



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : ASA PHILIP RANDOLPH

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 03M076

PRINCIPAL: MR.CHARLES DEBERRY EMAIL: CDEBERR@SCHOOLS.NYC.GOV

SUPERINTENDENT: ALTSCHUL ILENE

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
Charles DeBerry	*Principal or Designee	
Cathy Hall	*UFT Chapter Leader or Designee	
Lakisha Williams	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Sandra Olivero	Member/Teacher	
Alice Miller	Member/Teacher	
Hazelene Brown	Member/Teacher	
Diane Whaley	Member/Para	
Ann Dow	Member/SAPIS	
Patricia Coleman	Member/Parent	
Nafeesah Burke	Member/Parent	
Marlene Francis	Member/Parent	

Jimmie Brown	Member Parent/ Chairperson	
Nikki Crute	Member/Parent /Tittle One rep	
Delphonson Goodwin	Member/Parent /Tittle One rep	

** 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

To improve teacher effectiveness in the areas of Questioning and Discussion Techniques (Grades K-8) to deepen student understanding and raise student achievement. To improve teacher effectiveness, Administrators will conduct 3-5 formal and informal observations focused on Questioning and Discussion Techniques and providing measurable feedback to teachers.

Comprehensive needs assessment

- We need to increase the monitoring of Questioning and Discussion techniques during classroom discussions and lessons. We will need teachers to develop instruction that is aligned with the Common Core standards shifts and Units of Study in relation to Questioning and Discussion Techniques to raise student's achievements.

Instructional strategies/activities

- a. Designing coherent instructions that encompass the needs of identified all students including special education and ESL students.
- b. We will use Questioning and Discussion Techniques-Charlotte Danielson's Framework for Effective Teaching. Through participation in the Teacher's Effectiveness Intensive using Charlotte Danielson's Frame work for Effective Teaching the school will conduct short frequent observations and provide feedback to teachers to support their practices being effective and highly effective on the rubric.
- c. We will provide differentiated professional development (workshops and computer based).
- d. Teacher teams will work with administrators to review units of study from the Common Core Library.
- e. We will analyze units (teams) to determine what modifications are needed to ensure that all students are developing critical and higher order thinking skills.
- f. Teachers will utilize the data and Understanding by Design framework to develop units of study with supports and tasks for English Language Learners and students with Disabilities (Teacher teams).
- g. Classroom teachers will receive ongoing professional development related to the Common Core Learning Standards and Universal Design for Learning.
- h. Administration will conduct frequent observation (informal and formal) cycles utilizing the Charlotte Danielson Framework as a guide to support teachers.
- i. Student's academic growth will be evident by an increase in performance on teacher created assessments, the New York State English Language Arts Exam and the New York State Mathematics exam. Students will be able to demonstrate a greater level of critical thinking and comprehension evident through portfolios, projects and assignments. By providing teachers with timely and actionable feedback we will develop a school community where accountability is shared to raise students' achievement.
- j. Teacher teams will meet regularly to discuss and deepen their understanding of the English Language Arts and Mathematics Instructional Shifts in Learning.
- k. Administrators, Community First Network 406, and Professional Development consultants will provide teachers with Professional Development related to the Instructional Shifts in Learning and Webb's Depth of Knowledge (Children first network 406).
- l. Teacher teams will modify and revise their current Units of Study to reflect the Instructional Shifts in Literacy and Mathematics (by grade level).
- m. Teacher teams will incorporate Universal Learning Design tasks into the Units of Study to ensure all students have access to the lessons.

- n. Administrators will monitor instruction related to the Units of Study to ensure that classroom lessons are engaging and rigorous.
- o. Students will engage in benchmark performance based tasks and post unit tasks to monitor growth and progress using a PBA rubric aligned to unit.
- p. Teachers will utilize data and the Understanding by Design framework to develop instructional lessons with supports and tasks for English Language Learners and students with Disabilities.
- q. Administration will provide an opportunity for teachers to participate in inter\intra-visitations and learning walks to share best practices.
- r. Administration will conduct frequent observation (informal and formal) cycles utilizing the Charlotte Danielson Framework as a guide to support and monitor instruction.
- s. Administration will ensure that classroom instruction is aligned to the Common Core Learning Standards and grade level appropriate for all students.
- t. Administration will provide actionable feedback to staff and suggested professional development to enhance student performance

Strategies to increase parental involvement

- Administrators and staff will continue ongoing communications\discussions with parents regarding individual student progress.
- Continue monthly parent workshops that involve various school constituents: e.g. administrators, staff, parent coordinator & Community Based Organizations.
- Assist and support families in using ARIS to monitor their child’s progress.
- Parents will be involved in school activities to ensure that there is an effective partnership between home and school.
- Develop new programming with our Community Based Organization (Harlem Children Zone) and University partner Columbia University- (America Reads and the Math Research Project). Activities will be developed that promote and provide an opportunity for teachers and students to interact.
- Distribute school wide monthly calendars, grade specific calendars, Progress reports and quarterly newsletters. Parents will have access to E-Chalk via the Internet to view classroom information and homework.
- Provide fall and spring grade level curriculum days to provide parents with updated information.
- Establish a section of the school library that will be dedicated to educational and parent resources to encourage and support reading at home.
- Parent Participation Awards will also be given to recognize and honor parents that participated and volunteered throughout the school year (June 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.

Title

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

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Tax Levy, Title I and Title III to provide Professional Development, Instructional Curriculum and Materials.

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

To continue to revise the current units of study in ELA and mathematics to ensure that all students are receiving instruction that is aligned to the Common Core standards (Grades PreK-8). In grades PK-8, students will receive instruction aligned with the Common Core Standards. We will align units of study: two in Mathematics and two aligned to the literacy standards in English Language Arts.

Comprehensive needs assessment

- We need to ensure that our curriculum in grades PreK-8 is cohesive, consistent and effective throughout our educational community.
- We need to have a minimum of two units of study in ELA and two in math. These units of studies will be aligned with the Common Core Learning Standards and will include rigorous tasks in Literacy, Mathematics, Social Studies and Science.
- Our curriculum maps need to be aligned with the Common Core Standards and the shifts will include at least two rigorous tasks in Literacy and Mathematics.

