

**2013-2014
Comprehensive Educational Plan
(CEP)
Updated 2014-2015**

School Name: FELISA RINCON DE GAUTIER

**DBN (*i.e.*
01M001):** 32K376

Principal: MARIA VERA-DRUCKER

Principal Email: MVERA-DRUCKER@SCHOOLS.NYC.GOV

Superintendent: LILIAN DRUCK

Network Leader: CYNTHIA J. FELIX

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
Maria Vera-Drucker	*Principal or Designee	
Elizabeth Scelisi	*UFT Chapter Leader or Designee	
Maria Lopez	*PA/PTA President or Designated Co-President	
Nilsa Romero	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	
Julio A. Jimenez	Member/ UFT	
Maria Giron	Member/ PTA	
Jessica Santini	Member/ PTA	
Cristina Vivar	Member/ PTA	
Nora Castello	Member/ PTA	
Christina Ramirez	Member/ PTA	
Natalie L. Perez-Hernandez	Member/ Assistant Principal	
	Member/	

	Member/	
	Member/	
	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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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.

By June 2015, 75% of students presently in third through fifth grade, who receive Academic Intervention Services (AIS), e.g. 80 students out 106 students*, will show growth, by scoring one benchmark-level higher, as measured by students' increased performance on NY Ready CCLS-aligned ELA Assessment, which is administered at the beginning of the school year (baseline) and then again at the end of the academic year (end-line).

**Based on the Spring 2014 NYS ELA Exam Scale Scores –*

Grade 3: 2 students out of 2 students (held-over); Grade 4: 38 students out of 51 students; Grade 5: 40 students out of 53.

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.

Based upon students' performance on the 2013-2014 New York State (NYS) ELA exam, which was administered in the spring of 2014, 78 students currently in fourth and fifth grades have been identified as requiring AIS, e.g. overall proficiency level on both the reading and writing portions of NYS ELA Exam were below or approaching the previous year's, grade-level standards. Administration, along with the Instructional Cabinet members, analyzed school-wide performance results and carefully reviewed an item-skills analysis along with school-based student data to identify trends, patterns and/or gaps in student understanding.

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. Implement Project-Based Learning (PBL) school-wide, e.g. method of instruction that addresses core content through rigorous, relevant, hands-on learning
2. Continuous refinement of school-wide curriculum, i.e. Units of Study
3. Ensure embedded in each Unit of Study are both formative assessments and a culminating, summative assessment aligned to the Common Core Learning Standards (CCLS)
4. Assess targeted skills weekly to check students' understanding and level of mastery
5. Classroom teacher meet one-on-one with students to review his/her performance and discuss areas in need of improvement and next steps
6. Teacher teams engage in frequent cycles of Collaborative Inquiry which includes looking student work and other student data to inform instruction, e.g. revise lesson plans, adjust Units of Study, etc.
7. Based upon students' level of performance, strategically group students to target and effectively address students' individual learning needs, e.g. plan and arrange for targeted, small group instruction in order to provide academic intervention services to students performing at Levels 1 & 2, as well as continual practice to maintain students meeting grade-level benchmarks (Level 3) or extend the task for those students performing above grade-level, specific benchmarks (Level 4)
8. Each Friday, students record their performance on tasks completed during the week in order to track and graph their growth and progress; subsequently, each student reflects if set learning goals were met and then adjust or set new learning goals accordingly for the week ahead
9. Students participate in peer-to-peer discussion by sharing reflections and giving & receiving feedback on goal setting
10. School administrators meet weekly with each teacher team collaboratively analyze student data and provide guidance with planning
11. Teachers utilize student data collected each week adjust lessons so that each lesson includes multiple entry points, intellectually engages all students and provides access to complex texts across all content areas; purposeful lesson planning leads to well-designed student tasks which require students to think critically and apply the content and skills learned over the course of the unit; all students complete a culminating activity which elicits an original, creative and relevant student work product
12. Both Instructional Cabinet members and consultants provide ongoing instructional support to teachers via co-teaching, modeling lessons and small

group instruction and facilitating data analysis

13. Additional professional, adult learning around effective literacy instruction and targeted intervention strategies is scheduled throughout the school year and will be provided by Expeditionary Learning, a Metamorphosis Literacy Consultant, our Children First Network (612), our on-site Literacy Specialist and school administrators to strengthen teachers' practice in literacy and solidify their understanding of the NYS P-12 CCLS in Literacy.
14. Atlas Rubicon, an online, real-time, curriculum mapping tool and training center, will be utilized to codify our collective work. Via Atlas Rubicon teachers upload completed units of study and corresponding teacher-created lesson plans, checks for understanding, recommended resources and/or print materials used. Teachers may easily keep track and review standards, content and lessons previously taught to avoid redundancy.

