



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: FELISA RINCON DE GAUTIER

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 32K376

PRINCIPAL: MS. MARIA VERA-DRUCKER

EMAIL: MVERA-DRUCKER@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. LILIAN DRUCK

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
M. Ordoñez	*Principal or Designee	
Laura Hompart-Schembri	*UFT Chapter Leader or Designee	
Dhaysy Correa	*PA/PTA President or Designated Co-President	
Teresa Santiago	DC 37 Representative, if applicable	
	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
	CBO Representative, if applicable	
Julio A. Jiménez	Member/ Co-Chair	
Maria D. Giron	Member/	
Jacqueline Jagernauth	Member/	
María Lopez	Member/	
Natalie L. Pérez	Member/ Assistant Principal	
Laura Hompart-Schembri	Member/ Co-chair	
Leticia Martínez	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

By June 2013, 75% of students in the lowest one-third (54 students out of 72* students) will show progress in the performance strand information and understanding by analyzing literature across various genres, and completing comprehension questions aligned to the Reading Common Core Learning Standards as measured by CCLS Aligned Units of Study.

** Based on Spring 2012 NYS ELA Exam Proficiency Ratings. Grade 4: 41 students out of 72 students. Grade 5: 31 students out of 72 students.*

Comprehensive needs assessment

Based on the 2011-2012 New York State ELA scores 72 students in grades 4 and 5 were identified as the bottom one-third for the school. The instructional cabinet examined the ELA strands along with students' scores and determined that the NYS ELA Standard 1 (Information and Understanding) would target the academic needs of these students by providing the literacy skills needed to build knowledge in all content areas and life long learning.

Instructional strategies/activities

The Instructional Cabinet along with Teacher Teams in grades 4 and 5 adapted the Teachers College Literacy Curriculum to focus on weekly literary skills. Weekly instruction and assessments are aligned to the Common Core Learning Standards (CCLS).

- By September 2012, a NYS ELA adapted baseline assessment will be administered to Grades 3-5.
- In November 2012, January 2013, and March 2013 teachers will administer the ELA Predictive Interim Assessment to monitor students' progress.
- Weekly targeted skills are assessed to monitor students' progress and to determine academic needs.
- Teachers will group students according to their academic needs: intervention (low), reinforcement (average) and/or enrichment (high).
- Staff developer will meet with teacher teams weekly for common planning.
- Staff developer will provide ongoing support to teachers (co-teaching, model lessons, small group instruction and data analysis)
- Administrative Team and staff developer will analyze weekly data to discuss patterns and trends with teachers.
- Staff developer and Teacher Teams will use work sampling to evaluate and customize planning and instruction as data dictates.
- Instructional Cabinet will meet weekly with teachers to reflect on classroom practices and discuss next steps.
- Staff developer and teams of teachers will meet weekly in grade level teams to assess students work and plan lessons that engage students in daily instruction
that support the acquisition of information and understanding skills.
- Teams of teachers will participate in literacy professional development to strengthen their understanding of the Common Core Learning Standards. On/off site professional development provided by Teachers College consultant, Education Consortium consultant, Talented and Gifted consultant, Children First Network 412 Specialists, Teacher Effectiveness Coach/Teacher Team, staff developer and the P.S. 376 Administrative Team.

Strategies to increase parental involvement

Our goal is to provide support and increase our parental involvement. We are continuing our Fatherhood and Motherhood Initiatives. The Fatherhood initiative goal was to increase the fathers' involvement in their children's lives in all areas such as academic, social, emotional and psychological. In addition, we are continuing The Motherhood Program promotes parental involvement with mothers who are not active in school. We also encourage parents to become Learning Leaders and trainings are provided to them.

Literacy along with content areas workshops are provided year-round to promote parental awareness of students' academic lives. Workshops for standardized testing are also provided to parents so that they are aware of the testing standards and will also be able to support their children academically. The following workshops will support the literacy goal mentioned above

- Title 1 Curriculum Night- September 12, 2012
- Title 1 New Common Core Standards Workshop-September 20, 2012 9am – 10am & 5pm-7pm
- Title 1 Homework Help Workshop for Kindergarten and First Grade Parents- November 15, 2012
- Title 1 Getting Ready to Read Workshop for Kindergarten Parents- December 6, 2012
- Title 1 NYS ELA and Math Parent Workshop- February 26, 2013 & February 5, 2013
- Title 111: NYSESLAT- March 20, 2013
- Parent Teacher Conference – ARIS Parent Link November 13, 2013 & March 13, 2013
- Title 1 Parent Book Club 6 sessions– April 2013
- A Heart for Writing – February 28, 2013
- Storybook & Bookmaking- March 6, 2013

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

_____ X _____ Tax Levy _____ X _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

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

Adult Continuing Education-ESL Beginners class & Intermediate, Spanish/English GED

The Greater Health of NY – workshops on child abuse

Urban Resource Institute. – provides workshops on domestic violence

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

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

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

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

CAMBA – provides information on immigration support, & diabetes 6week program

The Greater Health of New York- Health Parent Workshop

Health Plus – provides parents with health workshops and health insurance

Bushwick Psychotherapy Center – provide family counseling in their office and parent workshops on Helping Parents to Deal with Anger more Effectively, Bullying, Children Who Can't Pay Attention (ADHD)

Ridgewood Bushwick Youth Center - provide family with resources on, after school programs, adult education & Ged programs

District 32 - provide parents with information/resources on education, cec meetings, and more in our Back to School Blast

RBSCC Career Pathway - provide parent with resources on job readiness, computer and much more in our Back to School Blast

After Hours Project, Inc. - provide parents with HIV screening and literature in our Back to School Blast

Department of Health- provide parent with information on bed bugs & health on our Back to School Blast

CAMBA – 101 HIV Parent Workshop, SISTA 6 week Program HIV & Sexual Diseases Prevention & VOICES

Hands-on Professional Development – Financial Informational Parent Workshop

CFN- Discipline Code of Conduct Parent Workshop

NY Food Service Access Program – Provided information on healthy food on Back to School Event

NYIC- Provided information to parent on Back to School Event on the Preferred Action

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

By June 2013, 75% of students in the lowest one-third (54 students out of 72* students) will demonstrate progress in the Number Sense and Operations strand by making sense of mathematical problems, persevering in solving them and constructing viable arguments through mathematical models as measured by the Math CCLS Aligned Units of Study.

** Based on Spring 2012 NYS Math Exam Proficiency Ratings. Grade 4: 41 students out of 72 students. Grade 5: 31 students out of 72 students.*

Comprehensive needs assessment

Based on the 2011-2012 New York State Math scores, 72 students in grades 4 and 5 were identified as the bottom one-third for the school. The instructional cabinet examined the Math strands along with students' scores and determined that the NYS Math Standard 1 (Number Sense and Operations) would target the academic needs of these students by providing the mathematics skills needed to build knowledge in all mathematical concepts.

Instructional strategies/activities

The Instructional Cabinet along with Teacher Teams in grades 4 and 5 adapted the Everyday Mathematics Curriculum to align it to the NYS Mathematics Scope and Sequence. Weekly instruction and assessments are aligned to the Common Core Learning Standards.

- By September 2012, teachers will administer the CCLS aligned Mathematics base-line assessments to students in Grades 4-5.
- In November 2012, January 2013, and March 2013 teachers will administer the NYC ACUITY Interim Assessments to monitor students' progress.
- Teachers will administer weekly assessments to monitor progress in the Number Sense and Operations strand and group students according to their academic needs: intervention (low), reinforcement (average) and/or enrichment (high).
- Math Coach will collect Analysis of Performance Document bi-weekly.
- Teams of teachers will meet in grade level teams with Math Coach during common preps to plan lessons that engage students in the analysis of mathematical practices 1, 3, and 4 (e.g. make sense of mathematical problems, persevere in solving them and construct viable arguments through mathematical models) for Number Sense and Operations problems.
- Math Coach and Teacher Teams will use work sampling to evaluate and customize planning and instruction as data dictates.
- Math Coach and Teacher Teams will revise CCLS aligned Units of Study that focus on Number Sense and Operations problems using mathematical models to construct viable arguments.
- Teams of teachers will create and use CCLS aligned Mathematics rubrics to assess students' work with Number Sense and Operations problems using mathematical models to construct viable arguments and provide students with actionable and meaningful feedback so students are aware of their next learning steps.

- Math Coach and teams of teachers will participate in on-going mathematics professional development, inter-visitations and intra-visitations to strengthen their instruction of Number Sense and Operations. On/ off site professional development provided by consultants, Math Coach, CFN 412 Mathematics Specialist and Administrative Team.

