



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: ASA PHILIP RANDOLPH
DBN (i.e. 01M001): 03M076
Principal: MR.CHARLES DEBERRY
Principal Email: CDEBERR@SCHOOLS.NYC.GOV
Superintendent: ALTSCHUL ILENE
Network Leader: KAREN AMES

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Charles DeBerry	*Principal or Designee	
Cathy Hall	*UFT Chapter Leader or Designee	
	*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	
Hazelen Brown	Member/ Teacher	
Diane Whaley	Member/ Para	
Ann Dow	Member/ SAPIS	
Patricia Coleman	Member/ Parent	
Diamonte Valenzuela	Member/ Parent	
Marlene Francis	Member/ Parent	
Jimmie Brown	Member/ Chairperson	
Delphonson Goodwin	Member/ Parent	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To improve teacher effectiveness in the areas of Questioning and Discussion Techniques (Grades K-8) in order to deepen student understanding and raise student achievement. To improve teacher effectiveness, Administrators will conduct a minimum of 1 formal and 3-6 informal observations focused on Questioning and Discussion Techniques and providing measurable feedback to teachers.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

We need to increase the monitoring of Questioning and Discussion techniques during classroom discussions and lessons. We will need teachers to enhance instructions that are aligned with the Common Core standards shifts and Charlotte Danielson framework in relation to Questioning and Discussion Techniques to raise student's achievements.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Designing coherent instructions that encompass the needs of all identified students including special education and ESL students.
2. We will use Questioning and Discussion Techniques-Charlotte Danielson's Framework for Effective Teaching. Through participation in the Teacher's Effectiveness evaluation using Charlotte Danielson's Framework, the school will conduct short frequent observations and provide feedback to teachers to support their practices.

B. Key personnel and other resources used to implement each strategy/activity

1. Teacher teams will work with administrators to review professional goals aligned with the Charlotte Danielson framework and self-evaluation from Charlotte Danielson rubric.
2. All Teacher teams (Inquiry, Grade Level, and Department)

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Students' 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.
2. Students will engage in benchmark performance based tasks and post unit tasks to monitor growth and progress using a PBA and PBA rubric aligned to unit of studies.

D. Timeline for implementation and completion including start and end dates

1. A minimum of 1 formal and 3-6 informal observations in a year between October 2013 and May 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. 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).
2. Administration will conduct frequent observation (informal and formal) cycles utilizing the Charlotte Danielson Framework as a guide to support and monitor instruction.
3. Teacher teams will incorporate Universal Learning Design tasks into the Units of Studies to ensure all students have access to the lessons.

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).

- 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.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Tax Levy, Title I and Title III to provide Professional Development, Instructional Curriculum and Materials.										

Goal and Action Plan #2

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 We will complete the revision of the units of studies in ELA and Math to ensure that all students including SWD and ELL’s are receiving instructions that are aligned to the Common core standards. We will align Social Studies and Science curriculum with the Math and ELA Common Core State Standards

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 In grades PK-8, teachers will continue to adopt, adapt, revising and designing units of studies to meet the 2013-2014 instructional expectations and instructional shifts. We need to ensure that our curriculum in grades PreK-8 is cohesive, consistent and effective throughout our educational community.
 We will continue to integrate Social Studies and Science with the Math and ELA Common Core State Standards

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Students will be experiencing Common Core standards-aligned units of study in math, literacy, social studies and science to raise students’ achievement.
2. Teachers will use the questioning and discussion Techniques-Charlotte Danielson’s Framework for Effective Teaching

B. Key personnel and other resources used to implement each strategy/activity

1. All teachers will participate in professional growth practices that shift teaching practices

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Students’ 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.
2. Students will engage in benchmark performance based tasks and post unit tasks to monitor growth and progress using a PBA rubric aligned to unit.

D. Timeline for implementation and completion including start and end dates

1. Throughout the school year between October 2013 and May 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teacher teams will modify and revise their current Units of Studies to reflect the Instructional Shifts in Literacy and Mathematics (by grade level).

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).

- Parents will be involved in school activities to ensure that there is an effective partnership between home and school.

