remained at the Advanced level of proficiency.

## Part VI: LAP Assurances

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

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

	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 076 The Bennington School					
<b>District:</b>	11	<b>DBN:</b>	11X076	<b>School</b>		321100010076

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		92.1	93.1	93.7
Kindergarten	148	124	131				
Grade 1	193	172	163	<b>Student Stability - % of Enrollment:</b>			
Grade 2	190	201	175	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	166	195	217		91.8	91.2	92.2
Grade 4	220	183	205	<b>Poverty Rate - % of Enrollment:</b>			
Grade 5	185	219	177	(As of October 31)	2008-09	2009-10	2010-11
Grade 6	0	0	0		83.3	84.8	84.8
Grade 7	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 8	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 9	0	0	0		16	38	25
Grade 10	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 11	0	0	0	(As of October 31)	2007-08	2008-09	2009-10
Grade 12	0	0	0		11	12	14
Ungraded	0	2	2				
<b>Total</b>	<b>1102</b>	<b>1096</b>	<b>1070</b>				

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	48	35	32	Principal Suspensions	14	13	47
# in Collaborative Team Teaching (CTT) Classes	29	38	53	Superintendent Suspensions	9	3	9
Number all others	44	40	44				

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

<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2007-08	2008-09	2009-10
# receiving ESL services only	139	131	TBD
# ELLs with IEPs	2	20	TBD
These students are included in the General and Special Education enrollment information above.			
Number of Teachers	80	80	76
Number of Administrators and Other Professionals	11	13	8
Number of Educational Paraprofessionals	9	9	13

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	98.8	100.0	100.0
				% more than 2 years teaching in this school	78.8	81.3	94.7
				% more than 5 years teaching anywhere	50.0	57.5	69.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	84.0	88.0	90.8
American Indian or Alaska Native	0.2	0.1	0.2	% core classes taught by "highly qualified" teachers	97.4	96.3	100.0
Black or African American	50.9	49.0	49.2				
Hispanic or Latino	42.5	41.9	43.1				
Asian or Native Hawaiian/Other Pacific	3.5	3.1	3.8				
White	2.7	3.5	3.6				
<b>Male</b>	50.8	50.5	50.5				
<b>Female</b>	49.2	49.5	49.5				

**2009-10 TITLE I STATUS**

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

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

<b>SURR School (Yes/No)</b>		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
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>6</b>	<b>6</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	71.6	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	8.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	44.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	9.8						

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

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

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