Instructional strategies/activities

- By June 2013, in grades PK-8, teachers will continue to adopt, adapt, revising and designing units of studies to meet the 2012-2013 instructional expectations and instructional shifts to have Common Core aligned units of study.
- Students will be experiencing Common Core standards-aligned units of study: two in math and two aligned to the literacy standards in ELA to raise student's achievement.
- Teacher will use the questioning and discussion Techniques-Charlotte Danielson's Framework for Effective Teaching

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Parents will be provided with workshops identifying the instructional shifts related to the Common Core Learning Standards.
- Teacher leaders will facilitate parent workshops to provide further understanding of the Curriculum Units of Study.
- Parents will receive information regarding Units of Study utilizing Jupiter grades which will enable them to monitor student progress.

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 IA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Tax Levy and Title I to provide Professional Development, Instructional Curriculum and Materials.

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

To integrate and utilize technology as a tool within the classroom to increase student achievement and teacher growth. We will raise student achievement by two percent in English Language Arts and Mathematics by monitoring student growth in reading, writing and math through research based program assessments and developing assessments that is technology based to prepare students for the 21 century.

Comprehensive needs assessment

- We need to ensure that technology is incorporated into classroom instruction. By June 2013, there will be an increase in the number of teachers that are aligning technology with the curriculum in the classroom by 75% (Grades K-8) in order for students to be college and career ready.
- Teachers lesson plans will need to indicate five lessons per week that incorporate use of the interactive white board technology in the in ELA and Math.
- Administrators will need to ensure that formal observations and informal observations demonstrate evidence that teachers are utilizing interactive white boards. Students will need to utilize computer notebooks, laptops and\or I-Pad enhance instructions at least five percent (5%) of the school day.

Instructional strategies/activities

1. We will purchase additional laptops, I-Pads, Kindles (2012-2013 school year for Grades K-8 (note: Pre-K-Fall 2012).
2. We will provide professional development for staff in aligning curriculum with technology.
3. We will continue ongoing partnership with the I-Zone Technology grant: (Pearson-Success Maker (Grade 3) and Time to Know (Grade 4).
4. The technology will increase student achievement by personalizing instruction to meet the needs of the students. Personalized instruction will target students' challenge areas and increase learning time. Students will be able to move at a pace that will promote success.
5. The following tools will be used in order to monitor and evaluate teachers' integration of technology into the classroom curriculum:
Administrator walk through where technology instruction is being utilized daily. Administrators will conduct pre and post observations on technology based lessons and assignments. Administrators will review lesson plans weekly to verify incorporation of technology. In addition, we will review and analyze (weekly) accelerated reading reports, Star math and Star reading data, reports from Pearson-Success Maker (Grade 3) and Time to Know (Grade 4), and class projects (wikkis, blogs etc.). In addition, Technology Rubrics and standards will be used to assess student understanding of concepts.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
1. Develop new programming with our Community Based Organization (Harlem Children Zone) and University partner Columbia University- (America Reads and the Math Research Project).

2. Distribute school wide monthly calendars, grade specific calendars, Progress reports and quarterly newsletters. Parents will have access to E-Chalk via the Internet to view classroom information and homework.

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

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Tax Levy and Title I to provide Professional Development, Instructional Curriculum and Materials.

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	English in a Flash (Grades K-8), Dosage: 4 days a week/20 minutes) - English in a Flash helps students learn sounds and vocabulary to accelerate understanding of basic English. This is a computer based program.	One to one tutoring	During the school day.
	Success maker (Grades 2-3, 3 days a week, 40 minutes) Focuses on developing critical skills for reading to help activate the link between accessing prior knowledge and acquiring new abilities to strongly develop and improve comprehension. This is a computer based program. The program differentiates instruction based on student abilities and assessments.	One to one tutoring	During the school day

	<p>Targeted Intervention (Grade K&1, 4 times a week/40 minutes) working with struggling readers intensively using efficient, evidence-based reading strategies refined daily with a diagnostic mindset. This is a pull out program serviced by a Reading Teacher. (small group 3-5 students)</p>	Small group	During the school day
	<p>Voyager Passport Literacy Intervention Program (Grade 2, 4 times a week/45 minutes) Students learn word study, fluency, comprehension, vocabulary, writing, listening & speaking skills. This is a pull out program serviced by an Educational Assistant (small group 3-5 students)</p>	Small group	During the school day
	<p>ESL (Grades K-8, 5 times a week for 1 hour and 12 minutes) This program is serviced by a licensed/certified ESL teacher.</p>	Small group	During the school day
	<p>FUNDations Double-Dose-Extended Time (Grades Pre-K-2/ 2 days a week/38 minutes) Struggling students receive a more intense small group instruction where the</p>	Small group	Extended Day

	<p>state’s standards. Rigorous academic content that is both fun and engaging. Research-based with proven results for all students. Students use this program before school in the morning.</p> <p>KAPLAN Reading and Writing (Grades 3, 2-3 days a week/45 minutes)(Grades 6,7,&8, 4 days a week/1 hour) The Afterschool staff of A Cut Above work with a small group of the bottom third students in order to better support their Reading and Writing Skills.</p> <p>ACUITY (grades 3-8, 3 times a week/for 30 minutes) - Performance based data and assessments. Customize assessments to address student needs. Customize assessments to target class needs. This program is Individualized based on student’s skill need.</p> <p>Crosswalk Coach (grade 6, 4 days a week/40 minutes) (grade 7&8, 2 days a week for 40 minutes) <i>Crosswalk Coach</i> aligns highly focused ELA lessons with the Common Core State Standards, promoting achievement through instruction and practice. This program is</p>	<p>Small group</p> <p>Small group and one to one instruction</p> <p>Small group</p>	<p>Afterschool</p> <p>During the school day</p> <p>During the school day</p>
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	<p>used in AIS before school program.</p> <p>Extended Time (Grades 6, 7, & 8, 4 days a week/38 minutes) Students use Success maker to enhance skills in Literacy.</p>	One to one instruction	Afterschool
Mathematics	<p>Teachers provide Math Academic Intervention to small groups of students. Math Facts in a flash is used to help K-8 grade students learn math concepts and problem solving to accelerate understanding of basic mathematics.</p> <p>AIS teacher pushes-in the classroom providing Tier One Intervention to students who have not met New York state Standard in Mathematics. (Grades 6-8).</p>	<p>Small group</p> <p>Small group</p>	<p>During the day</p> <p>During the day</p>
Science	In the After school	Small group	Twice a week