- 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.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside		Grants
---	----------	---	----------	--	-----------	---	-----------	--	-----------	--	--------

List any additional fund sources your school is using to support the instructional goal below.

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

Goal and Action Plan #3

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 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) . We will raise student achievement by five percent in English Language Arts and Mathematics by monitoring student growth in reading, writing and math through ReadyGen, Code X, Go-Math, and CMP3 programs to insure students are College and Career ready.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

- We will integrate and utilize technology as a tool within the classroom to increase student achievement and teacher growth
- We need to ensure that technology is incorporated into classroom instruction 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

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. We will purchase additional laptops, I-Pads, Kindles (2013-2014 school year for Grades K-8 (note: Pre-K-Fall 2014).
2. We will provide professional development for staff in aligning curriculum with technology.

B. Key personnel and other resources used to implement each strategy/activity

1. All staff members will participate in professional growth practices that shift teaching practices

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. We will purchase additional laptops, I-Pads, Kindles (2013-2014 school year for Grades K-8 (note: Pre-K-Fall 2014).
2. We will provide professional development for staff in aligning curriculum with technology.

D. Timeline for implementation and completion including start and end dates

1. 2013-2014 school year for Grades K-8 (note: Pre-K-Fall 2014).

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teachers will meet during common preparation period for professional development
2. Teachers and assistant principals will be offered at per session rates once a month after professional development sessions for technological training.

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).

- 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.
 - Develop new programming with our Community Based Organization (Harlem Children Zone) and University partner Columbia University- (America Reads and the Math Research Project).
 - 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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	X	Title III	Set Aside	Grants
---	----------	---	----------	-----------	---	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.
 Tax Levy, Title I and Title III to provide Professional Development, Instructional Curriculum and Materials.

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups
1.

B. Key personnel and other resources used to implement each strategy/activity
1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.

D. Timeline for implementation and completion including start and end dates
1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
--	----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	<p>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.</p>	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>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 teacher can focus on each individual student’s needs. This program is provided during Extended Time with small group instruction by the</p>	Small group	

	<p>classroom teacher.</p> <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> <p>America Reads Tutors (Grades 1 &2/3 days a week/30 minutes) In a partnership with Columbia University, tutors push into classrooms where they work with small groups of 3-5 students to address and support the needs of these students.</p> <p>Study Island – (Grades 3-5, 2-3 times a week/30 minutes) Web-based instruction, practice, assessment and reporting built from our 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</p>	<p>Small group</p> <p>Small group</p> <p>Small group</p> <p>One to one tutoring</p>	<p>During the school day</p> <p>During the school day</p> <p>Extended Day</p> <p>During the school day</p>
--	---	---	--

	<p>order to better support their Reading and Writing Skills.</p> <p>(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) Crosswalk Coach aligns highly focused ELA lessons with the Common Core State Standards, promoting achievement through instruction and practice. This program is 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>	<p>One to one tutoring</p> <p>Small group</p> <p>Small group and one to one instruction</p>	<p>During the school day and afterschool program</p> <p>During the school day and afterschool</p>
<p>Mathematics</p>	<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>
<p>Science</p>	<p>In the After school program, students are engaged in practicing science strategies and skills to meet the New York State Learning Standards for Science.</p>	<p>Small group</p> <p>Small group</p>	<p>Twice a week</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>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 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>

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ol style="list-style-type: none"> 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. We will continue to support all staff members and new teachers with research base training in technology and technology based assessments and data.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
On- going Professional Development for teachers individual needs constant instructional support by administration, coach, networks and Professional Development workshops.
High Quality Teacher's plans that strengthen teachers practice to meet the demands of the Common Core.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Tax Levy, Title I and Title III to provide Professional Development, Instructional Curriculum and Materials.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
We provide transitional meeting to assist the preschool children and parents.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers provide input and feedback to parent.
Teachers plan and discuss the development of the curriculum and assessment measures results to improve instructions.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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
MAY 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 03	Borough Manhattan	School Number 076
School Name Asa Philip Randolph		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Charles DeBerry	Assistant Principal Marie Vallon, N. Sutton Coker
Coach Yukio Otomo/Math	Coach
ESL Teacher Henrietta Blyden	Guidance Counselor Christopher Arlee
Teacher/Subject Area Hazelene Brown/Science	Parent type here
Teacher/Subject Area type here	Parent Coordinator Cecilia McCoy
Related Service Provider Heather Anderson/SETTS	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	498	Total number of ELLs	44	ELLs as share of total student population (%)	8.84%
--	------------	----------------------	-----------	---	--------------