Strategies to increase parental involvement

Our goal is to provide support and increase our parental involvement. We are continuing our Fatherhood and Motherhood Initiatives. The Fatherhood initiative goal was to increase the fathers’ involvement in their children’s lives in all areas such as academic, social, emotional and psychological. In addition, we are continuing The Motherhood Program promotes parental involvement with mothers who are not active in school. We also encourage parents to become Learning Leaders and trainings are provided to them.

Literacy and Mathematics along with content areas workshops are provided year-round to promote parental awareness of students’ academic lives. Workshops for standardized testing are also provided to parents so that they are aware of the testing standards and will also be able to support their children academically. The following workshops will support the literacy goal mentioned above:

- Title 1 ARIS Parent Link Log in Session- November 13, 2012 & March 13, 2012
- Title 1 Curriculum Night- September 12, 2012
- Title 1 New Common Core Standards Workshop-September 20, 2012 9am-10pm & 5pm-6pm
- Title 1 NYS ELA and Math Parent Workshop- February 26, 2013 & February 5, 2013
- Title 1 NYSESLAT Exam- March 20, 2013
- Title 1 Numbers & Sense Operation- December 18, 2012
- Title 1 Multiplication & Division- January 29, 2013 9am-10am & 6pm-7pm
- A Heart for Writing – February 28, 2013
- Storybook & Bookmaking- March 6, 2013

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

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

Adult Continuing Education-ESL Beginners class & Intermediate, Spanish/English GED

The Greater Health of NY – workshops on child abuse

The Greater Health of NY – workshops on child abuse

Urban Resource Institute – provides workshops on domestic violence

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

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

CAMBA- Breast & Cervical Cancer Prevention

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

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

CAMBA – provides information on immigration support, & diabetes 6week program

Health Plus – provides parents with health workshops and health insurance

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

Ridgewood Bushwick Youth Center - provide family with resources on, after school programs, adult education & Ged programs

District 32 - provide parents with information/resources on education, CEC meetings, and more in our Back to School Blast

RBSCC Career Pathway - provide parent with resources on job readiness, computer and much more in our Back to School Blast

After Hours Project, Inc. - provide parents with HIV screening and literature in our Back to School Blast

Department of Health- provide parent with information on bed bugs & health on our Back to School Blast

CAMBA – 101 HIV Parent Workshop, SISTA 6 week Program HIV & Sexual Dieases Prevention

Hands-on Professional Development – Financial Informational Parent Workshop

CFN- Discipline Code of Conduct Parent Workshop

NY Food Service Access Program – Provided information on healthy food on Back to School Event

NYIC- Provided information to parent on Back to School Event on the Preferred Action

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

By June 2013, 75% (93 out of 124 students) of ELL students in grades K-3 will demonstrate progress in their use of language and its conventions in all modalities as demonstrated by CCLS Aligned Literacy Units of Study (Reading and Writing) and the Student Oral Language Observation Matrix (SOLOM – Listening and Speaking).

Comprehensive needs assessment

We have analyzed the most recent Spring 2012 NYSESLAT data. We have identified Reading and Writing to be the area of greatest need. We will use data from the NYSESLAT proficiency levels within the four modalities (Listening/Speaking and Reading/Writing) and the ELL Predictive to determine instructional goals. Teachers will differentiate by using supplemental materials. This year we will be strategic in the selection of materials for our intervention programs. To differentiate these programs, our instructional cabinet as well as ELL teachers and Co-teachers are being provided time for planning. We will be utilizing supplemental materials such as “Getting Ready for the NYSESLAT” and “Language Proficiency Intervention Kits”. Grades second through fifth will be serviced during Saturday Academy. Grades third, fourth and fifth will be serviced during After-School. The Language of Instruction is English (L2). The number of Certified Teachers are: Three ESL Teachers, and Three Content Area Teachers (they will Co-Teach the class with the ESL teacher). The Schedule for the After-School Program is 3:10 pm to 4:30 pm, and the Saturday Academy for ELL's is from 9 am to 12 pm. The Duration of the Programs will be from November 2012 through May 2013.

Instructional strategies/activities:

The Instructional cabinet along with ELL Teacher Teams in grades Kindergarten – Grade 3 adapted the Literacy and content area Curriculum to focus on language conventions in all modalities. Weekly instruction and assessments are aligned to the Common Core Learning Standards.

- By October 2012, ELL teachers administer the SOLOM base-line assessment to students in Grades K-3. Staff developer will collect Item Analysis Spreadsheet.
- In January 2013 and May 2013 Teachers in Grades K-3 will administer the SOLOM to monitor oral language development. Staff developer will collect Data Checklist.
- Staff developer will meet bi-weekly with teachers during common preps to facilitate curriculum planning and mapping sessions using the Sheltering Instruction Observation Protocol (SIOP) template as an example to bolster the English Language Development (ELD) element within content lessons.
- Targeted language objectives are assessed bi-weekly to monitor students' progress and to determine academic needs in Literacy. Staff developer will collect Analysis of Performance Document monthly.
- Staff developer and Teacher Teams will use work sampling to evaluate and customize planning and instruction as data dictates.

- Instructional Cabinet and Teacher Teams analyze students' work to reflect on classroom practices and discuss next steps.
- Instructional Cabinet will monitor classroom instruction to ensure the ELD element is present within content lessons through the frequent cycles of observations using the Danielson Framework rubric competency 1e (Designing Coherent Instruction).
- Teams of teachers will participate in professional development to strengthen their understanding of ELD. On/off site professional development provided by Teachers College consultant, Education Consortium consultant, Children First Network 412 Specialists, Teacher Effectiveness Coach and the P.S. 376 Administrative Team.

Strategies to increase parental involvement

P.S. 376 recognizes the importance of parental involvement in the education of all of our children, participation of our ELL parents in the on-going parent workshops are highly encouraged. We conduct workshops, classes, meetings, trips, and school-wide parent events to increase parental involvement on all levels. With Title III funds, we are planning to conduct a series of workshops specifically for ELL parents. We will provide workshops that will support parents to help their children at home both academically and socially. Workshops will be conducted during the school day by our ELL coordinator and ELL teachers fully certified at no cost to the program. We will be targeting approximately 40-50 parents for each workshop session and the workshop will run approximately 1 hour to 1 1/2 hours. Workshops will be presented, such as Getting Ready for The NYSESLAT (presenting different ways to help ELLs achieve higher performance on the NYSESLAT). This year we plan to continue our Book Club with our ELL parent that is facilitated by the ELL Coordinator. We will provide parents with children's authentic literature and other relevant materials that they can use with their children at home. Workshops will be led in English and in the parents' native language (eg. Spanish). Parents are given tips on how to incorporate reading at home with their children. Spanish books are given to our Spanish reading families. Our Parent Coordinator encourages ELL parents to enroll in the Learning Leaders training to increase parental involvement. We have a Parent Coordinator that reaches out to our ELL parents on a regular basis through PSA meetings, workshops, surveys, letters, flyers, calendars and LCD signs. We evaluate the needs of our parents and work together.

Scheduled ELL Parent workshops are as follows:

September: Title III Common Core Learning Standards ELL Parent Workshop

October: Building Good Study Skills and Homework Help for ELL Students

November: Getting Ready to Read

December: English Language Learners Building Academic Language

January: Asking our Children the Right Questions to Build Academic Language

February: Getting Ready for NYS ELA

March: Getting Ready for NYS Mathematics Test

April: Preparing for the NYSESLAT

May: Building Language Through Visual Arts

June: Ensuring Continuous Growth in Language through Conversations and Trips During Summer Activities.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax _____ Title I _____ Title IIA _____ X _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

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

Adult Continuing Education-ESL Beginners class & Intermediate, Spanish/English GED

The Greater Health of NY – workshops on child abuse

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

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

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

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

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

CAMBA – provides information on immigration support, & diabetes 6week program

Health Plus – provides parents with health workshops and health insurance

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

Ridgewood Bushwick Youth Center - provide family with resources on, after school programs, adult education & Ged programs

District 32 - provide parents with information/resources on education, cec meetings, and more in our Back to School Blast

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ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

By June 2013, 100% of teachers will set goals and be provided with support and feedback to foster growth in the areas of Domain 1: Planning and Preparation, Domain 2: Classroom Environment, Domain 3: Instruction and 4: Professional Responsibility. As outlined in the Charlotte Danielson Framework for Enhancing Professional Practice.

Comprehensive needs assessment

Based on the 2012-2013 City-wide Expectations teacher development must focus on supporting all students to meet the Common Core standards by strengthening the common language and understanding of what quality teaching looks like by deepening the school community's comprehension of Charlotte Danielson's Framework for Teaching.

Instructional strategies/activities

The Instructional Cabinet, Teacher Effectiveness Coach and Teacher Team will provide teachers with professional development on the Danielson Framework rubric as per the 2012-2013 City-wide Instructional Expectations. The Instructional Cabinet will conduct cycles of frequent formative classroom observations to determine levels of teacher effectiveness.