	<p>program, students are engaged in practicing science strategies and skills to meet the New York State Learning Standards for Science.</p> <p>In Saturday Academy volunteers from New York Cares work</p> <p>In addition, Team Green projects, teaches students about environmental issues and ways they can make a difference within our community and environment.</p>	<p>Small group</p> <p>Small group</p>	<p>Saturday</p> <p>Saturday</p>
Social Studies	<p>Small groups of students three times a week who need additional explicit, systematic instruction. Instruction on expository text increases domain knowledge and provides connections to science and social studies.</p>	<p>Small group</p>	<p>During the school day</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Individual and group counseling sessions are provided to students to improve their socialization skills, i.e. Self-esteem, Anger management, Impulsivity, and Communication.</p>	<p>Small groups and one to one support sessions</p>	<p>During the school day</p>

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.

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

1. We will provide high quality Professional development and resources that will target all members to assist with the alignment of the Common Core shifts and Common Core unit of studies.
2. On- going professional development for teachers individual needs constant instructional support by administration, coach and networks professional development workshops.
3. We will continue to support all staff members with research base training in technology and technology based assessments and data.
4. We will involve more teachers in planning and implementation of the Common core decision and alignment of unit of study including standards focus on listening, discussion, questioning and speaking.
5. High Quality Teacher's plans that strengthen teachers practice to meet the demands of the Common Core.
6. Identifying areas where practice needs more improvements and adding the support to enhance practice to move our students to the 21th century to be college and career ready.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. 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, 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 Fair/Event where all parents are invited to attend formal presentations and workshops that 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 Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- 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, grandparents and foster parents;
- encouraging more parents to become trained 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;

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 or child care 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 to volunteer 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 Parent Committees, 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 Chris Groll	District 03	Borough Manhattan	School Number 076
School Name Asa Philip Randolph			

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

Principal Charles DeBerry	Assistant Principal M. Vallon, N. Sutton, S. Thomas
Coach Yukio Otomo/Math	Coach
ESL Teacher Henrietta Blyden	Guidance Counselor Christopher Arlee
Teacher/Subject Area Hazelene Brown/Science	Parent
Teacher/Subject Area	Parent Coordinator Cecilia McCoy
Related Service Provider	Other
Network Leader Renardo Wright	Other

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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	548	Total Number of ELLs	42	ELLs as share of total student population (%)	7.66%
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Part II: ELL Identification Process

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

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

Part II: ELL Identification Process:

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

Additionally, the New York State English as a Second Language Achievement Test (NYSESLAT) is administered each spring so as to measure LEP students' level of English proficiency annually, and therefore determine whether or not the student continues to be LEP. The ESL teacher prints a copy of the NYSESLAT Eligibility Roster (RLER), the Language Assessment Battery (LAB) and the Revised Language Assessment Battery (R-LAB) which list the names of ELLs who need to be tested. Then, a few weeks before the test, a NYSESLAT administration team comprised of at least three pedagogues (including the ESL teacher) is appointed. The team meets to discuss the administration dates and procedures to be followed in proctoring the test. Testing of three modalities (Listening, Reading and Writing) is scheduled on three days within the designated week. The ESL teacher administers the Speaking component to each student separately over a 2-3 week period usually beginning in mid-April. In conjunction with the NYSESLAT, students are given interim assessment tests which prepare them for the NYSESLAT. Students are being prepared throughout the school year to take the NYSESLAT.

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

2. When a student is admitted to P.S./I.S. 76, their parents are actively involved in the decision-making process. To ensure the proper communication between our school and ELL parents, the HLIS is distributed according to home languages. In addition, the parents

receive the ELL Parent Brochure and Parent Survey and Program Selection Form delivered by hand together with an invitation to the Parent Orientation meeting. Letters are sent out in the various languages currently provided by the Department of Education.

Parents participate in the parent orientation, presented by the ESL teacher, which describes the various programs for ELLs available in the NYC public school system. These are Transitional Bilingual (TBE), Dual Language (DL), and Freestanding ESL. Parents view the Chancellor's Video in the language of their choice which explains the Transitional Bilingual, Dual Language and Freestanding ESL programs offered in New York City, where program placement options are presented with clarity and objectivity. After they watch the video, the ESL teacher discusses the different programs and choices available with the parents. Parent brochures are also given out in as many native languages as are provided by the Department of Education to enrich parental understanding of each available program. Children are placed as per parent choice. It has been the case that some Spanish-speaking parents have chosen to keep their child in the ESL program at P.S./I.S. 76 rather than take the child to the nearest school with a TBE or DL program (in District 3 or neighboring District 5), if they believed the distance to be too great. Parents are also provided with information on the State Standards, assessments, school expectations and the general program requirements of our ESL program. It must be noted, however, that in our section of District 3 (Central Harlem) where there are no bilingual programs in the West African languages that predominate (such as Wolof, Bambara, Fulani, Yoruba, etc.), the African parents automatically choose our Freestanding ESL program as their only real option. Of the 42 ELLs enrolled in the program this school year, 26 are of West African origin and speak a West African language or dialect in the home. Seven of them simultaneously have French as a home language. Six speak Arabic, and the remaining 9 are Spanish speakers. Thus, it would appear that we are trending towards a need for bilingual programs in the major West African languages represented here (for example, Wolof and Bambara).

3. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the free-standing ESL program at P.S./I.S. 76 within ten days. The entitlement letters, in the home languages provided by the DOE, are handed in at the beginning of a school year, to the parents of those children who had been administered LAB-R and scored below the cut off scores. Our school ensures that entitlement letters are distributed and the Parent Survey and Program Selection forms are returned. Copies of entitlement letters and other letters are kept on file and kept confidential. If the parents are not present during the Orientation and the Parent choice forms are not returned, the ELL teacher meets them on a make-up day, follows up with a personal mailing, and phone calls if necessary. Parents of newly enrolled ELLs are invited to two additional informational meetings as required under Part 154; they meet with an ESL teacher during the School Open Night and Parent-Teacher Conferences. The submitted forms are closely reviewed by the ESL teacher in order to conform with the choice of the parents. Any requests or concerns are brought to the attention of school administrators. Whenever needed, ELL parents are provided with access to translation and interpretation services, as well as all documents in their native languages.