Part II: 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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	1	1	1	1	1	1	1	1	1					9
Push-In														0
Total	1	0	0	0	0	9								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	44	Newcomers (ELLs receiving service 0-3 years)	23	ELL Students with Disabilities	7
SIFE	4	ELLs receiving service 4-6 years	15	Long-Term (completed 6+ years)	6

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	23	4	0	15	0	5	6	0	2	44
Total	23	4	0	15	0	5	6	0	2	44

Number of ELLs who have an alternate placement paraprofessional:

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	1	0	0	1	1	2	3	2					12
Chinese	0	0	0	0	0	0	1	0	0					1
Russian														0
Bengali	0	0	0	0	1	0	0	1	0					2
Urdu														0
Arabic	0	0	4	0	0	0	0	0	0					4
Haitian	0	0	0	0	0	0	0	0	0					0
French	0	0	0	0	2	0	0	4	4					10
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	0	1	2	0	3	2	1	1	4					14
TOTAL	2	2	6	0	7	3	4	9	10	0	0	0	0	43

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	0	1	0	1	0	0	4	4	0					9

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)	1	1	0	2	1	2	1	3	1					12
Advanced (A)	1	3	2	4	0	2	5	5	0					22
Total	2	4	2	7	1	4	10	12	1	0	0	0	0	43

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	0	0	0	5
4	1	1	0	0	2
5	2	1	0	0	3
6	4	2	0	0	6
7	3	0	0	0	3
8	1	0	0	0	1
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4	0	1		1	0	0	0	6
4	2	0	1	0	0	0	0	0	3
5	3	0	1	0	0	0	0	0	4
6	8	0	2	0	0	0	0	0	10
7	5	0	1	0	0	0	0	0	6
8	1	0	0	0	0	0	0	0	1
NYSAA Bilingual (SWD)	0								0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	0	0	1	0	0	0	2
8	1	0	0	0	0	0	0	0	1
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

In 2012-2013, P.S./I.S. 76 switched from using ECLAS-2 as the assessment tool for assessing the early literacy skills of ELLs to Fountas and Pinnell. Almost all students made progress in their advancement along the F & P reading level continuum. Those children who have not mastered phonics instruction are given phonics intervention using the 'Foundations' program, and this year the MAXSCHOLAR Orton-Gillingham Multi-sensory Phonics Program as well. We use the LAB-R, which is the required assessment tool for all incoming ELLs, and gives some indication of the students' early literacy skills. In addition, the School Leadership Team and the ESL teacher use the results of the English Language Learner Periodic Assessments to assess third through eighth graders twice yearly, enabling us to determine each student's specific needs, and to inform instruction (i.e. differentiated).

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Data for the 51 English Language Learners in P.S./I.S. 76's free-standing ESL program at the close of 2012-2013 are as follows:

- 27 students were classified as Beginner
- 8 students were classified as Intermediate, and
- 16 were classified as Advanced

Of the 27 Beginners, all but 5 had received ESL services for less than 2 years. Of these 5 who had been in an ESL program for more than two years, 3 are Hearing Impaired students, 1 is a SIFE, and 1 had just returned to the New York City school system after several years in his native country (Senegal). Furthermore, 11 Beginners were middle school students who were either newly enrolled in an English speaking school system or had been enrolled for a year or less.

Data for English Language Learners who scored proficient on the NYSESLAT:

- 7 of the 51 students (approximately 14%) reached proficiency level, testing out of the ESL program on the Spring 2013 NYSESLAT. During the preceding year 2011-2012, 10 out of 46 students (approximately 22%) reached proficiency level on the Spring 2012 NYSESLAT. In both instances, the percentage of students who tested out of ESL exceeded the 13.4% average of ELLs citywide reaching English Proficiency on the NYSESLAT as reported in the NYC Department of Education's 2009 report on 'The Performance of New York City's English Language Learners.'