- In August 2012, the Administrative Team established informal and formal observation protocols. As evidenced by 2012-2013 "Expectations and Guidelines for Assistant Principals."
- In September 2012, the Administrative Team will provide the faculty staff professional development on the Danielson Framework and observation cycles.
- In September 2012, Teacher Effectiveness Team (Supervisor, UFT Chapter Chair and Teacher Team) will be established to foster teacher development in all competencies.
- In September 2012, teachers will participate in the Teacher-Self Assessment via ARIS LEARN.
- Administrative Team will develop a school-wide Professional Development Plan to differentiate PD to support teachers' individual professional goals.
- From October 2012-May 2013, Administrative Team and Teacher Effectiveness Team will meet with the Talent Coach once a month.
- Teachers will be provided with verbal feedback within one to two days and written feedback within three to five days. Each Danielson observation will include actionable and meaningful feedback, which will be uploaded onto ARIS Learn.
- Teachers will receive an initial, mid-year and end of the year evaluation conference.
- On going Administrative Team and Teacher Team will meet inter and intra- grade to ensure constructivist depth of competency is achieved from grade to grade.

Strategies to increase parental involvement

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addition, we are continuing The Motherhood Program promotes parental involvement with mothers who are not active in school. We also encourage parents to become Learning Leaders and trainings are provided to them.

Literacy and Mathematics along with content areas workshops are provided year-round to promote parental awareness of students' academic lives. Workshops for standardized testing are also provided to parents so that they are aware of the testing standards and will also be able to support their children academically. The following workshops will support the literacy goal mentioned above:

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- Title 1 NYS ELA and Math Parent Workshop- February 5, 2013 & February 26, 2013
- NYSESLAT Exam – March 20, 2013
- Title 1 Numbers & Sense Operation- December 18, 2012
- Title 1 Multiplication & Division- January 29, 2013 9am-10am & 6pm-7pm
- A Heart for Writing – February 28, 2013
- Storybook & Bookmaking- March 6, 2013

Budget and resources alignment

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Tax Levy Title I Title IIA Title III Grants Other

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Service and program coordination

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Adult Continuing Education- ESL Classes Beginners & Intermediate, English & Spanish GED

Urban Resource Institute. – provides workshops on domestic violence

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

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

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

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

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

CAMBA – provides information on immigration support, & diabetes 6week program

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ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

By June 2013, 100% of teachers will administer two aligned CCLS Units of Study in Literacy and two aligned CCLS Units of Study in Mathematics to students.

Comprehensive needs assessment

Based on the 2012-2013 NYCDOE City-wide Expectations all students must engage in two CCLS Units of Study in Literacy and two CCLS Units of Study in Mathematics.

Instructional strategies/activities

The Instructional Cabinet, Children's First Network 412 Specialist, Teachers College consultant, Staff Developer, Math Coach, ELL Coordinator will provide professional development on the 2012-2013 Citywide Instructional Expectations.

- Teams of teachers will meet during common preps to align unit lessons to the Common Core Learning Standards (Literacy and Mathematics).
- Teams of teachers and the Instructional Cabinet will meet during common prep to unpack the Common Core Learning Standards aligned units of study.
- The Instructional Cabinet and teams of teachers will meet after school to evaluate the students' academic needs.

Implementation timeline of CCLS Units (Literacy and Mathematics).

Literacy CCLS aligned unit of study:

- Kindergarten January, 2013 and April, 2013
- Grade 1 December 2012 and April 2013
- Grade 2 December 2012 and April 2013
- Grade 3 December 2012 and April 2013
- Grade 4 December 2012 and April 2013
- Grade 5 December 2012 and April 2013

Mathematics CCLS aligned unit of study:

- Kindergarten February 2013 and June 2013
- Grade 1 February 2012 and June 2013
- Grade 2 December 2012 and February 2013
- Grade 3 December 2012 and February 2013
- Grade 4 January 2013 and June 2013
- Grade 5 January 2013 and June 2013

Strategies to increase parental involvement

Our goal is to provide support and increase our parental involvement. We are continuing our Fatherhood and Motherhood Initiatives. The Fatherhood initiative goal was to increase the fathers’ involvement in their children’s lives in all areas such as academic, social, emotional and psychological. In addition, we are continuing The Motherhood Program promotes parental involvement with mothers who are not active in school. We also encourage parents to become Learning Leaders and trainings are provided to them.

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- Title 1 Curriculum Night- September 12, 2012
- Title 1 New Common Core Standards Workshop-September 20, 2012 9am-10am & 6pm-7pm
- Title 1 NYS ELA and Math Parent Workshop- February 5, 2013 & February 26, 2013
- NYSESLAT Exam
- Title 1 Numbers & Sense Operation- December 18, 2012
- Title 1 Multiplication & Division- January 29, 2013 9am-10am & 6pm-7pm
- A Heart for Writing – February 28, 2013
- Storybook & Bookmaking- March 6, 2013

Budget and resources alignment

• Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy
 Title I
 Title IIA
 Title III
 Grants
 Other

If other is selected describe here:

Service and program coordination

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

Children Services – workshops on child abuse

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

Family Justice Center – provides parents with services on domestic violence & provides literature on our Back to School Blast

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

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

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

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

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

CAMBA – provides information on immigration support, & diabetes 6week program

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

Health Plus – provides parents with health workshops and health insurance

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

Ridgewood Bushwick Youth Center - provide family with resources on, after school programs, adult education & Ged programs

MIC Women's Clinic - provide workshop on breast & cervical Cancer & handout literature to parents on HIV, health and more in our Back to School Blast

District 32 - provide parents with information/resources on education, cec meetings, and more in our Back to School Blast

RBSCC Career Pathway - provide parent with resources on job readiness, computer and much more in our Back to School Blast

After Hours Project, Inc. - provide parents with HIV screening and literature in our Back to School Blast

Department of Health- provide parent with information on bed bugs & health on our Back to School Blast

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Close Reading Shared Reading Guided Reading Shared Writing Wonders Intervention for ELLs	Small group Individual Conferencing	During the school day Extended Day Before School After school Saturday Academy
Mathematics	Count Arounds Number Strings Guided Practice RTI Math Personnel	Small group Individual Conferencing	During the school day Extended Day Before School After school Saturday Academy
Science	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Peer Mediation Anti-bullying Workshops Anger Management Workshops Counseling	Small Group One-to-one	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

As of October 31, 2012 all PS 376 pedagogues meet State eligibility requirements and are highly qualified. New teachers were recruited from the Lead teachers candidate pool, New Teacher Recruitment pool, and Hiring Market pool. A hiring committee was then formed to interview and advise regarding the hiring of new teachers. The hiring committee was comprised of parents, teachers and administrators. To ensure the retention and development of highly qualified pedagogues we will:

- Employs a Literacy Staff Developer and Math Staff Developer
- Contracts off site professional development services from Teacher's College Reading and Writing Project
- Contracts on and off site professional development services from Math in the City.
- Instructional Cabinet provides professional development during the school day as well as afterschool
- Participates in professional development provided by CFN 412
- Participates in off site professional development provided by NYCDOE Teacher Effectiveness Program and on site professional development provided by the Teacher Effectiveness Program Talent Coach.

THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, and the Parent Association (or Parent-Teacher Association). This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, math, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Meeting where all parents are invited to attend to address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Information;
- hosting educational family events during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association)

- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, and foster parents;
- encouraging more parents to become trained Learning Leaders school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;
- hosting ESL and GED Adult Classes in collaboration with The Office of Adult and Continuing Education.

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training Learning Leaders school volunteers and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I PSA/PAC, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Ada Orlando	District 32	Borough Brooklyn	School Number 376
School Name P.S. 376 - Felisa Rincon DeGautier			

B. Language Allocation Policy Team Composition [?](#)

Principal Mrs. Maria Vera-Drucker	Assistant Principal Mrs. Wanda Ramirez
Coach Mrs. Ruth Rodriguez-Rivera	Coach type here
ESL Teacher Ms. Maria Sierra	Guidance Counselor Mrs. S. Burgos
Teacher/Subject Area Mrs. Jacqueline Dones/IEP-SETTS	Parent Ms. Maria Hernandez
Teacher/Subject Area type here	Parent Coordinator Ms. Evelyn Illas
Related Service Provider type here	Other type here
Network Leader Ms. Lillian Druck	Other type here

C. 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	7	Number of certified bilingual teachers	2	Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	642	Total Number of ELLs	181	ELLs as share of total student population (%)	28.19%
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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. 