4. There are many criteria used and procedures followed to place identified ELL students in bilingual or ESL instructional programs. Following the orientation in which parents view the Chancellor's video about the Bilingual and ESL programs offered in New York City, those parents whose first choice is a bilingual program are referred to the nearest school with a bilingual program. Currently, Spanish TBE and DL programs are located at P.S. 165 (234 West 109 Street) for Grades K-8, and at P.S. 36 (123 Morningside Drive) for Grades K-5. In addition, a Spanish Dual Language Middle School is located on West 92nd Street. A French dual-language program for the early grades was formerly housed at P.S. 125 (425 West 123 Street) for several years, but was recently terminated due to budget cuts and low enrolment.

This year, eight out of ten parents opted for the Freestanding ESL program. Therefore, children are placed as per parent choice. And, it has even been the case that some Spanish-speaking parents have chosen to keep their children in the ESL program at P.S./I.S. 76 rather than take the child to the nearest school with a TBE or DL program (in District 3 or neighboring District 5), if they believed that the distance was too great. Students who have not tested out on the LAB-R are placed in ESL groups according to their age and English proficiency level: Beginner, Intermediate or Advanced. The parents are informed about their children's placement, and the letters are distributed to them in their native language. The communication or consultation activities with the parents are also in their native language.

5. Parent Survey and Selection Forms maintained in the school files dating back to 2003-2004 reveal a trend towards a Freestanding ESL model. In 2010-2011, all of the thirteen parents who returned the Parent Survey and Selection Forms chose our Freestanding ESL program model for their children. This year 2011-2012, eight of the ten parents who were sent Parent Survey and Selection Forms also

opted for the ESL program. Of the two parents who listed TBE as their first choice, one chose to keep his child at P.S./I.S. 76 because she has a sibling already at the school. The other parent's needs could not be met because her child is in 8th grade, and there is no French TBE program at any Middle School in neighborhood, although there may be one at the former I.S. 44. However, if at any period we should have 15 students in two contiguous grades speaking the same native language, we will create a self-contained Transitional Bilingual Education class as is required by law.

6a. The program model offered at our school is aligned with parents' requests. Owing to the small ELL population at P.S./I.S. 76, Freestanding ESL is the only program offered. To build alignment between parent choice and program offerings, we give them sufficient information about the TBE and DL program models available in District 3 and nearby District 5. In addition, we explain the benefits of choosing a particular program for their child and sticking with it, whether the program is housed at our school (Freestanding ESL) or at another school in Districts 3 or 5 (TBE and DL).

Part III: ELL Demographics

A. ELL Programs

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	42	Newcomers (ELLs receiving service 0-3 years)	35	Special Education	2
SIFE	1	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	1

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

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE									0	
Dual Language									0	
ESL	35		6		2	1			42	
Total	35	0	6	0	2	1	0	0	42	

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
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	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	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																		
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish			1		2	3	3							9
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	3	2	1											6
Haitian														0
French	3	2		1		1	2	1						10
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	4	2		1	2	2	2	2					17
TOTAL	8	8	4	1	3	6	7	3	2	0	0	0	0	42

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).
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?

Programming and Scheduling information:

1a. Our school implements a Freestanding push-in/pull-out English as a Second Language program. The language of instruction is English.

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

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

1b. The ESL program provides services to ELLs in Kindergarten through Eighth Grade. Students are usually grouped according to the following grade clusters: K-1, 2-3, 4-5, and 6-8. However, the number of ELLs registered each year on a particular grade may change the group configurations slightly, for example 2-4 or 5-6. ELLs meet for either four or seven 54-minute periods according to whether they require 180 or 360 minutes per week. Alternatively, they may meet for either 36 minutes or 72 minutes per day. The number of ELLs as well as their proficiency levels also determine whether students will be grouped heterogeneously or homogeneously, and if the program model will be 'Push-In or Pull-Out.'

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

ELLs meet for either four or seven 54-minute periods according to whether they require 180 or 360 minutes per week. Alternatively, they

A. Programming and Scheduling Information

may meet for 72 minutes three or five times per week, according to whether they require 180 or 360 minutes per week.

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

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

French and Spanish books (including dictionaries, content picture dictionaries and glossaries) are housed in the school library as well as in the ESL classroom. ELLs in the early stages of English Language development are not discouraged from using their native languages. As more than 50% of our ELL population speaks a West African language in the home, we have not been able to acquire children's reading materials in most of these languages. The ESL teacher who is proficient in French and has a working knowledge of Spanish may use both languages for clarification purposes with the French and Spanish speakers. The teacher encourages students in the initial stages of English language learning to produce written work in their native languages in order to ascertain the students' prior educational experience and capabilities. The teacher then translates the words into English and uses the vocabulary derived from the child's own writing as a starting point in her instruction, according to the Language Experience Approach methodology. In addition, the teacher may use words in the child's home language (for example, French and Spanish) to assist in vocabulary building on a one-to-one basis in the child's writing notebook. Students are encouraged to use the computer website 'google interpreter' to translate their early work from their native language into English.

4. As a free-standing ESL Program, we cannot examine results of tests taken in the student's Native Language (NL). However, we do administer the Spanish LAB test to newly-enrolled Spanish-speaking students, when it is required. ELLs in the early stages of English language development are not discouraged from using their native languages. Classroom teachers who are proficient in the student's Native Language can use the language for clarification purposes, and other native language speakers who have been in an English speaking system for a longer period can also provide clarification when necessary.

5a. The ELL population at P.S./I.S. 76 consists of many subgroups, and they all require differentiated instruction.

For the SIFE population in our school, we:

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

A. Programming and Scheduling Information

Once SIFE students are identified, P.S./I.S.76 monitors the progress of those students as well as their scores on the NYSESLAT, ELA and Math assessments. Support is provided in all content areas, and instruction is differentiated for varying literacy needs. P.S./I.S. 76 makes available all existing support structures such as ESL, Extended Day, After-School reading remedial program and sometimes Speech which benefit the students.

During the 2010-2011 academic year, there were two SIFE students at P.S./I.S. 76. In 2011-2012, there is one.