Data for the 44 English Language Learners in the ESL program this 2013-2014 academic year are as follows:

- 11 students are classified as Beginner
- 12 students are classified as Intermediate, and
- 21 students are classified as Advanced

Four of the 44 students are new to the American school system, and were administered the LAB-R this fall. Three only recently arrived in the United States, and tested into the ESL program at beginner level. The fourth was in our Pre-K program last year, and tested in to the ESL program at advanced level.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The State did not release the spring 2013 NYSESLAT scores in combined modalities.

4. For each program, answer the following:

- a. 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?

4a(1). In 2012-2013 academic year, 22 ELLs at all proficiency levels in the third through eighth grades were tested on the new Common Core aligned English Language Arts (ELA) Exam. Twenty scored at level 1; two scored at level 2; none scored at levels 3 or 4. Of the 22, twenty did not meet the standards, and 2 showed a partial achievement of the standards. Thirty-one ELLs at all proficiency levels in the third through eighth grades were tested in the new Common Core aligned Math. Twenty-seven scored at level 1, four scored at level 2, and none scored at levels 3 or 4. Of the 31 tested, 27 did not meet the standard, 4 showed a partial achievement of the standards, and partial understanding of mathematical concepts, and none met the standards. These results indicate that there was a sharp decline in student scores with the introduction of the new Common Core aligned ELA and Math performance tests. These results, however, are mirrored throughout the New York City public school system this year. However, we do acknowledge that there 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.

2, Nine ELLs were tested on the new Common Core aligned Science Exam in 2012-2013. Seven scored at level 1, one scored at level 2, and one scored at level 3. Of the nine tested, 7 did not meet standards; 1 showed partial achievement of the standards, and 1 met the standards. Again, these results indicate that there was a sharp decline in students scores with students adapting to the new Common Core aligned Science Performance tests citywide. However, we do acknowledge that there remains 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 2012-2013, 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).

the 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, are of the utmost importance.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))

We continually review data to identify students who are failing to meet standards . We then use the data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5) by assigning students to small groups to work with the different service providers who are trained to address the specific academic skills goals specified on their IEPs. They are also taught the general curriculum skills required for their grade level, using the components of the Standards Based curriculum, ReadyGen and GoMath that are designed specifically for ELLs.

6. How do you make sure that a child's second language development is considered in instructional decisions?

As previously mentioned, we make instructional decisions meant to address the reading and writing components more systematically in the early stages of their English Language Learning. We aim to provide a strong literacy foundation which incorporates a greater use of scaffolding techniques and vocabulary building which is necessary from the onset across the grades, especially for ELLs. We incorporate such strategies as 'cognate recognition' which train ELLs (especially in the upper grades) to look for similarities between

words in their native language and the second language. In addition, we take into consideration where they are on the second language development continuum, especially as it relates to their oral language production within a classroom context.

7. 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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

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 by the percentage gains of NYSESLAT results from beginner to advanced levels, as well as the gains made by ELLs on the State assessments in the content areas of ELA, Math, and Science.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

At P.S./I.S. 76, there are several steps followed for the initial identification of those students who may 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, usually the ESL teacher who holds a M.A. in TESOL from Teacher's College, Columbia University, and who speaks French and some Spanish (and is NYS certified and NYC licensed) helps to fill out the HLIS in order to identify the child's language proficiency. This would occur in instances where the new parent has no literacy skills in English or the Home Language, and needs help in completing the form. The licensed pedagogue then informally interviews the child in order to identify the student's dominant language, and to determine if the student is a SIFE. 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 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 licensed pedagogue, teacher assistant or other qualified person who is proficient in this language, for example, the guidance counselor or social worker.

In addition, at the beginning of the school year, the ESL teacher prints up the RLER, the RLAT, RLAB and RADP Reports from ATS to identify all ELLs in Kindergarten, those new to the New York Public School System, transfer students and all other ELLs who were tested on the NYSESLAT during the previous spring. The ESL teacher carefully reviews and analyzes the students' data and their proficiency levels in the four modalities of reading, writing, speaking and listening so that she is able to see each individual student's areas of strength and weakness. These areas are considered so as to plan effective instructional goals for the coming school year. The students who achieved proficiency on the NYSESLAT receive an achievement diploma, and their

parents are sent both a Non-Entitlement/Transition Letter and a NYSESLAT Parent Report by the ESL teacher to inform them that their child has tested out of ESL. Those who have not tested out are grouped in cohorts according to their grade and English proficiency levels: Beginning, Intermediate, Advanced or Proficient.