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

2. When the students are determined to be English Language Learners (ELL) and therefore entitled to ELL services, parents/guardians are invited (through written notices) to a parent orientation. We conducted a large-scale ELL Parent Orientation on September 14, 2011 and are planning another orientation in June 2011. An attendance log is used to document the meetings and the selection process documentation. All Parents receive an orientation packet which consists of translated school curriculum, literacy recommendations and a parent handbook with all of the schools information. Parent Orientations empower parents with knowledge of guidelines, compliance and the distinctions of Transitional Bilingual, Dual Language and ESL Programs. The parents are then given options to select what program their ELL child will participate in for the academic year 2011-2012 through the completion of the Program Selection Form.. We present their options (to choose a Transitional Bilingual, Dual-language or an ESL program) with clarity and objectivity. A video in nine (9) languages provides parents of newly enrolled ELLs into the New York City school system with the information on the organization of the school system and their right to choose educational options for their child. The video is available in: English, Spanish, Chinese, Russian, Haitian, Arabic, Korean, Urdu, and Bengali. Parents are also provided with brochures that explain the three program models: Transitional Bilingual Education Programs, English as a Second Language Programs, and Dual Language Programs. Additionally, parents are provided with a Q & A session for further explanation of their program choices, of the state and city standards, the core curriculum, assessment, student expectation and general educational program requirements. This enables parents to make an informed and sound educational decision as to which program best meets the needs of their child. In addition to the two large-scale ELL Parent Orientations, our Parent Coordinator and ESL Coordinator conduct on-going orientations for parents of newly admitted ELLs

throughout the year so that they would be able to make informed choices for their children's academic needs. Our school utilizes room 210, when a group of parents view the video for the selection process. If there are one on one meetings a laptop is used for the viewing of the video. In order to ensure that the school is documenting the meetings a meeting log will be used in order to track the paper work, meetings and the attendance of all newly registered parents. The log will be placed in room 210. The parent coordinator will continue to assist in ensuring that all paperwork is followed up with parents.

3. Immediately after the ELL Parent Orientation in September 2011, parents were requested to fill out a Parent Survey and Program Selection form. Parents were provided with an option to return it within the week if they needed additional time to make a decision. The Parent Coordinator and the ESL Coordinator also reached out to individual parents who have not participated in the ELL Parent Orientation through phone calls and letters. We request meetings with each parent in order to ensure that all parents are well-informed and students are placed appropriately. Entitlement letters and Non-Entitlement letters are sent to all ELL parents in mid-September informing them of their child's score on the LAB-R /NYSESLAT and the ESL services they will be receiving throughout the year. A log will track the letters that have not been returned. A school aide Ms. Romero will be supporting the ESL/Coordinator in ensuring that the proper documents are returned on a timely manner. In addition to this new protocol, we will create a tear off for all letters that must be returned to the school to ensure all compliance is met. When documents are not returned, we involve the classroom teachers and direct them to hold the report cards during Parent Teacher Conferences, providing parents an opportunity to visit the ESL teacher in order to read and sign any parent documentation.

4. We organize our ESL programs strictly according to parental choice made on the Parent Survey and Program Selection forms. We are committed to organizing a Transitional Bilingual class if we have at least 15 Parent Surveys with TBE as their choice (If a form is not returned, we understand that the default program for ELLs is Transitional Bilingual Education as per CR Part 154.) All letters, brochures, and meetings (including Parent Orientation) are conducted in the parents' native language and in English. In our school community, we have an Asian pedagogue that is utilized as a translator, 80% of our staff speaks Spanish, we have an Arabic parent that serves as a translator when necessary. Any and all consultation and communication is translated in their native language in order to ensure that the parents are well-informed. If we do not have enough parents selecting TBE as their choice, we have individual meetings with parents to provide them with information and aid in transferring the student to a nearby school with a quality TBE program that is appropriate for their child. Our school has a resource handbook with the community schools that offer the different ELL programs. ESL/Coordinator supports parents in contacting schools and providing parents with the information.

5. For the past few years, the trend has been that a vast majority of ELL parents choose to place their child in an ESL program. Again, in this school year 2011-12, the vast majority of Newly Admitted ELL' parents chose to place their children in ESL programs, according to the Parent Surveys that we received in September of 2011. To this date, 33 parents out of 36 Kindergarten ELL parents chose to place their child in ESL and 3 parents did not return the Parent Survey. None of the parents chose to place their child in TBE. We are still working to reach the 3 parents who did not return the Parent Survey in kindergarten. In third grade, there is one Newcomer whose parent chose the ESL program for her child. Also, in fourth grade, one Newcomer's parent has chosen to place him in the ESL program. Parent Survey and Program Selection forms are kept in folders and filed by class/grade as a form of recordkeeping.

6. Aligned to the parent requests, on the parent surveys we received in September 2011, we organized a self-contained ESL class in kindergarten for all Beginners and Intermediate ELLs. We also placed all Advanced Kindergarten ELLs (14) in a mono-lingual class where they will receive ESL push-in services by a fully-certified ESL teacher. Although all instruction will be conducted in English according to parental choice, we will provide books and picture dictionaries in the students' native language. We will also have an afterschool program for our upper-grade ELLs, 3rd, 4th, and 5th grade ELL students in order to immerse them in academic work and activities that will enhance their English language development in all four modalities. In addition, we will be conducting a Title III Saturday Academy program for Newcomers where we will provide native language support, as well as intensive instruction in English using ESL strategies. We are presently tracking our ELL students and the classes to ensure that all of our ELL students are successful. We are tracking our bottom 1/3rd and 44 ELL students are in this category.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	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 checked="" 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 type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														To t #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	2	1	1	1	1	1								7
Push-In	4	8	4	8	0	8								32
Total	6	9	5	9	1	9	0	0	0	0	0	0	0	39

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	181	Newcomers (ELLs receiving service 0-3 years)	144
SIFE	5	ELLs receiving service 4-6 years	33
		Special Education	22
		Long-Term (completed 6 years)	4

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	144	5	18	33	0	7	4	0	1	181
Total	144	5	18	33	0	7	4	0	1	181

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

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
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	29	41	27	41	19	20								177
Chinese						1								1
Russian														0
Bengali														0
Urdu														0
Arabic	1		1			1								3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	30	41	28	41	19	22	0	181						

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).

A. Programming and Scheduling Information

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. In the year 2011-2012 we have organized a self-contained ESL 1st grade, 2nd grade, 3rd grade, 4th grade, and 5th grade. We also grouped ELLs (in each grade) in one class so that they can receive all mandated hours of ESL services by a fully certified Push-in ESL teacher. ESL Self-Contained programs/classrooms are also heterogeneously grouped; however, ESL teachers also provide Push-In and/or Pull-out to ELL students in mainstream classrooms. At P.S. 376, we have fully adopted the push-in model for all grades where the classroom teacher and the ESL teacher plan together and co-teach during all ESL periods. All English Language Learners were placed in their appropriate grade levels. In Kindergarten, Beginner and Intermediate students were placed in the self-contained class and Advanced students were placed in a regular mono-lingual class with ESL Push-in support. In all other grades, ELLs were grouped heterogeneously (mixed proficiency levels) and are being targeted with differentiated instruction within small groups.

2. Students receive mandated hours of ESL instruction in accordance with the individual students' result of the LAB-R and New York State English as a Second Language Achievement Test. according to the CR-Part 154, the minimum required minutes of study are as follows:

o NLA for Bilingual:

- Beginning/Intermediate – 180 minutes per week
- Advanced – 180 minutes per week

o 60/40 (Spanish/English) model for Beginners, 50/50 Intermediate, and 25/75 for the advanced (providing 1 unit of ELA/1 unit of ESL) in the early grades (K-2) Beginning and Intermediate students receive 360 minutes a week of ESL instruction. Advanced students receive 180 minutes a week of ESL instruction and 180 minutes of ELA. One full-time ESL certified teacher is pushing into ESL classes to provide all mandated hours of ESL services to all entitled students. A part time ESL certified teacher is pushing into the identified ELL classrooms. Native language support is being provided in small groups according to the needs of the individual students by trained classroom teachers and/or the ESL teacher.

3. In a freestanding ESL model, content area instruction is being delivered in English using various ESL strategies, such as TPR, visuals, and realia to make content comprehensible to enrich language development. Literacy groups are differentiated using, Running Records, Conferences, Strategy Lessons, NYSESLAT sub-proficiency levels (Listening/Speaking & Reading/Writing), and the Periodic ELL Interim Assessment. For each instructional unit and individual lesson, teachers target students' specific instructional needs in listening, speaking, reading and writing (by establishing with ELL students Long-term and Short-term goals).

Content area instruction is delivered in each program model. In the ESL program teachers scaffold and contextualize instruction.

Additionally, all classroom teachers scaffold instruction using grade level and age appropriate ESL materials to contextualize instruction and increase comprehensibility.

ELL academic learning is ensured by following the New York State Initiatives for Limited English Proficient/English Language Learners as a framework to support learning, as well as a way to enable them to reach the standards.