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

- School Building Leader
- Assistant Principal
- Instructional Cabinet members
- On-site Literacy Specialist
- Grade-level, specific Teacher Teams
- Curriculum and Instructional Consultants from Metamorphosis
- NY Ready CCLS-aligned benchmark assessments
- Atlas Rubicon, curriculum mapping tool

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

By **October 31, 2014** - CYCLE I – The goal is to consistently implement the agreed upon, school –based *Bi-Weekly Skills Approach* to support students' mastery of the following standards:

For Grade 3 - RI.3.2, RI.3.2, RI.3.4, RI.3.4, R.I.3.8 and RI.3.8

Grade 4 – RI.4.2, RI.4.2, RI.4.5, RI.4.1 and RI.4.1, and

Grade 5 - RI.5.3, RI.5.2, RI.5.1, RI.5.1, RI.5.4 and RI.5.4

By **December 15, 2014** – CYCLE II – We will target students' mastery of the following standards: R.L.4 and R.I.4, i.e. determine the meaning of general academic and domain specific words or phrases in a text relevant to grade level text; we will measure teacher effectiveness and the impact of our work via student performance results as follows:

Grade 3- 31% (4 out of 38 questions)

Grade 4- 26% (5 out of 41 questions)

Grade 5 50% (5 out of 52 questions)

By **February 9, 2015** – CYCLE III – We will target students' mastery of the following standards: R.L.1 and R.I.1, i.e. quote accurately from the text; draw inference from text. Refer to text; we will measure teacher effectiveness and the impact of our work via student performance results as follows:

Grade 3- R.I.- 31% (4 out of 38 questions) & R.L.1- 54% -(9 out of 38 questions)

Grade 4- R.I.1- 60 % (4 out of 41 questions) & RL.1-55 % (5 out of 41 questions)

Grade 5-R.I.1- 53 % (5 out of 52 questions) & RL.1- 35% (4 out of 52 questions)

By **March 30, 2015** – CYCLE IV – Our goal is to effectively and thoughtfully implement another agreed-upon, school-based instructional method, *CCLS Multiple Skills Approach*, which is based upon individual student's learning needs, i.e. students receiving AIS in third through fifth grade, who have not mastered the above skills in the previous cycles, I-III, will receive instruction by an identified teacher expert in specific area(s) of focus.

By **June 7, 2015** – CYCLE V – Our objective will be to measure the efficacy of our planned intervention above; we will gather data regarding the quality of instruction and program materials along with students' performance data to assess and determine the impact of our work on student achievement.

Both staff and students will complete an online survey regarding above. The survey results along with the quantitative student data collected throughout the year will be analyzed by the School Building Leader, the Assistant Principal, Instructional Cabinet members and teachers from the Grades 4 & 5 teacher team. By triangulating such, we expect to find places where the learning stuck and/or ascertain when, or where in the academic year, modifications or alterations should be made to improve students' performance and mastery of grade-level standards.

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

September 2014 - Teachers administer the NY Ready CCLS-aligned ELA Assessment in grades 3-5 to determine students' reading and writing proficiency at the beginning of the school year to identify gaps in understanding and determine students' individual learning needs

October 2014 - Teachers administer NYC Writing Performance-Based Assessment (PBA) to further establish a baseline for students' level of performance as it pertains to writing

November 2014 – Prior to the fall, Parent-Teacher conference, each student reviews his/her individual student data folder for each core content area in order to reflect upon his/her growth to date, note if progress has been made, e.g. how and where, revise or establish new learning goals and articulate next steps, which is then shared with the students' parent(s) or care giver(s) to drive the conversation. This work is in alignment with the 2014-2015 Citywide Instructional Expectations, 4 Pillars and The Capacity Framework

December 2014 - Teachers administer a second NYC Ready CCLS-aligned ELA Benchmark Assessment to measure and chart students' progress & adjust instruction