5b. Plan for Newcomers:

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

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

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

As already indicated in #3 above, French and Spanish books (including dictionaries, content picture dictionaries and glossaries) are housed in the school library as well as in the ESL classroom. Newcomers are not discouraged from using their native languages. As more than 50% of our ELL population speaks a West African language in the home, we have not been able to acquire children's reading materials in most of these languages. The ESL teacher who is proficient in French and has a working knowledge of Spanish may use both languages for clarification purposes with the French and Spanish speakers. The teacher encourages students in the initial stages of English language learning to produce written work in their native languages in order to ascertain the students' prior educational experience and capabilities. The teacher then translates the sentences into English, and uses the vocabulary derived from the child's own writing as a starting point in her differentiated instruction. This is in accordance with the Language Experience Approach (LEA) methodology. In addition, the teacher may use words in the child's home language (for example, French and Spanish) to assist in vocabulary building on a one-to-one basis in the child's notebook. Classroom teachers who are proficient in the student's Native Language can use the language for clarification purposes, and other native language speakers who have been in an English speaking system for a longer period can also provide clarification to newcomers.

5c. Plan for ELLs receiving service 4 to 6 years:

At P.S./I.S. 76, there are six students who have been receiving ESL services for 4-6 years. Two of the six have an IEP and are in self-contained Special Education classes. Our plan for ELLs receiving services for 4 to 6 years is to provide them with the same support structures detailed above along with a heightened focus on phonics intervention. P.S./I.S. 76's curriculum for instruction is RIGBY's On Our Way to English Program, and RIGBY's phonics Intervention Kit offers phonics instruction that reflects the complete primary grades' phonics scope and sequence. In addition, The Rosetta Stone interactive language development software program, Sunburst Key Skills Learning System and the newly installed Earobics reading remedial software are geared towards enabling students to work independently at the computer.

A. Programming and Scheduling Information

We have found that ELLs who have been receiving ESL services for 4-6 years are usually quite competent in their Basic Interpersonal Communication Skills (BICS), and seldom need scaffolding in the native language. However, we do continue to make available to them dictionaries, content picture dictionaries and glossaries in the native language (i.e. French and Spanish).

5d. Plan for Long Term ELLs:

Our plan for servicing Long Term ELLs is as follows:

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

6. Teachers of ELL-SWDs use a variety of modified instructional strategies and grade-level materials to aid in their instruction: scaffolding, picture dictionaries, photo cards, realia, manipulatives, books with text support features and graphic organizers. All of these provide access to academic content and accelerate English language development. Once the Student Based Support Team (SBST) has evaluated the ELL-SWD and determined what services the student needs, each service provider (e.g. ESL, speech, etc.) is informed. The different service providers coordinate the student's schedule with each other so that all the mandates are implemented. If an IEP mandates bilingual instruction, the SBST team finds an appropriate placement for the child, usually at P.S. 165 (234 West 109 Street). If it is not possible to find a proper placement for the student or the parent chooses to keep the child in this school, the student automatically receives ESL services.

7. At P.S./I.S. 76, we provide differentiated and modified instruction to meet the diverse needs of ELL-SWDs. In addition, some SWDs are mainstreamed into regular education classes for literacy and math, while the ESL teacher pulls the ELL-SWDs out of their classroom where they work together with their general education peers in a least restrictive environment.

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

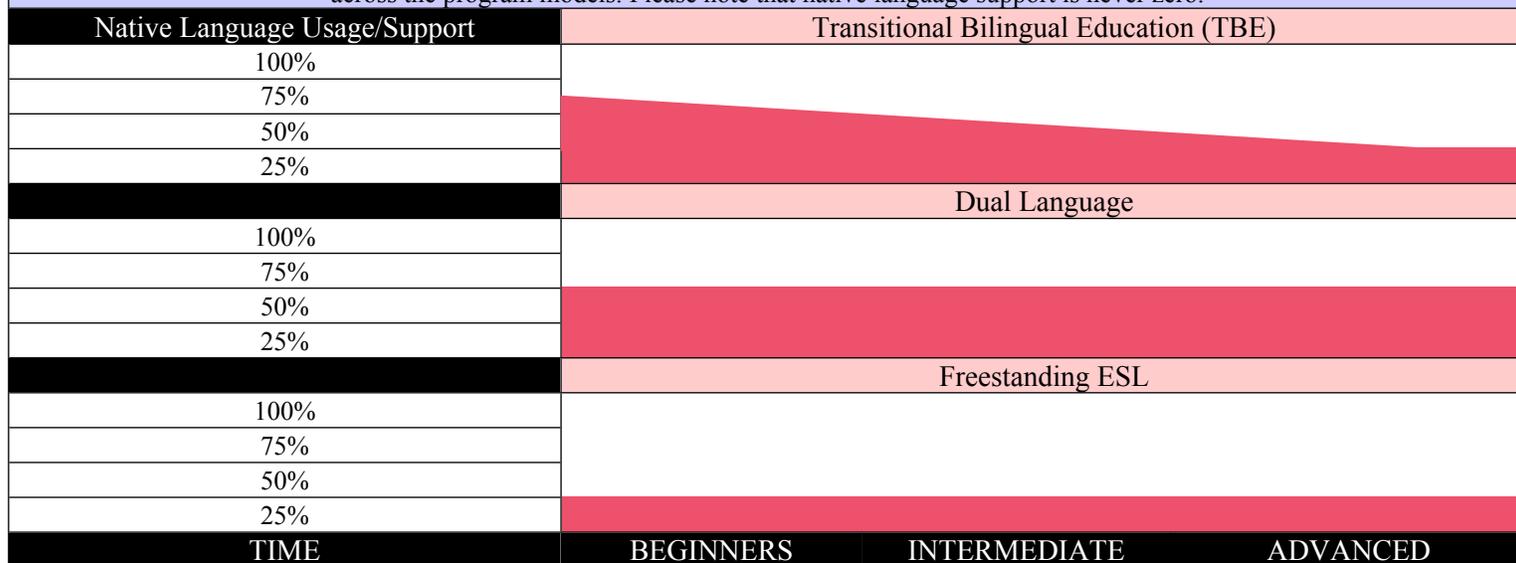
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

Native Language Usage and Supports

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



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. Targeted interventions programs for all the different ELL subgroups are the Balanced Literacy Extended Day Program, the Saturday Literacy Institute and Academic Enrichment Program, Library Power, SPELL READ remedial reading/writing after-school program, and Earobics Reach program for struggling readers. In 2010-2011, a test prep and Science experimentation intervention program was provided for the ELLs. We hope to be able to provide a similar Science intervention program this academic year. All intervention services are offered in English since our school has no TBE or DL programs. This academic year 2011-2012, there are approximately a dozen languages represented amongst our ELLs, most of which are derived from the West African area.