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.

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 within 10 business days of enrollment. Letters are sent out in the various languages currently provided by the Department of Education, such as English, French, Spanish, Arabic, etc..

Parents attend the Parent Orientation meeting scheduled by the ESL teacher who 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 Orientation Video for ELLs in the language of their choice which explains program placement options with clarity and objectivity. After they watch the video, the ESL teacher discusses with the parents the different programs and choices available. 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. Parents are also provided with information on the Common Core State Standards, state assessments, school expectations, and the general program requirements of our ESL program. Children are then placed as per parent choice.

We have found that Spanish-speaking parents will often opt for our ESL program rather than take their child to the nearest school with a TBE or DL program (in Districts 3 or 5), because they believed the distance to be too great. 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 West African parents automatically choose our Freestanding ESL program as their only real option. Furthermore, in the last three years, some West African parents of children who are not zoned for our school, as well as others who reside outside of our school district, have chosen P.S./I.S. 76 as their school of choice because we have developed a reputation within the community as a school that strives to address the home language and cultural needs of the growing West African population in this area. Of the 44 ELLs enrolled in the program this school year 2013-2014, 25 are of West African origin and speak a West African language and/or French in the home. 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). In addition, since we wrote our last LAP report in Fall 2011, we have enrolled and/or transferred into our school other language speakers such as Bosnian, Garifuna, Japanese, Bengali, and Mandarin Chinese.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

As already mentioned above (see question #1), at the beginning of the school year, the ESL teacher prints up the RLER, the RLAT, RLAB and RADP Reports from ATS to identify all ELLs in Kindergarten, those new to the New York Public School System, transfer students and all other ELLs who were tested on the NYSESLAT during the previous spring. The ESL teacher carefully reviews and analyzes the students' data, and sends home entitlement or non-entitlement notification letters to their parents. Those students who achieved proficiency on the NYSESLAT receive an achievement diploma, and their parents are sent both a Non-Entitlement/ Transition Letter and a NYSESLAT Parent Report by the ESL teacher to inform them that their child has tested out of ESL. Those who have not tested out are grouped in cohorts according to their grade(s) and English proficiency levels: Beginning, Intermediate, Advanced or Proficient. Within ten business days of a student's enrollment at P.S./I.S. 76, an entitlement letter is provided to parents to inform them about their child's identification as an ELL and placement in the school's free-standing ESL program. The entitlement letters provided by the DOE and written in multiple home languages, are distributed to the parents of those children who had been administered the LAB-R and scored below the cut off score. Our school ensures that entitlement letters are distributed and the Parent Survey and Program Selection Forms are returned. Copies of Entitlement letters, Parent Survey and Program Selection Forms, Parent Choice Forms, and Placement 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 at least three additional informational meetings, as required under Part 154: the School Open Night and Parent-Teacher Conferences where they meet with the ESL teacher. 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 documents in their native languages, if these are written languages. In addition, we send a non-Entitlement/Transition Letter to parents of ELLs who scored at the proficient level on the NYSESLAT administered during the previous spring, and a Continued Entitlement Letter to those parents of ELLs who did not score proficient on the NYSESLAT.

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.

There are many criteria used and procedures followed to place identified ELL students in bilingual or ESL instructional programs. Following the orientation session for parents of newly-enrolled students 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 Spanish or French 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, and another one, P.S. 161 (Don Pedro Albizu Campos) at Amsterdam Avenue and West 133rd Street for Grades K-6. A French dual-language program for the early grades is located on West 120th Street and Manhattan Avenue.