March 2015 - Teachers administer a third and final NY Ready CCLS-aligned ELA Assessment to assess students' reading and writing growth and performance level; also, prior to the winter, Parent-Teacher conference, each student reviews his/her individual student data folder for each core content area in order to reflect upon his/her growth to date, note if progress has been made, e.g. how and where, revise or establish new learning goals and articulate next steps, which is then shared with the students' parent(s) or care giver(s) to drive the conversation. This work is in alignment with the 2014-2015 Citywide Instructional Expectations, 4 Pillars and The Capacity Framework

May 2015 - Teachers administer the NYC Writing Performance-Based Assessment to further assess students' progress; prior to the spring, and final, Parent-Teacher conference, each student reviews his/her individual student data folder for each core content area in order to reflect upon his/her growth to date, note if progress has been made, e.g. how and where, revise or establish new learning goals and articulate next steps, which is then shared with the students' parent(s) or care giver(s) to drive the conversation. This work is in alignment with the 2014-2015 Citywide Instructional Expectations, 4 Pillars and The Capacity Framework

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

Common preps will be provided for Teacher Teams to assess student work and plan lessons focused on engaging students in daily instruction and supporting the acquisition of information. In addition, teacher teams will be provided with an additional common preparation period to take part in weekly collaborative inquiry, which includes looking at student work. Consultants from Metamorphosis, a NYC contracted vendor for teacher training and professional development, will provide on-site training throughout the academic year to make sure teachers receive needed instructional support to strengthen their practice and improve student outcomes. Classroom and cluster teachers will meet regularly throughout the school year with one or more members of the Instructional Cabinet to promote and ensure school-wide coherence, consistency and alignment. Teachers also receive additional support planning and using data to drive instruction. Throughout the year, and within each cycle, classroom inter-visitations are scheduled for teachers to share best practices, model and problem solve -- learn from one another.

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).

Each year we plan workshops for our learning community's family members to provide timely and relevant information regarding both school-based and NYC Department of Education central administration initiatives. Our goal is to provide the parents/care givers of our students with the knowledge, and build a common language, to support their child(ren) at home, reinforce a strong home-school connection and increase parent engagement .

Workshops around Literacy and the importance of developing literacy skills to acquire knowledge across all content areas for the 2014-2015 academic year are as follows:

TH 11/13/2014 = ARIS Parent Link @ 1:00 – 3:00PM & 4:30-7:30PM
 M 11/17, 11/24, 12/1 & 12/8/2014 = Parent Book Club @ 9:00 – 10:30AM
 W 11/19/2014 = K – 2, CCLS Writing Workshop with Ms. Valentin @ 9:00 – 10:30AM
 W 11/26/2014 = Grades 3 – 5, CCLS Writing Workshop with Ms. Heredia @ 9:00 – 10:30AM
 TU 12/2/2014 = ABC's of Project Based Learning (PBL) @ 9:00 – 10:30AM
 TU 3/3/2015 = NYS ELA Exam FAQs** @ 9:00 – 11:00AM

** The workshop regarding the NYS ELA standardized test is also meant to give parents a clear understanding of the instructional shifts associated with the New York State P-12 CCLS in Literacy and the academic expectations for all students around Career and College-readiness along with simple, i.e. free or low-cost and tech-free, strategies parents can implement at home to assist and nurture the academic and personal behaviors, which have been linked with success in 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		Title III		Set Aside		Grants
----------	-----------------	----------	-----------------	--	------------------	--	------------------	--	------------------	--	---------------

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

--

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.

By June 2015, 75% of students currently in grades three through five, who receive AIS, e.g. 68 students out of 90 students*, will show growth progress in Math, by scoring one benchmark-level higher, as measured by students' performance on the NY Ready CCLS- aligned Math Assessment, which is administered at the beginning of the school year (baseline) and then again at the end of the academic year (end-line).

* Based on the Spring 2014 NYS Math Scale Scores –

Grade 3: 2 students out of 2 students (held over); Grade 4: 28 students out of 37 students; Grade 5: 38 out of 51 students.

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.

Based upon students' performance on the 2013-2014 New York State (NYS) Math exam, which was administered in the spring of 2014, 66 students currently in fourth and fifth grades have been identified as requiring AIS because his/her overall achievement and proficiency level on the NYS Math Exam was below or approaching the previous year's grade-level benchmarks. School administrators, along with members of the Instructional Cabinet analyzed school-wide performance results and carefully reviewed an item-skills analysis alongside school-based student data to identify trends, patterns and/or gaps in student understanding.