9. The school has a plan for transitional support for two years for ELLs reaching NYSESLAT proficiency. For example, students are eligible for two years of test accommodations for all the NYS tests. In addition, as the ESL teacher's schedule permits, former ELLs may be provided with ESL support for an additional two years. Parents of former ELL students are invited to the school-wide and NYC conferences and workshops. All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

10. A new program/improvement instituted in 2011-2012 is the 'ActivClassroom' by Promethean which is a multimedia teaching environment. The centerpiece of this program is the ActivBoard 300 pro range which is an all-in-one interactive, collaborative experience designed to capture the imagination of any type of learner -- from the auditory to the visual to the kinesthetic. Also being introduced is 'Earobics Reach', a revolutionary, research-proven approach to accelerate reading skills in high risk adolescents. It combines engaging content for the older learner and state-of-the-art software that takes individualized instruction to a whole new level. 'Earobics Reach' ensures that knowledge is both applied and retained through a rich, tightly integrated experience.

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

12a. ELLs at P.S./I.S. 76 have equal access to all school programs and supplemental services offered in our building. They are available to all parents and students in the school – guidance counselor, family worker, parent coordinator, occupational therapist, speech and language therapist, social worker, and psychologist. Students take part in the community building activities.

b. ELLs participate in the afterschool program that offers homework help, computer literacy, test prep, and a remedial reading/writing program, SPELL READ, which was initiated to target struggling ELLs in grades two to five. During this time, ELA teachers and Special Education teachers work closely with the ELL students providing differentiated instruction to meet their required needs.

13. The instructional materials that are used to support ELLs focus on balanced literacy and Everyday Mathematics. They are in alignment with the NYC and NYS English Language Arts, English as a Second Language, as well as National Council of Teachers of Mathematics Standards. Other instructional materials that P.S.76 uses are RIGBY's On Our Way to English Program, and RIGBY's Phonics Intervention Kit which offers phonics instruction that reflects the complete primary grades' phonics scope and sequence. The Phonics Intervention Kit integrates both print and multi-media instruction and practice during each lesson. In 2007-2008, the ESL program introduced Attanasio & Associates Language Proficiency Intervention Kits which use science as a vehicle to increase language proficiency in grades K-8. The Attanasio & Associates Language proficiency Intervention Kits are aligned with the ELA Standards, ESL standards and the National

Science Standards. This was supplemented by the The Oxford Picture Dictionary in the content areas with workbooks (grades 3-5). In 2007-2008, a new program called Spell-Read was also added. In addition, The Rosetta Stone interactive language development software program and Sunburst Key Skills System are called upon to enable students to work independently at the computer.

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

15. The required services support, and resources correspond to ELL's ages and grade levels. For example, we have an after school program for all grades from pre-k to 8th, and an extended day program from 8:00 a.m. to 8:35 a.m. which consists of reading and math preparation and enrichment.

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

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

17. Students have choice and are not discouraged from using their Native Language with one another. Classroom teachers who are proficient in the student's native language may use it for clarification purposes; as do other native language speakers who have been in an English language system for a longer period of time. Also, bilingual picture dictionaries and glossaries can be used in the classroom for additional support.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. Professional development is provided by school staff, community learning support personnel, and other organizations, and is considered a key component of the P.S./I.S. 76 community. Workshops attended and turnkeyed by the ESL teacher and other members of staff (e.g. the technology teacher) have included: Stages of Second Language Development; Scaffolding in the ESL Classroom; Teaching Reading and Writing to English Language Learners; Making Content Comprehensible; Interactive Websites for Learning English and Content in Grades K-4; How the NYSESLAT Can Drive Instruction and Differentiated Instruction Overview. This is in addition to the ongoing Literacy and Mathematics Lab sites provided to teachers so as to address the needs of all students, including ELLs and struggling students. Grade level collaborative groups also meet to discuss ideas, share professional resources and review books used in the classroom.

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

2. Our staff at P.S./I.S. 76, including the ESL teacher and a guidance counselor, provide parents and students with information about different schools, helping to make the proper placement of those ELL students who transfer from elementary to junior-high school and from junior-high to high school. Guidance Counselors attend workshops for training in how to help students who are making these transitions.

3. The minimum 7.5 hours of ELL training for all staff is given every school year, if needed. Each year the CEIA facilitator in conjunction the ESL teacher provides workshops and one-on-one professional development sessions. The classroom teachers receive strategies and support with the instruction regarding ELL students. The attendance is taken, and the records are kept in the teachers' files. Workshops attended by the ESL teacher and other members of staff (e.g. technology teacher) and turnkeyed to the rest of the staff have included: Stages of Second Language Acquisition; Scaffolding in the ESL Classroom; Teaching Reading and Writing to English Language Learners; Making Content Comprehensible; Interactive Websites for Learning English and Content in Grades K-4; How the NYSESLAT Drives Instruction; and Overview of Differentiated Instruction.

E. Parental Involvement

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

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

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

Correspondence in other languages provided by the Department of Education (DOE) is routinely distributed to our Spanish and French speaking speaking parents. We also disseminate available DOE correspondence in the many languages represented at our school, such as Arabic and Haitian Creole.

Finally, P.S./I.S. 76 is partnered with the Harlem Children's Zone (HCZ), and parents are also able to attend workshops through this organization.

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

4. The parental involvement activities address the needs of the parents by providing workshops, meetings, and counseling. Parents are also given referrals to outside services whenever it is deemed necessary. In addition, the ESL teacher disseminates to new parents information about courses offered at the Mid-Manhattan Adult Learning Center across the street on West 120th Street.