A. Programming and Scheduling Information

4. We are aware that first language literacy is a key predictor of success in second language acquisition and allows us to identify existing proficiencies in the first language that can be readily transferred to the L2. As such, we make every effort to evaluate our students in their native language both orally and in literacy. Oral proficiency is assessed by a licensed pedagogue during the initial registration interview and is often helpful in identifying SIFE students who may need to be given the ALLD (in the upper grades). L1 reading ability is assessed in first language using first language texts and the TCRWP Running Record rubric for assessing students with their own levelled text. In turn, our newcomers often produce written work in the L1. We allow and encourage students to express themselves in the L1 as they continue to develop their skills in English. Because all of our work is standards-based and assessed with rubrics, we can evaluate the work produced in the L1 using the same rubric and with the same high-expectations we use for all students.

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

A. Plan for SIFE:

Newcomers who come with interrupted education of at least 2 years are identified by our Pupil Accounting Secretary as SIFE (Students with Interrupted Formal Education). In order to best support the unique needs of these students, a fully certified ESL teacher will provide intensive small group intervention using a computer program with native language support (Imagine Learning English). They will use Gear Up guided reading program. There will be on-going assessments being administered to SIFE by all service providers so that targeted educational plan can be continuously modified to fit the students special needs. All SIFE will be targeted for an afterschool program using RAZ/ Reading A-Z. They will also be targeted for Title III after-school program where instruction will focus on increasing language development across the content areas. Progress of our SIFE will be monitored closely by their classroom teachers and ESL teacher. They will have a quarterly meeting with the Assistant Principal of ESL in order to ensure that their needs are being fully met.

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

Newcomers who have been in US schools less than three years are also identified for targeted ESL instruction. They will receive 360 minutes of ESL instruction by a fully certified ESL teacher. Newcomers will also be targeted for a computer intervention program with native language support, Imagine Learning. Small group will focus on addressing the language demands of the skills being targeted in Reader's and Writer's workshop. In addition, they will have the opportunity to participate in a afterschool Newcomers Program geared toward accelerating English language acquisition which will be taught by highly qualified ESL teachers. Spanish-speaking newcomers will also have the opportunity to continue to grow in their first language through participation in Spanish Club and other enrichment programs to increase their language development across the content areas.

C. Plan for ELLs receiving service 4 to 6 years

Analysis of the NYSESLAT scores for ELLs receiving ESL service for 4-6 years illustrate their overall weakness in reading and writing. Therefore, ESL teacher will push-in during Reader's and Writer's Workshop to target their specific needs in reading and writing. Student scores on the NYSESLAT, ELA and TC Assessments will also be cross-referenced to identify their needs and to develop data-driven plans that target those particular needs. These students will be targeted for small group work with the ESL teachers where students will receive strategy lessons and guided reading support. This year we will also begin to formally assess the language development of these students using the SOLOM (Student Oral Language Observation Matrix) to ensure that students are developing CALP in their oral language. This in turn will inform our assessment of student writing so that we can identify where existing oral language proficiencies are not transferring into writing. Individual conferring with these students will specifically focus on their ability to express themselves in speech and writing using CALP. This year, we are working to strategically bolster these students' academic language proficiency skills by systematically integrating language frames/stems (Gibbons, 1993) into instruction that will, for this subpopulation, be purposefully drawn from the language functions (Gibbons, 1993) which can be correlated with the higher levels of the Depth of Knowledge (Webb, 2005) framework. ELLs in their fourth to sixth year of service will also have the opportunity to participate in an afterschool programs.

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

Long-term ELLs are identified by BESIS and/or RYOS report. Like SIFE, long-term ELLs will be monitored closely by the classroom teacher and ESL teacher. NYSESLAT, along with data from other formal assessments (i.e., ELL Interim Assessment, ELA, Math, Science and Social Studies state exams) will be analyzed by the teachers to help formulate an appropriate educational plan for long-term ELLs, which will be collaboratively developed by the ESL teacher and the classroom teacher. The data from these assessments as well as data from classroom assessments and anecdotal records will assist in the development of targeted strategy lessons and focuses for different

A. Programming and Scheduling Information

balanced literacy components such as guided reading, inter-active reading, shared reading, inter-active writing and small group instruction lessons designed to address the specific areas of difficulty for these individual students. We are also encouraging our LTELL students to begin taking ownership of their own progress toward attaining English proficiency by implementing the Reading A-Z program which includes an online component that will allow to work independently on various literacy skills on-line.

E. Plan for ELLs with Special Needs

ELLs with special needs will be identified by IEPs. IEPs will be reviewed carefully by push-in ESL teacher, classroom teacher and IEP teacher in order to develop an instructional plan that will best meet the educational goals stated on the IEP. All mandated hours of ESL will be provided by a properly licensed ESL teacher. Formal and informal assessments will also be reviewed and analyzed by the ESL teacher along with the IEP teacher. The instructional team will identify the stumbling blocks of progress: disability verses challenge caused by linguistic needs. Teachers will provide appropriate native language support where appropriate. We will identify research-based strategies and protocols effective for ELL and IEP students. These will include: use of visuals, realia, use of technology (ELMO, Smartboard), explicit modelling and the consistent use of TPR methods by different instructors. Students will also be supported in their ability to reflect on their own learning process through systematic individual goal-setting protocols and one-on-one conferences.

ELLs with Special Needs will likewise be eligible for all academic intervention opportunities as well as enrichment programs (such CASA program-visual arts and music).

6. ELL students with disabilities are given equitable access to grade level curriculum. ELL-SWD's are held to the same high standards as their grade level peers. These students are supported in accessing the content by providing multiple access/entry-points to learning, including the use of leveled content area libraries in every classroom; the creation of classroom environments with reference materials that encourage students to independently access prior learning (through process charts and posters). These students are also supported through the use of technologies (Smartboards, ELMOs, listening stations) that enhance student engagement and active participation in instruction. They also have many opportunities to engage with content both visually (using visual supports and realia) but also kinesthetically (using TPR and physical modeling) to help facilitate concept mastery.

7. We ensure that our ELL-SWD's are served in the least restrictive environment possible. ELL-SWD's are primarily supported through the use of scaffolds (as described in 6. above) to support their mastery of the curriculum. We also support the achievement of our ELL-SWD population through providing horizontal and vertical planning opportunities that allow cross-articulation between the ESL Teacher, IEP Teacher and classroom teachers. The progress of these students is closely monitored by the SBS Team which is overseen by the Assistant Principal in charge of ELLs.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

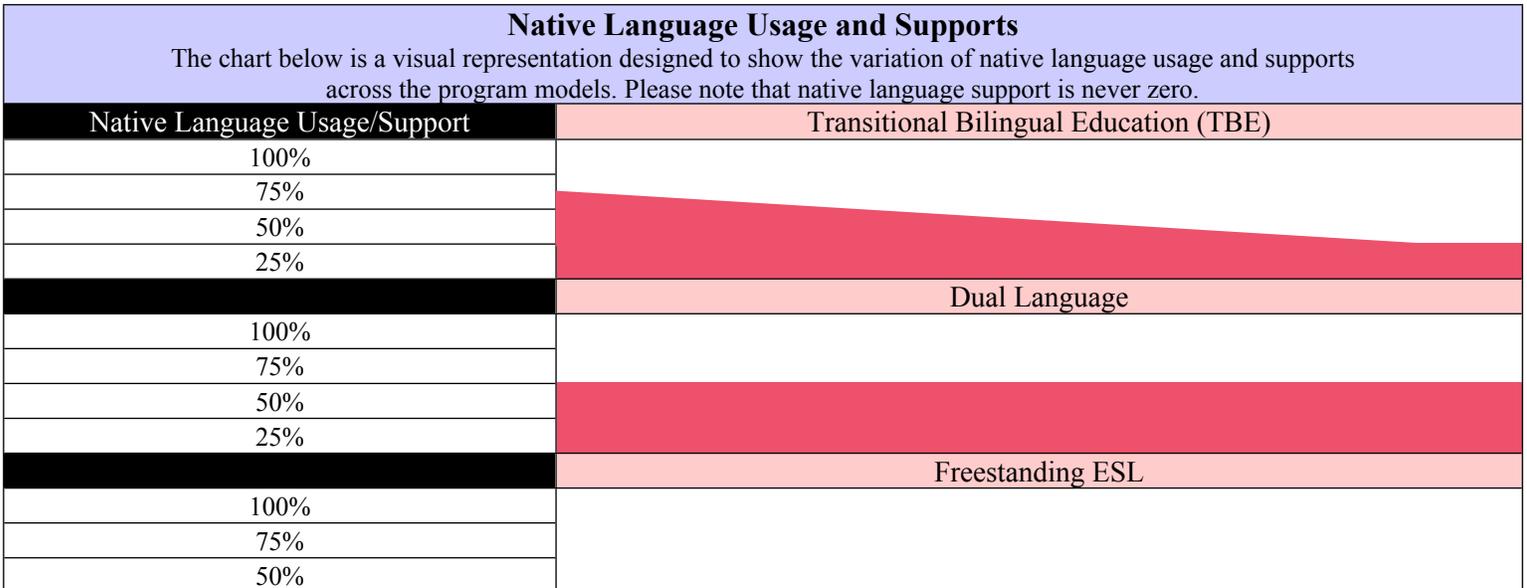
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				