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.

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

1. Instructional Cabinet members collect an in-house, *Analysis of Performance* document twice a week to all hold all stakeholders accountable and monitor student progress
2. Instructional Cabinet members meet with Grades 4 and 5 teacher teams to focus on agreed-upon, weekly and bi-weekly math skills; they use established protocols to look at student work
3. School administrators also meet weekly to collaborate with each teacher team, e.g. analyze student data and provide additional guidance with planning
4. Teachers utilize student data collected each week to adjust their lesson plans to include: multiple entry points, differentiated activities that intellectually engage all learners and real-world problems connected to students' learning across all the core content areas; purposeful lesson planning leads to well-designed student tasks which require students to think critically and apply both the math content learned and Standard(s) of Mathematics Practice over the course of the unit; all students complete a performance-based math assessment in which a student's learning, e.g. mastery of the math content and skills taught are demonstrated in the student work product
5. All teachers meet in grade-level teacher teams during weekly common preps; one of these meetings is facilitated by the school's on-site Math Specialist
6. With the Math Specialist, teachers plan math instruction and student activities, which require students to employ one or more of the following Standards of Mathematical Practice (SoMP): SoMP #1 - *Make sense of problems and persevere in solving them*, SoMP #3 - *Construct viable arguments and critique the reasoning of others* and/or SoMP #4 - *Model with Mathematics*, as they pertain to Number and Operations in Base Ten, Numbers and Fractions and Operations and Algebraic Thinking
7. Each Friday students record their performance on weekly math skill tasks completed during the week in order to track and graph their growth and progress; subsequently, each student reflects if s/he met his/her set learning goal(s) and then adjust or set new learning goals accordingly for the week ahead
8. Students participate in peer-to-peer discussion by sharing reflections and giving and receiving feedback on goal setting
9. Instructional Cabinet members and a Metamorphosis math consultant provide ongoing instructional support to teachers via co-teaching, modeling lessons and small group instruction and facilitating data analysis to promote strengthening teacher's math content knowledge and instructional practice

10. Additional professional, adult learning in the areas of rigorous and career and college ready-aligned, mathematics instruction and research-based, intervention strategies is scheduled throughout the school year; teacher training is provided by Go Math!, a Metamorphosis consultant, our Children First Network (612), our Math Specialist and school administrators – all towards strengthening teacher practice and understanding of the NYS P-12 CCLS for Mathematics.

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

- School Building Leader
- Assistant Principal
- Instructional Cabinet members
- On-site Math Specialist
- Grade-level, specific Teacher Teams
- Curriculum and Instructional Consultants from Metamorphosis
- NY Ready CCLS-aligned benchmark assessments
- Atlas Rubicon, curriculum mapping tool

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

By **October 31, 2014** - CYCLE I – The goal is to consistently implement the agreed upon, school –based *Weekly Math Skills* to support students' mastery of the following standards:

Gr.3-3OA1, 3OA2, 3OA3, 3OA4

Gr.4-4OA3, 4NBT1, 4NBT2

Gr.5-5OA1, 5OA2, 5NBT1, 5NBT2

By **December 15, 2014** – CYCLE II – We will target students' mastery of the grade-level specific content standards under the **Number Base Ten (NBT)** domain; We will measure teacher effectiveness and the impact of our work via student performance results as follows:

Gr.3-56% (2 out of 43 questions)

Gr.4-50% (12 out of 42 questions)

Gr.5-46% (6 out of 42 questions)

By **February 9, 2015** – CYCLE III – We will target students' mastery of the grade-level specific content standards under the **Numbers and Fractions (NF)** domain; We will measure teacher effectiveness and the impact of our work via student performance results as follows:

Gr 3- 57.28% (10 out of 43 questions)

Gr 4-67.47% (10 out of 42 questions)

Gr 5-48.2% (17 out of 42 questions)

By **March 30, 2015** – CYCLE IV – We will target students' mastery of the grade-level specific content standards under the **Operations and Algebraic Thinking (OA)**

domain; We will measure teacher effectiveness and the impact of our work via student performance results as follows:

Gr 3-62.7% (15 out of 43 questions)

Gr 4-31.8% (5 out of 42 questions)

Gr 5-76.5% (3 out of 42 questions)

By **June 7, 2015** – CYCLE V – Our objective will be to measure the efficacy of our planned intervention above; we will gather data regarding the quality of instruction and program materials, along with students' performance data to assess and determine the impact of our work on student achievement.