This school year 2013-2014, four children scored below the cut off mark on the LAB-R. The parents of three children attended the Orientation meetings, opting for a stand-alone ESL program for their children. This parent choice information is then entered in the ELPC screen in ATS within 20 days of the students' enrollment. Therefore, we can say that children are placed as per parent choice. What is often the case is that Spanish-speaking parents will choose 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 believe that the distance is too great. Students who have not tested out on the LAB-R are placed in ESL cohort groups according to their grade(s) cluster and English proficiency levels. This year's cohort groupings are Grades K-2, 4-5, 6-7 and 8 (Beginner, Intermediate and Advanced). The parents are sent a Placement Letter in their native language informing them of their child's placement in the ESL Program. All correspondence between the ESL program and the parents of ELLs are kept on file in the school.

Parents of ELLs already in our ESL Program who did not test out on the NYSESLAT, and those who transferred into our school from elsewhere not having tested out on the NYSESLAT, are sent Continued Entitlement notification Letters to inform them of their child's continued need for ESL services.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

As the NYSESLAT testing period approaches, the ESL teacher prints a copy of the NYSESLAT Eligibility Roster (RLER) which lists the names of all ELLs who need to be tested. The ESL teacher attends a citywide training session which she turn-keys to the four other members of the NYSESLAT administration and scoring team. Two are also members of the LAP Committee. She informs them of 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. In previous years, the ESL teacher had been solely responsible for administering the Speaking component to all ELLs individually at the beginning of the NYSESLAT administration period. However, starting with the 2012-2013 schoolyear, the four other members of the NYSESLAT team are now be responsible for administering and scoring the Speaking component, and scoring the Writing component.

In conjunction with the NYSESLAT, students in Grades 3 to 8 are administered the ELL Periodic Assessments in October and March which help to prepare them for the NYSESLAT. Students are being prepared throughout the school year to take the NYSESLAT.

6. 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.) 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. 

Parent Survey and Selection Forms maintained in the school files dating back to 2003-2004 reveal a trend towards a Freestanding ESL model. In 2012-2013, 12 of the 16 parents who returned the Parent Survey and Selection Forms chose our Freestanding ESL program model for their children. Of the four remaining parents, three chose not to transfer their children to a Spanish bilingual program in the area (Districts 3 or 5), citing distance as a factor. The fourth parent was a Garifuna speaker, and had no real bilingual option. This year 2013-2014, the one parent who was sent a Parent Survey and Selection Form opted for ESL by default, not having attended any Orientation sessions owing to work constraints. However, as already noted in the previous section, they chose the ESL only option for their eldest child who graduated from 8th grade this past June, having done his entire schooling at P.S./I.S. 76. We do understand, however, that if at any period we should have 15 students in two contiguous grades speaking the same native language, we are mandated to create a self-contained Transitional Bilingual Education class as is required by law.

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 V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

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

2. 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)?

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. 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 foster language development and meet the demands of the Common Core Learning Standards.

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. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are evaluated on an on-going basis throughout the year by way of classroom assignments, teacher observations, class participation (taking into consideration the students' proficiency levels), and teacher prepared assessments. In addition, the ELL Periodic Assessments administered in the fall and spring are used to evaluate ELLs in Grades 3 through 8.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6a. 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.

ELA

Once SIFE students are identified, P.S./I.S.76 monitors the progress of those students as well as their scores on the NYSESLAT, 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 2012-2013 academic year, there were five SIFE students at

P.S./I.S.

76. Four of them were new arrivals. In 2012-2013, the number remains the same.

6b. Plan for Newcomers:

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

same

- 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 the 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.

in

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

with

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

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.

accordance

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

language

with the Language Experience Approach (LEA) methodology. In addition, the teacher may use words in the child's home

(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.

6c. Plan for ELLs receiving services for 4 to 6 years:

In 2012-2013, there were 6 students who had been receiving ESL services for 4-6 years; 3 of whom were newly arrived at

P.S./I.S. 76. The three students are Hearing Impaired, communicate through the use of a sign interpreter and electronic hearing aids, have IEPs and are in a self-contained Special Education class. This year 2013-2014, there are 16 students who have received ESL services for 4-6 years, and 2 students who have received services for 7 years. 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 Earobics remedial software are geared towards enabling students to work independently at the computer.

reading

We have found that ELLs who have been receiving ESL services for 4 or more 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. for French and Spanish speakers only).