Social Studies:	
Math:	
Science:	

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

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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

8. There are many intervention programs that are being conducted for ELLs in ELA, math and other content areas. All ELLs (in all ELL subgroups) in grades 3-5 are being targeted for Extended Day where teachers are providing intervention in ELA and Math. For Newcomers, teachers are providing ELA intervention through Shared Reading, Small Group guided reading, and one-on-one writing instruction. For ELLs receiving services for 4-6 years and Long-term ELLs, we are providing ELA intervention through small group reading/writing instruction and specific skill-based strategy lessons. Intervention is being provided for ELLs in math during Extended Day through differentiated instruction in small groups. We are also providing all ELLs with targeted intervention program during Afterschool using the Award Reading program. In addition, several enrichment programs such as Art Club, Dance Club, and Science Club are being offered to ELLs in order to increase their language development in the content areas.

9. Proficient students will continue to receive support as they transition into mainstream monolingual classes. Teachers of transitioning ELLs will continue to use supportive scaffolds like TPR, visuals and realia to facilitate content comprehension. They will also facilitate the development of more advanced academic language structures through the use of language frames (Gibbons, 1993) where appropriate. Teachers will continue to target Tier III and Tier II vocabulary on their Word Walls and provide students with frequent opportunities for cross-articulation to allow them opportunities to make meaning from text. Students will also continue to receive all legally mandated tested modifications on state exams (including bilingual dictionaries) and will be prepared to take advantage of these modifications throughout the year.

10. This year we are introducing several new initiatives to further support our ELLs:

- Common planning periods are included for collaboration between the ESL and monolingual teachers during our weekly schedule. During this time, teachers and support staff ensure that literacy and content area instruction is consistent and addresses the needs of our ELLs. Literacy: ESL and Bilingual staff work with the classroom teachers to ensure that the balanced literacy model provides a bridge to English language acquisition.
- We have begun working with EdConsortium (ELL consultants) to more directly integrate language development work into our curriculum across content areas. Specifically, after studying Gibbon's (1993) work on the forms and functions of language during a summer institute, we are now expecting to teachers to plan for language development through the use of Language Objectives (usually in the form of language stems) in their lesson plans across content areas to support ELL's development of CALP.
- Push-in collaborative team teaching sessions are arranged to provide optimal literacy development via scaffolding reading and writing instruction for our ELLs during the Readers & Writers Workshop so maximize alignment between classroom instruction and ESL instruction in our classes receiving push-in ESL support.
- Native Language Arts Push-In Support Program will enrich ELL learning across the content areas: The certified bilingual teacher pushes-in to support and increase ELL comprehensibility and learning.
- ESL teachers will collaborate with the mainstream teachers regularly in order to align ELL instruction with the Monthly Instructional Focus Calendar, as a way to ensure that students are accessing the same core curriculum core curriculum as their peers and ESL-specific materials will support and/or augment the core reading and writing curriculum, not supplant it.
- Push-in collaborative Team Teaching sessions are planned to provide more explicit support in the native language as a way to

ensure students' content area lessons are not only rigorous, but accessible and comprehensible.

- ESL staff work with classroom teachers and coaches to ensure that lessons and units are culturally sensitive and relevant to the student population.
- This year we are also adding Social Studies instruction through Technology. The former computer teacher will collaborate with classroom teachers in providing core social studies instruction. He will teach social studies content through the use of technology in order to deepen our students' understanding of key Social Studies concepts and to widen our students' experiences through the use of high technology resources (such as Smart Boards and ELMOs).
- We are also conducting many new enrichment afterschool programs, such as Art Club, Dance Club and Science Club.
- This year we have also begun to be more strategic in the selection of materials for our afterschool programs. To differentiate these programs, ELLs will work with Award Reading, Imagine Learning, and English Now based on their individual needs.
- In addition to Imagine Learning computer program, we are also implementing Reading A-Z program for our 4—6th year ELLs and our long terms ELLs to provide students with the opportunity to work independently/online.

11. It is important to note that programs previously used will not be discontinued; however, all resources that are currently being used have been reevaluated as a result of summative and formative data to ensure the ELL materials are all being implemented under revised approaches to maximize student academic performance (i.e., ESL teachers will continue to use Avenues, however, will align their lessons and resources to the writing component of the Monthly Instructional Focus). Using the same toolbox of resources we plan to leverage scheduling flexibility to maximize opportunities for teacher collaboration and instructional coherence across all content areas, including ESL.

12. ELLs have equal access to all school programs. To ensure ELLs have equitable access to the grade-level curricula, teachers will receive targeted professional development and coaching in how to make their instruction meaningful and comprehensible to ELLs at all level. As a supplement to the integration of ELL strategies in the classroom and the introduction of Language Objectives as an expectation in all lessons, an interactive technology program, Imagine Learning English, will be implemented to track student progress and provide customized language instruction for SIFE, beginner, newcomer and others ELLs identified as potentially benefiting from L1 support. The program incorporates content-area topics relevant to student learning in the classroom. Progress reports generated by the Imagine Learning English program will be sent home to bridge the gap between parents and teachers. The reports facilitate individualized homework and extension activities, while providing critical information for parents in the native language. During our extended day period, we will provide students access to the Imagine Learning technology program. This is above and beyond the mandated units of service. In addition, ELLs are targeted for all enrichment programs during and after school and have access to Imagine Learning intervention program as well as Reading A-Z. All ELLs in grades 3-5 also have been targeted for Extended Day. In addition, ELLs are targeted for all enrichment programs during and after school and have access to Imagine Learning intervention program as well as Reading A-Z.

13. Varied instructional materials are used to support ELL students. All classroom libraries include books available in students' native languages, and the ESL and Bilingual staff have a variety of reading materials focused on the students' native cultures. Classroom libraries have a variety of literacy and content-based materials. Our resource room and school library also have a wide selection of books, magazines, and periodicals to support students' literacy development in both English and Spanish. Listening Centers in our ELL classrooms offer audio books to help support newcomers and struggling readers as they build fundamental literacy skills. The audio books are often incorporated into center activities and are used during extended day to reinforce targeted reading skills and provide additional practice. ELL students are also provided with bilingual dictionaries and are taught to use them.

The core literacy curriculum is being supplemented with carefully selected materials from several ELL-specific intervention programs. Materials from these programs are purposefully selected to align with the current unit of study in whatever content area they are being used to supplement. Programs from which we have pulled resources include: Imagine Learning; Award Reading; English Now; Rigby's On Our Way to English; and Reading A-Z. Additionally, Gear Up and In Steps Guided Reading Programs are being used strictly for ELLs in small group instruction.

14. Native language support is never zero. Over 80% of our staff speaks Spanish. Teachers of ELLs consistently provide native language in all four modalities. Reading materials in native language are displayed and accessible in our classroom libraries. Vocabulary in English and the native language is written and displayed used to support learning. Speaking in their native language is encouraged to enhance conversation in small groups and teacher conferences.

In Freestanding ESL, all whole-class instruction is being provided in English. However, we are providing native language support in small groups and through the use of materials in the students' native language and the Imagine Learning computer program. ESL classrooms are

equipped with various books on tape in both English and the native language in the listening centers to help students begin to transfer literacy skills from the L1 to the L2. All ESL classrooms have books and bilingual dictionaries in the students' native language that students can access.

15. All mandated ESL services are being provided in grade and age-specific groups. We also ensure that all ESL resources are appropriate to our ELLs' age and grade level. This achieved through backwards planning that begins by looking at the grade-specific CCLS (and NYS ESL) standards. We ensure the instruction and expectations are the same as for their mainstream peers through horizontal unit planning that occurs in grade teams. A component of this collaborative planning process is the identifications of the specific scaffolds that will be used to support ELLs in mastering the same content. Scaffolds include: the use of: leveled libraries; visual aids, realia and manipulatives; strong model using "think-alouds"; the use of language stems; and the use of TPR and more in-depth experiential learning opportunities to facilitate the mastery and retention of key concepts. Teachers also provide native language support and materials and welcome the use of the L1 by students. Supportive classroom environments provide ELLs with supports all around, such as: interactive word walls, experience charts and process charts. Cooperative learning is also key instructional strategy for our ELLs. by creating opportunities for meaningful academic discussions between students.