Both staff and students will complete an online survey regarding above. The survey results along with the quantitative student data collected throughout the year will be analyzed by the School Building Leader, the Assistant Principal, Instructional Cabinet members and teachers from the Grades 4 and 5 teacher team. By triangulating such, we expect to find places where the learning stuck and/or ascertain when, or where in the academic year, modifications or alterations should be made to improve students' performance and mastery of grade-level standards.

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

September 2014 - Teachers administer the NY Ready CCLS-aligned Math Assessment in grades 3-5 to determine students' mathematics proficiency at the beginning of the school year to identify gaps in understanding and determine students' individual learning needs

October 2014 - Teachers administer Go Math Critical Area Performance Tasks to further establish a baseline for students' level of performance as it pertains to mastery of on-grade-level, mathematics content

November 2014 – Prior to the fall, Parent-Teacher conference, each student reviews his/her individual student data folder for each core content area in order to reflect upon his/her growth to date, note if progress has been made, e.g. how and where, revise or establish new learning goals and articulate next steps, which is then shared with the students' parent(s) or care giver(s) to drive the conversation. This work is in alignment with the 2014-2015 Citywide Instructional Expectations, 4 Pillars and The Capacity Framework

December 2014 - Teachers administer a second NYC Ready CCLS-aligned Math Benchmark Assessment to measure and chart students' progress & adjust instruction

March 2015 - Teachers administer a third and final NY Ready CCLS-aligned Math Assessment to assess students' reading and writing growth and performance level; also, prior to the winter, Parent-Teacher conference, each student reviews his/her individual student data folder for each core content area in order to reflect upon his/her growth to date, note if progress has been made, e.g. how and where, revise or establish new learning goals and articulate next steps, which is then shared with the students' parent(s) or care giver(s) to drive the conversation. This work is in alignment with the 2014-2015 Citywide Instructional Expectations, 4 Pillars and The Capacity Framework

May 2015 - Teachers administer the NYC Math Assessment to further assess students' progress; prior to the spring, and final, Parent-Teacher conference, each student reviews his/her individual student data folder for each core content area in order to reflect upon his/her growth to date, note if progress has been made, e.g. how and where, revise or establish new learning goals and articulate next steps, which is then shared with the students' parent(s) or care giver(s) to drive the conversation. This work is in alignment with the 2014-2015 Citywide Instructional Expectations, 4 Pillars and The Capacity Framework.

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

Common preps will be provided for Teacher Teams to assess student work and plan lessons focused on engaging students in daily instruction and supporting the acquisition of information. In addition, teacher teams will be provided with an additional common preparation period to take part in weekly collaborative inquiry, which includes looking at student work. Consultants from Metamorphosis, a NYC contracted vendor for teacher training and professional development, will provide on-site training throughout the academic year to make sure teachers receive needed instructional support to strengthen their practice and improve student outcomes. Classroom and cluster teachers will meet regularly throughout the school year with one or more members of the Instructional Cabinet to promote and ensure school-wide coherence, consistency and alignment. Teachers also receive additional support planning and using data to drive instruction. Throughout the year, and within each cycle, classroom inter-visitations are scheduled for teachers to share best practices, model and problem solve -- learn from one another.

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).

Each year, we plan workshops for our learning community's family members to provide timely and relevant information regarding both school-based and NYC Department of Education central administration initiatives. Our goal is to provide the parents/care givers of our students with this knowledge, and build a common language, to support their child(ren) at home, reinforce a strong home-school connection and increase parent engagement .