6d. 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.

6e. Plan for former ELLs:

are

ELLs

and

acquisition

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 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.

7. 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?

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.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

During the regular school day, students are assigned to small groups to work with the different service providers who address the academic skills and goals specified on their IEPs. They are also taught the general curriculum skills required for their grade level.

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	45 minutes per day	45 minutes per day	45 minutes per day

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

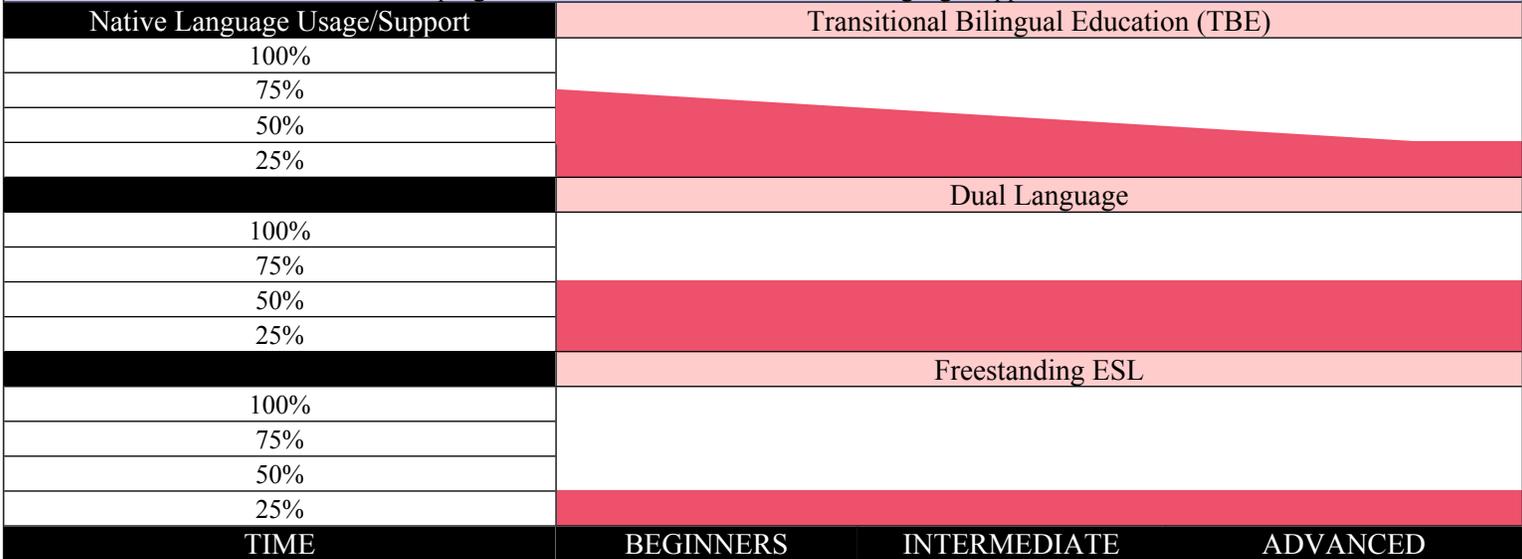
	Beginning	Intermediate	Advanced
--	-----------	--------------	----------

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

9. 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.

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, and we continue to provide Science intervention for all students both during the week and during Saturday School. All intervention services are offered in English since our school has no TBE or DL programs. This academic year 2013-2014, there are approximately nine languages represented amongst our ELLs. Programming has been accomplished so as to provide small group instruction for ELLs by grade level with the math coach. Also, a math teacher has been added to the Saturday Program so as to provide additional instruction for students in Grades 3-8. The ESL teacher and the math coach collaborate to provide strategies for teachers in Grades K-2 to use during the GoMath instruction period. The Social Studies teacher is working closely with the ESL teacher and classroom teachers to provide scaffolding strategies (such as use of graphic organisers, visual cues and technology) in the teaching of Social Studies to English Language Learners.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The program is effective in meeting both the content and language development of our ELL's in that instruction provides comprehensible input (using visuals, charts, graphs, etc.) provides for a supportive environment; respects the stages of oral language development; provides meaningful practice; establishes a link between home and school; provides opportunities for ELL's to engage in lessons by responding non-verbally and provides instruction that addresses varied cognitive styles.