16. In addition to the ELL Parent Orientation conducted in September and in June, we are organizing a Curriculum Day for our newly enrolled ELL students and parents before the beginning of the school year. Newly enrolled ELL students and parents are invited to be a part of our kindergarten class for a morning where they learn to orient themselves in a new school setting and curriculum. Teachers engage newly enrolled students in Read Aloud with Accountable Talk and other academic activities. They also meet with the Principal and the Assistant Principal, as well as other key staff in the building such as Parent Coordinator, and ESL Coordinator/ ESL Teacher.

17. At this time, as an elementary school, we do not offer any foreign language electives to our ELLs; however, all of our cluster teachers speak Spanish. And in music, art, dance and physical education students have the opportunity to continue to develop their academic vocabulary in the first language.

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

Not applicable.

D. Professional Development and Support for School Staff

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

1. ELL personnel will receive ongoing professional development throughout the year from TCRWP Consultants and Calendar Days as well as EdConsortium consultants. Professional development learning will be supported onsite by the Literacy Coach. Teachers will also be strategically identified for professional development opportunities provided by OELL.

2. To support our ELLs as they transition to middle school, we offer Parent Workshops on all aspects of the middle school application process. We also take our fifth graders on visits to neighborhood middle schools. Our bilingual guidance counselor, social worker, parent coordinator and IEP teacher support families in picking the right middle school for their child and completing the application process.

3. As per Jose P., all staff (including non-ELL teachers) receive the mandated 7.5 hours of ELL training. This is achieved during our monthly faculty meetings when Assistant Principal in charge of ELLs or a highly-qualified ELL professional developer will lead teachers in becoming familiar with the LAP; providing instructional support through research-based best practices for ELLs; ELL testing modifications; ELL data or looking at ELL student work.

E. Parental Involvement

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

Paste response to questions 1-4 here

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

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

Children Services – workshops on child abuse

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

Family Justice Center – provides parents with services on domestic violence & provides literature on our Back to School Blast

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

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

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

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

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

CAMBA – provides information on immigration support, & diabetes 6week program

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

Health Plus – provides parents with health workshops and health insurance

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

Ridgewood Bushwick Youth Center - provide family with resources on, after school programs, adult education & Ged programs

MIC Women's Clinic - provide workshop on breast & cervical Cancer & handout literature to parents on HIV, health and more in our Back to School Blast

District 32 - provides parents with information

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	13	10	5	16	3	2								49
Intermediate(I)	4	11	12	20	2	5								54
Advanced (A)	12	20	11	5	14	15								77
Total	29	41	28	41	19	22	0	0	0	0	0	0	0	180

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		1	0	0	1	0							
	I		8	1	0	0	0							
	A		26	15	15	14	5							
	P		5	9	21	2	13							
READING/ WRITING	B		9	3	10	1	0							
	I		10	11	21	1	3							
	A		17	8	5	14	15							
	P		4	3	0	1	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	11	4	0	21

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
4	1	18	6	0	25
5	3	14	2	0	19
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	1		12		9		1		23
4	3		18		8		1	1	31
5	0		12		7		0		19
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		3		14		8		25
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

A close examination of students' NYSESLAT scores (from Spring of 2011) in the four modalities, illustrates an illuminating pattern of the ELLs' on-going linguistic needs. Students who are at the beginning and intermediate levels across grades K-5 still indicate a need of integrating the English language in all four modalities. The modalities of Listening/Speaking continues to be our ELLs' strongest area. The other two modalities, Reading/Writing, illustrate the need for stronger support, especially in grades 3, 4, and 5. Results show an increase in numbers for Advance and Proficient levels in Reading/Writing in grades K-1. Results also show an increase in numbers for Advance and Proficient levels in grades 3 - 4. An overall increase of Advance levels is evident across K-5; yet, a significant increase of Beginners and Intermediate levels in grade 3. However, the scores on all four modalities for are low and therefore, we can rightfully determine that they have a high need for English Language Acquisition support in all areas. Therefore ESL teachers, who have mostly beginners and low intermediate ELLs in their classes, will ensure the use of ESL strategies in all instructional areas in order to provide adequate academic scaffolding in the four modalities. The ESL Push-in teacher (especially in the K-3 grades where there is a concentration of Beginners and Intermediate levels) will push in during reader's and writer's workshops in order to provide balanced support in the four modalities. Push-in teacher will also give small group strategy lessons, guided reading lessons, shared reading, & writing lessons to best support our Beginning and Intermediate ELLs.

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

NYSESLAT scores of ELL students in grades 3-5 illustrate a pattern that is notably different from the students in grades K-1. Reading and Writing undoubtedly is the weakest area for Beginners and Intermediate in K-1 grades, also, for Advanced students in 2-5 grades. According to the data, students who seemed to have acquired the level of proficiency in Listening and Speaking, yet, are not as successful in Reading and Writing. ELL students still need lots of support in acquiring academic language, reading strategies, and various writing skills. Therefore, teachers across the grades will put emphasis on modeling and explicitly demonstrating reading skills, such as, questioning, determining importance, identify the main idea, inferring, synthesizing, using prior knowledge, distinguish between fact-and-opinion, making connections, note taking, using context clues, and responding to literature in written format. Teachers will include daily language functions and language stems across all subject areas. Across the grades, especially 2-5, where students show a greater need in the writing modality, we will work on best practices to transfer their oral language skills to written language. Teachers will apply reading and writing strategies to assist students to acquire information and make oral and written reports comprehensible and meaningful. For writing, our ELL students will write for different, meaningful purposes and a variety of audiences. ELL students will set goals and confer with teachers. Teachers will put emphasis on the writing process and on modeling writing skills, such as, planning, structure, organization, craft, elaboration, and publishing techniques.

In addition, the push-in ESL teacher will provide support during the reading and writer's workshops in order to develop and use skills and strategies appropriate to their level of English proficiency. Although our High Intermediate and Advanced students across all grades are able to communicate socially, data demonstrates that they still need support and focused instruction in acquiring academic language. Students will show academic language growth orally, in reading and writing conferences, and assigned projects.

Assessment data across the content areas show that our ELL population is mostly performing on grade-level. Majority of our ELLs, with the exception of Beginners and SIFE, have scored a high level 2 or low level 3, on the ELA and Math state exams. The majority of our 4th grade ELLs, 14 students, scored a level 3, and 8 students scored a level 4 on the Science State examination. Although ELLs are adequately acquiring content knowledge, the English language difficulties that our ELLs have are hindering them from achieving a high level 3 and level 4 on the ELA state exam. Most of our ELLs, again with the exception of a few Beginners and SIFE students, chose to take the state examinations in English rather than in their native language. Beginners who took the exams in their native language have a score at or slightly below grade level. On the other hand, SIFE students who took the exams in their native language scored 1 because they did not have adequate amount of academic language, appropriate language functions, even in their native language.

We monitored their progress in their English language acquisition within the four modalities using the results of the ELL Periodic Assessments, administered this year, the use of a Language Skills checklist, NYSESLAT results, ELA results, TCRWP Assessments and other informal assessments. The ELL Periodic Assessments results are gathered and analyzed, then compared to last year's results, to inform the teachers for small group instruction. We used the results of these assessments to drive our Inquiry Team work on ELLs and to

ensure that ELLs on all levels are progressing adequately throughout the year. We have learned in our Inquiry Team, using the NYSESLAT, ELA, and the Language Skills checklist, in combination with other summative data, that giving ample opportunities to read authentic literature throughout the day, practicing various reading strategies, teacher modeling, working in small groups, and continue using Accountable Talk is crucial to the development of the ELLs' oral and written language development. We are currently working to implement the same practices in all ELL classes across the grades.

P.S. 376 also understands the importance of giving Native Language support to our ELLs even though we do not currently have bilingual classes or Dual Language classes; (we honor the parent's selection forms). Therefore, we are supporting our ELLs in their Native Language in small groups during the day, in afterschool, and Saturday Academy. We are also ensuring that all ELL classes have books in the library, content area textbooks, and bilingual dictionaries in their Native Language.

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 32k376 **School Name:** Felisa Rincon de Gautier

Cluster: _____ **Network:** 412

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.

Parent must sign in with the School Safety Agent. Upon the parents arrival we have the Translation and Interpretation Unit information provided in all languages. Students are registered by the Pupil Accounting Secretary. If a parent is unable to understand the language spoken we provided translation: Spanish, Asian, German and Italian. When we are in need of different languages we contact the Translation and Interpretation Unit. Parents are provided with the home language survey which generates students and parents native language.

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.

In the beginning of the school year we have parents fill out a school survey. One of the questions within the survey is "In what language would you prefer information?" As per the survey 75% of our parents prefer information in their native language. We have the survey results in the Parent Coordinator's Office. Staff members have access to this public information.