We view parents as an integral component of our school community and work closely with them so as to ensure their children's improvement and success. Certain correspondence is communicated to parents in their home languages, for example, lunchforms, report cards, some medical forms, and correspondence which originates from the DOE. The translation/interpretation unit may be used, although we frequently rely on the assistance of multilingual parents and staff within the P.S./I.S. community.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	7	2	2		1	2	1	1	1					17

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)		4	2		1	4	2	2						15
Advanced (A)	1	2		1	1		4		1					10
Total	8	8	4	1	3	6	7	3	2	0	0	0	0	42

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		1		1				4
4			5						5
5	2		5						7
6	2		3		1				6
7			1		1				2
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	2		2		1				5
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				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

1. The School Leadership Team and the ESL teacher use the ELLs Interim Assessments given twice a year to third through seventh graders to determine their specific needs, and to inform instruction (i.e. differentiated). Furthermore, the Early Childhood Literacy Assessment System (ECLAS) is administered to assess ELLs in the early grades. Data for the 2010-2011 year show that there were nine ELLs in Kindergarten and First grade who were administered the ECLAS. Two of them met the benchmark, two more partially met the benchmark, while the other five performed below the expected level. Those children in the early grades who have not mastered phonics instruction are given phonics intervention.

Data for the 45 English Language Learners in P.S.76's free-standing ESL program at the close of 2010-2011 are as follows:

- 24 students were classified as Beginner
- 7 students were classified as Intermediate, and
- 14 were classified as Advanced
- 4 students reached proficiency level, and tested out of the ESL program on the Spring 2011 NYSESLAT.

Data for the 42 English Language Learners in the ESL program this 2011-2012 academic year are as follows:

- 17 students are classified as Beginner
- 15 students are classified as Intermediate, and
- 10 students are classified as Advanced

Additional Information

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

ASSESSMENT DATA REVIEW CONTINUED:

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

4a(1). In 2010-2011, nineteen ELLs at all proficiency levels in the third through seventh grades were tested on the English Language Arts (ELA) Exam. Seven scored at level 1; twelve scored at level two; none were able to score at levels 3 or 4. Of the nineteen, seven did not meet the standard, and twelve showed a partial achievement of the standards. Twenty-four ELLs at all proficiency levels in the third

through seventh grades were tested in Math in 2010-2011. Six scored at level 1, fifteen scored at level 2, and three scored at level 3. Of the 24 tested, six did not meet the standard, fifteen showed a partial achievement of the standards, and partial understanding of mathematical concepts, and three met the standards. These results indicate that there was a slight improvement in both test scores, although there still remains a need for more vigorous scaffolded instruction to facilitate language development and to make abstract math concepts more concrete for those ELLs who did not meet the standards. Five ELLs were tested in Science in 2010-2011. Two scored at level 1, two scored at level 2, and one scored at level 3. Of the five tested, two did not meet standards; two showed partial achievement of the standards and one met the standards. This shows little change since the last LAP report, reinforcing the need for improved scaffolding of abstract scientific concepts for ELLs.

4a(2). P.S./I.S. 76 has a free standing ESL program with a Push-In/Pull-Out Model, so allocating languages between content area subjects would not pertain to us. Therefore, in 2010-2011, no students took the Math and Science tests in their Native Language, and as such, we cannot examine results of tests taken in the student's Native Language (NL).

4b. The school leadership and ESL teacher are using the results of the ELL Periodic Assessments to modify the lessons and provide the kind of scaffolding necessary to make abstract subject concepts more concrete for ELLs. Consequently, we continue to make instructional decisions meant to address the reading and writing components more systematically in the early stages of their English Language Learning.

4c. What the school is learning about ELLs from the periodic Assessments is that the length of time in an English speaking school system, coupled with more intensive vocabulary and grammar instruction, is of the utmost importance.

6. The success of the program for ELLs at P.S./I.S. 76 is evaluated by the monitoring of student's NYSESLAT results, their movement from one proficiency level to another, and across the language modalities. The success of the program is measured based on the percentage gains of NYSESLAT results from beginner to advanced levels.

Part VI: LAP Assurances

School Name: <u>P.S./I.S. 76</u>		School DBN: <u>03M076</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Charles DeBerry	Principal		10/26/11
Marie Vallon	Assistant Principal		10/26/11
Cecilia McCoy	Parent Coordinator		10/26/11
Henrietta Blyden	ESL Teacher		10/26/11
	Parent		10/26/11
Hazelene Brown	Teacher/Subject Area		10/26/11
	Teacher/Subject Area		10/26/11
Yukio Otomo	Coach		10/26/11
	Coach		10/26/11

School Name: P.S./I.S. 76

School DBN: 03M076

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Christopher Arlee	Guidance Counselor		10/26/11
Renardo Wright	Network Leader		10/26/11
Neema Sutton	Other <u>Assistant Principal</u>		10/26/11
Sheila Thomas-Lewis	Other <u>Assistant Principal</u>		10/26/11
	Other		10/26/11
	Other		10/26/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: _____ **School Name:** P.S./I.S. 76

Cluster: _____ **Network:**

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.

A review of several ATS Reports (e.g. RLER, LAT, RHLA, RPOB) will provide us with information about the languages spoken in the homes by all of our families. In addition, the ESL teacher, Parent Coordinator, and other staff members will assess the language needs of parents through phone and in person contact.

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

The major findings of our school's written translation and oral interpretation needs is that about 8-10 other languages are represented at our school. Our needs can be met through the use of the Interpretation Unit of the Department of Education, staff members and parents in our community. Staff members who provide language translation and interpretation services include but are not limited to members of the teaching staff, secretary, guidance counselor, social worker, and the Community Based Organization director. In addition, some of our needs can be met through the use of technology, such as simultaneous translation provided by i-pads and 'google translate.' The findings are reported by both written and oral communications of the Parent Coordinator.

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.

Based on the information we have gathered and described in Part A, we will continue to use the written translation services at our disposal (see Part A.) In addition, we continue to use the translated documents provided by the Department of Education, especially those relating to our English Language Learners.

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.

Based on the information we have gathered and described in Part A, we will continue to use the oral interpretation services at our disposal (see Part A.) In addition, we continue to use the translated documents provided by the Department of Education, especially those relating to our English Language Learners.

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>.

The school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation through oral and written communications with parents provided by the ESL teacher and Parent Coordinator.