11. What new programs or improvements will be considered for the upcoming school year?

This year 2013-2014, P.S./I.S. 76 will be using the Common Core aligned curricula recommended by the Department of Education for both ELA and Math. Grades K-5 will be using ReadyGEN for ELA while Grades 6-8 will be using Common Core CODE X. For Math, Grades K-2 will be using GO MATH! while Grades 6-8 will be using CONNECTED MATH CMP3. In addition, a Saturday School Science intervention program will be put in place this year, as will the computer-based MAXSCHOLAR Orton-Gillingham Multi-sensory Phonics Program to provide remedial reading support.

12. What programs/services for ELLs will be discontinued and why?

We will not discontinue any of the services and programs that we provide to ELLs. ELLs participate in all available programs provided at P.S./I.S. 76.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

13a. 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. This year 2013-2014, the computer-based MAXSCHOLAR Orton-Gillingham Multi-sensory Phonics Program will be introduced into the afterschool program for ELLs (see #11 above).

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

This year 2013-2014, a new curriculum aligned with the Common Core Standards is being introduced to support ELLs as well as all other students in the lower grades. These are Pearson ReadyGEN for English Language Arts and HMH Go Math! for Math. The new curriculum introduced in the upper grades are Scholastic Code X for English Language Arts and Connected Math Program 3 (CMP3) for Math. Other instructional materials that the English Language Learners use 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 is supplemented by the The Oxford Picture Dictionary in the content areas with workbooks (grades 3-5). In 2007-2008, a new After-School 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.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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 now 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. This year 2013-2014, we have added Bengali and Mandarin to the list of languages represented. In the past, P.S./I.S.76 was able to provide 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. We will now have to look into the option of offering content area tests in the native languages of our Bengali and Mandarin Chinese students, although they are not newly arrived in the system, and are already at Intermediate and Advanced levels of proficiency.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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 3:00 p.m. to 3:38 p.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.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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.

18. What language electives are offered to ELLs?

Students have a 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.

19. For schools with dual language programs:

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

This is not applicable since P.S./I.S. 76 is an ESL only school.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) 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.

2. 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.

3. Our guidance counselor works with 8th grade teachers to provide an advisory conference with our ELL students to ensure a smooth transition, and to set goals for college and career readiness. The ELLs also participate in the College for Every Student Program.

4. 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.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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 put in place by the Parent Coordinator.

Additionally, P.S./I.S. 76 provides materials and training to help parents work with their children to improve their academic achievement, for example, Family Literacy Workshops, The Grow Report Workshops, and Parent Rights Workshops. The school also provides Parent Involvement Workshops (e.g. 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 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.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Charles DeBerry	Principal		10/25/13
Marie Vallon	Assistant Principal		10/25/13
Cecilia Crawford	Parent Coordinator		10/25/13
Henrietta Blyden	ESL Teacher		10/25/13
	Parent		
Hazelene Brown/Science	Teacher/Subject Area		10/25/13
	Teacher/Subject Area		
Yukio Otomo/Math	Coach		10/25/13
	Coach		
Christopher Arlee	Guidance Counselor		10/25/13
	Network Leader		
Neema Sutton Coker	Other <u>Assistant Principal</u>		10/25/13
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 03M076

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

Cluster: 04 Network: 406

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, RLAT, 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 are that 14 or more 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 administration, teaching staff, school secretary, social worker, and the Community Based Organization director. In addition, some of our needs can be met through the use of technology such as i-pads, Ectaco electronic translators, and 'Google Translate' which provide simultaneous translation. The findings are reported to the school community via written, oral and electronic communications by the ESL teacher and 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 above). Furthermore, we will continue to use the various translated documents provided by the Department of Education to communicate with the parents of 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 above). In addition, we will introduce the use of technology in the form of our new Ectaco simultaneous translators to communicate with the parents of our English Language Learners. These electronic devices are able to translate between any 2 languages, as well as provide 'text-to-speech' translations for some languages.

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, written, and electronic 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	