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.

Parents receive information in their native language. ESL and monolingual students have an option of preferred language. Correspondence is translated and sent home. Written translation services are provided by either in house staff members, parents, or the Translation and Interpretation Unit.

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.

Upon a parents arrival there are staff members that provide oral interpretation. We are in a predominately Spanish speaking community. During parent meetings oral interpretaion is facilitated. We have staff members that speak Chinese, German,Italian and Spanish. The Translation and Interpretation Unit provides oral interpretation when necessary.

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

Our school community provides the Translation and Interpretation Unit information throughout the school community. As per Chancellor's Regulation A-663 regarding parental notification we will adhere to the Regulation as to ensure a positive school community, where parents native language is respected and supported.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: <u>P.S. 376</u>	DBN: <u>32K</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>124</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input 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
Total # of teachers in this program: <u>6</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>3</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Our English Language Learners are being held to the same high expectations and standards outlined in the CCLS. However, in order for our students to be successful and meet these high expectations and standards they need targeted instruction in all four modalities: listening, speaking, reading and writing. To ensure that our ELL students meet college readiness skills and acquire proficiency in English, lessons will be scaffolded. ELL strategies such as TPR, visuals, and realia will be implemented to make content comprehensible therefore enriching language development. ELL students must gain the knowledge and skills to tackle these higher-order comprehension skills and develop an understanding of both fiction and nonfiction texts. Students must develop oral language skills to explain and reason the use of academic language. Grade level reading and writing must be learned in all content areas. ELL instructional activities aligned with the modalities, being taught will provide students strategies for them to practice and increase achievement. Instructional activities are tailored for ELL students because they are scaffolded within each grade level to increase in complexity and rigor. Vocabulary will be imbedded into their daily instruction. Through our Language Proficiency Intervention Kits we will reinforce literacy skills. We will differentiate instruction through the reading and writing process while supporting the language acquisition and in addition providing auditory and visual practice. As a result achieving success with academic vocabulary acquisition, fluency and comprehension. Our goal is to prepare our students to think and read critically, communicate strongly both orally and in writing, and solve complex problems.

We have analyzed the most recent NYSESLAT data. We have identified Reading and Writing to be the area of greatest need. We will use data from the NYSESLAT proficiency levels within the four modalities (Listening/Speaking and Reading/Writing) and the ELL Predictive to determine instructional needs. Teachers will differentiate by using the supplemental materials to ensure the acceleration within the four modalities. Student progress will be monitored weekly using the "Individual Student Progress Charts and the performance indicators through out the duration of the after school program. The program we will be using, "Getting Ready for the NYSESLAT" is aligned to the CCLS. Students will be given the opportunity to practice listening, speaking, reading and writing skills. We will be targeting grades 3, 4, and 5 because these are the grades that will be taking the ELA and NYS math exam. These students are also the students in greatest need of academic language in order to meet the NYS standards.

First language literacy is a key predictor of success in second language acquisition. We will support our students home language by providing dictionaries, literature in their native language, and word to word dictionaries. L2 reading and writing ability is continuously assessed and monitored through the use of rubrics and individual progress charts. This type of data will enable teachers to identify existing proficiencies in the L1 that can be readily transferred to the L2. Instruction will be differentiated to help students achieve greater proficiency with the new assessments.

This year we will be strategic in the selection of materials for our intervention programs. To differentiate these programs our instructional cabinet as well as ELL teachers and Co-teachers are being provided time for planning. The Getting Ready for the NYSESLAT and the Language Proficiency Intervention Kits will be tools that will provide a clear picture of what students need to prepare them for

Part B: Direct Instruction Supplemental Program Information

the NYSESLAT as well as the NYS tests by targeting all four modalities. Grades second through fifth will be serviced during Saturday Academy. Grades third, fourth and fifth will be serviced during After-School. The Language of Instruction is English (L2). The number of Certified Teachers are: Three ESL Teachers, and Three Content Area Teachers (they will Co-Teach the class with the ESL teacher). The Schedule for the After-School Program is 3:10 pm to 4:30 pm, and the Saturday Academy for ELL's is from 9 am to 12 pm. The Duration of the Programs will be from November, 2012 through May, 2013.

The supplementary materials that will be purchased for ELL Instruction are as follows:

Getting Ready for the NYSESLAT

Language Proficiency Intervention Kits

Bilingual Dictionaries

Picture Dictionaries

Picture cards and other manipulatives used to scaffold instruction for ELLs.

Trade books that support content areas

Consumable materials: learning materials for students

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: There is a minimum of five staff development workshops scheduled for the school staff during Professional Development, grade conferences. Sessions will be provided by ESL Consultants, CFN 412 ESL Network Specialist, and Teacher's College Project. Title III teachers will get additional Professional Development. They will be paid training rate, with the Title III funds, for 2 workshops for one and hours to plan for instruction based on data.

Professional Development 2012-2013

October: ELL Student Profile

November: ELL Walkthrough looking closely at Classroom Environment

November: Integrating the use of new materials in our ELL interventions program

December: Curriculum Planning, Thinking Across the Year for ELL's

January: ELL Strategies/Universal Designs/Math Differentiated

February: Using Data to drive instruction

March: Continued Services for ELL's and overall Improvement

Teachers will also be strategically identified for professional development opportunities provided by Office of English Language Learners.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: P.S. 376 recognizes the importance of parental involvement in the education of all of our children, participation of our ELL parents in the on-going parent workshops are highly encouraged. We conduct workshops, classes, meetings, trips, and school-wide parent events to increase parental involvement on all levels. With Title III funds, we are planning to conduct a series of workshops specifically for ELL parents. We will provide workshops that will support parents to help their children at home both academically and socially. Workshops will be conducted during the school day by our ELL coordinator and ELL teachers fully certified at no cost to the program. We will be targeting approximately 40-50 parents for each workshop session and the workshop will run approximately 1 hour to 1 1/2 hours. Workshops will be presented, such as Getting Ready for The NYSESLAT (presenting different ways to help ELLs achieve higher performance on the NYSESLAT). This year we plan to continue our Book Club with our ELL parents which is facilitated by the ELL Coordinator. We will provide parents with children's authentic literature and other relevant materials that they can use with their children at home. Workshops will be led in English and in the parents' native language (eg. spanish). Parents are given tips on how to incorporate reading at home with their children. Spanish books are given to our Spanish reading families. Our Parent Coordinator encourages ELL parents to enroll in the Learning Leaders training to increase parental involvement. We have a Parent Coordinator that reaches out to our ELL parents on a regular basis through PSA meetings, workshops, surveys, letters, flyers, calendars and LCD signs. We evaluate the needs of our parents and work together.

Scheduled ELL Parent workshops are as follows:

September: Title III Common Core Learning Standards ELL Parent Workshop

October: Building Good Study Skills and Homework Help for ELL Students

November: Getting Ready to Read

December: English Language Learners Building Academic Language

January: Asking our Children the Right Questions to Build Academic Language

February: Getting Ready for NYS ELA

March: Getting Ready for NYS Mathematics Test

April: Preparing for the NYSESLAT

May : Building Language Through Visual Arts

June: Ensuring Continuous Growth in Language through Conversations and Trips During Summer Activities.

Our Parent Staff Association works together with our Parent Coordinator and our teachers in school workshops, activities, and events to increase parental involvement on all levels. We also work together as a team to provide parents with programs such as GED and English classes. Here in P.S. 376 parents not only learn to support their children academically, but also work to strengthen family relationships, and foster professional growth.

Part D: Parental Engagement Activities

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

Children Services – workshops on child abuse

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

Family Justice Center – provides parents with services on domestic violence & provides literature on our Back to School Blast

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

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

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

CAMBA – provides information on immigration support

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

Ridgewood Bushwick Youth Center - provide family with resources on, after school programs, adult education & Ged programs

MIC Women's Clinic - provide workshop and handouts; literature to parents

District 32 - provides parents with information

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$21524

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>\$15,901</u>	<u>Saturday Academy per session (252 hours of per session for ESL and General Edd teacher to support ELL Students during Saturday Academy: (6 TRs x 3hrs x 8 sessions x \$50.19= \$7,227.36</u> <u>Title III Newcomers After School per</u>

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$21524

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>session for ELL and General Ed teacher to support ELL Students during Newcomer ELL Academy Afterschool: (3TRs x 1.20hrs x 48 sessions x \$50.19=8,673.00</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	<u>\$ 3,750</u>	<u>Behind the Books</u>
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>\$1,873</u>	<u>Instructional Books for Afterschool (Getting Ready for the NYSESLAT, Big Language Proficiency Intervention Kit Professional books for ELL Teachers Books and Materials for Parent Workshops</u>
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		