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: Asa Phillip Randolph School	DBN: 03M076
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" 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:
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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

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:

English Language Learners (ELLs) at P.S./I.S. 76 (Asa Philip Randolph School) have equal access to all school programs and supplemental services offered in our building. These programs are available to all parents and students in the school: guidance counselor, family worker, parent coordinator, occupational therapist, speech and language therapist, social worker, and psychologist. Students take part in the community building activities.

On Monday, Tuesday and Thursday from 3 to 5 o'clock (two hours) for a period of 22 weeks, a certified ESL teacher will work with targeted students in the Title III Afterschool program focusing on remedial reading and writing; the rationale being that the prescribed time during the school day is insufficient to close the gap in literacy. This additional 6 hours of literacy per week will help to address that issue. English Language Learners participate in the afterschool program that offers homework help, computer literacy, test prep, and a remedial reading and writing program called SPELL READ. This year the SPELL READ instructional program will target struggling ELLs in grades one through five. SPELL READ is a research-based remedial reading and writing program with a linguistics component. A certified ESL teacher provides instruction in the SPELL READ program.

In addition, a certified classroom teacher with a strong background in mathematics will team teach with a certified ESL teacher to target approximately 25 ELL students in grades five through eight for 3 hours a day during a 12-week period in the Saturday Academy. The instructional materials that will be used to support English Language Learners during the Saturday program will focus on test preparation that builds students' basic and fundamental math skills. During this time, the teacher will work closely with the students providing differentiated instruction to meet their required needs.

Title III funds will also be used to purchase NYSESLAT workbooks, phonics and word study books, practice exercise books in basic math, two tape records for listening activities, as well as refreshments and materials for parent workshops for ELLs.

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

Part C: Professional Development

Begin description here:

Professional development is provided by school staff, community learning support personnel, and other organizations, and is considered a key component of the P.S./I.S. 76 community. Workshops attended and turnkeyed by the ESL teacher and other members of staff (e.g. the technology teacher) have included: Stages of Second Language Development; Scaffolding in the ESL Classroom; Teaching Reading and Writing to English Language Learners; Making Content Comprehensible; Interactive Websites for Learning English and Content in Grades K-4; How the NYSESLAT Can Drive Instruction and Differentiated Instruction Overview. This is in addition to the ongoing Literacy and Mathematics Lab sites provided to teachers so as to address the needs of all students, including ELLs and struggling students. Grade level collaborative groups also meet to discuss ideas, share professional resources and review books used in the classroom.

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

Our staff at P.S./I.S. 76, including the ESL teacher and a guidance counselor, provide parents and students with information about different schools, helping to make the proper placement of those ELL students who transfer from elementary to junior-high school and from junior-high to high school. Guidance Counselors attend workshops for training in how to help students who are making these transitions.

The minimum 7.5 hours of ELL training for all staff is given every school year, if needed. Each year the CEIA facilitator in conjunction with the ESL teacher provides workshops and one-on-one professional development sessions. The classroom teachers receive strategies and support with the instruction regarding ELL students. The attendance is taken, and the records are kept in the teachers' files. Workshops attended by the ESL teacher and other members of staff (e.g. technology teacher) and turnkeyed to the rest of the staff have included: Stages of Second Language Acquisition; Scaffolding in the ESL Classroom; Teaching Reading and Writing to English Language Learners; Making Content Comprehensible; Interactive Websites for Learning English and Content in Grades K-4; How the NYSESLAT Drives Instruction; and Overview of Differentiated Instruction.

Part D: Parental Engagement Activities

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:

Parent involvement in our school, including parents of ELLs, is a key component of our every year planning. Parents of ELLs have a parents' orientation twice a year. First, at the beginning of the school year, and later during the school year. They are informed about math, NYSESLAT, ELA, science and social studies state test, testing exemptions for ELLs, accommodations for ELLs, and the promotional policy for ELLs by letter, parents meetings, and an automated calling system. [Correspondence is provided in the parents' language of choice, when possible.] Correspondence in other languages provided by the Department of Education (DOE) is routinely distributed to our Spanish and French speaking parents; as well as available DOE correspondence in the languages represented at our school, such as Arabic and Haitian Creole. The translation/interpretation unit may be used, although we frequently rely on the assistance of multilingual parents and staff within the P.S./I.S. community.

Additionally, P.S./I.S. 76 provides materials and training to help parents work with their children to improve their academic achievement; (eg. Family Literacy Workshops, The Grow Report Workshops, Parent Right Workshops. The school also provides Parent Involvement Workshops (eg. Nutrition, Science, Health, Technology, Music, Art, Physical Education Arts & Crafts and Behavior) and there is always a translator available to ease communication whenever it is deemed necessary. Finally, P.S./I.S. 76 is partnered with the Harlem Children's Zone (HCZ), and parents are also able to attend workshops through this organization.

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

The parental involvement activities address the needs of the parents by providing workshops, meetings, and counseling. Parents are also given referrals to outside services whenever it is deemed necessary. In addition, the ESL teacher disseminates to new parents information about courses offered at the Mid-Manhattan Adult Learning Center across the street on West 120th Street.

We view parents as an integral component of our school community and work closely with them so as to ensure their children's improvement and success. Certain correspondence is communicated to parents in their home languages, for example, lunchforms, report cards, some medical forms, and correspondence which originates from the DOE.

Part E: Budget

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

Allocation Amount: \$11200

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 	8,431.92	<p>\$6,625.08 = ESL teacher will work for 22 weeks with a select group of students in need of additional academic support to increase their language development skills in the After-school Program three times weekly for 2 hours per day, 4 pm - 6 pm (M/Tu/Th)</p> <p>$\\$50.19 \times 6 \text{ hrs} = \\$301.14 \times 22 \text{ wks} = \\$6,625.08$</p> <p>\$1,806.84 = One certified content area teacher will work with a targeted groups of ELLs in content areas to help them meet NYS Standardized Tests for 3 hours on Saturdays for 12 weeks; 8am- 11am</p> <p>$\\$50.19 \times 3 = \\$150.57 \times 12 \text{ wks} = \\$1,806.84$</p>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	2,468.08	<p>NYSESLAT Workbooks and materials for students in the After-school programs</p> <p>Phonics and Word Study books and Practice Exercises in Basic Math for ELLs</p> <p>Two taperecorders from Staples for ESL Classroom</p>
Educational Software		

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel		
Other	\$300.00- Parents	Parent Workshops -- Refreshments and materials
TOTAL	\$11,200	