Workshops around mathematics instruction and the standards for mathematical practice for the 2014-2015 academic year are as follows:

TH 11/13/2014 = ARIS Parent Link @ 1:00 – 3:00PM & 4:30-7:30PM

F 11/21/2014 = K – 2, CCLS Math Workshop with Mr. Ortiz @ 9:00 – 10:30AM
 TU 11/25/2014 = Grades 3 – 5, CCLS Math Workshop with Mr. Ortiz @ 9:00 – 10:30AM
 TU 12/2/2014 = ABC's of Project Based Learning (PBL) @ 9:00 – 10:30AM
 M 1/12//2015 = Multiplication Workshop with Mr. Ortiz @ 9:00 – 10:30AM
 TU 3/17/2015 = NYS Math Exam FAQs** @ 9:00 – 11:00AM

** The workshop regarding the NYS Math standardized test is also meant to give parents a clear understanding of the instructional shifts associated with the New York State P-12 CCLS in Mathematics and the academic expectations for all students around Career and College-readiness along with simple, i.e. free or low-cost and tech-free, strategies parents can implement at home to assist and nurture the academic and personal behaviors, which have been linked with success in 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		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

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 2015, 45% our ELLs***, which is 60 students out of a total of 134 in grades Kindergarten to Grade 5, will move from his/her current designation as a beginner (B), intermediate (I) or advanced (A) ELL to the next level in the progression as measured by his/her improved performance from the Spring 2014 New York State English as Second Language Achievement Test (NYSELAT) for current first through fifth graders and the Fall 2014 New York State Identification Test of English Language Learners (NYSITEL) for Kindergarteners to the Spring 2015 administration of the NYSELAT.

***English Language Learners

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.

Based upon our ELLs performance on the New York State English as Second Language Achievement Test (NYSELAT), administered in the Spring 2014, 107 of our students currently in first through fifth grades, remain identified as a B, I or A ELLs and require mandated language development instruction by a NYS certified licensed ESL or bilingual pedagogue. School administrators along with members of the Instructional Cabinet and the school-based ELL Coordinator, analyzed the movement of students' performance by carefully reviewing each area of language acquisition, e.g. Speaking, Listening, Reading and Writing, along with school-based student data to identify trends and patterns across the school and/or across a grade and ascertain gaps in student understanding and our ELL instructional program. It was determined that our students' speaking, listening and writing development lags behind reading; thus, our goal is to strengthen all ELL students' listening and speaking ability in order to demonstrate growth in Spring 2015.

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.

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

1. Implement Project-Based Learning (PBL) school-wide, e.g. method of instruction that addresses core content through rigorous, relevant, hands-on learning
2. Continuous refinement of school-wide curriculum, i.e. Units of Study via Atlas Rubicon
3. Ensure embedded in each Unit of Study are both formative assessments and a culminating, summative assessment aligned to the Common Core Learning Standards (CCLS)
4. Assess targeted weekly writing, speaking & listening skills to check students' understanding and level of mastery
5. K – 3 Classroom teachers and the Grade 4/5 ESL teacher meets one-on-one with students to review his/her performance and discuss areas in need of improvement and next steps
6. ELL teacher team engage in frequent cycles of Collaborative Inquiry which includes reviewing student data to inform instruction, e.g. revise lesson plans, adjust Units of Study, etc.
7. Based upon students' level of language development, strategically group students to target and effectively address students' individual learning needs, e.g. plan and arrange for targeted, small group instruction in order to provide language-focused scaffolds as well as additional practice
8. Each Friday students record their performance on speaking & listening tasks completed during the week in order to track and graph their growth and progress; subsequently, each student reflects if set learning goals were met and then adjust or set new learning goals accordingly for the week ahead
9. Students participate in peer-to-peer discussion by sharing reflections and giving & receiving feedback on goal setting
10. School administrators meet weekly with the ELL teacher team to collaborate, share best practice, resources and current research, analyze student data and provide guidance with planning
11. Teachers utilize student data collected each week, adjust lessons so that each lesson to include multiple entry points, intellectually engages all students and provide access to the curricula; purposeful lesson planning leads to well-designed student tasks which require students to think

critically and apply the content and skills learned over the course of the unit; all students complete a culminating activity which elicits an original, creative and relevant student work product

12. Professional, adult learning around best practices in ELL instruction and intervention strategies for ELLs is scheduled throughout the school year by our Children First Network (612) along with our on-site Literacy Specialist, school administrators and Metamorphosis Early Childhood literacy consultant to strengthen teachers' practice in ELL language development literacy as it pertains to their understanding of the NYS P-12 CCLS in Literacy.

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

- School Building Leader
- Assistant Principal
- Instructional Cabinet members
- Grades 4 & 5 ESL teacher & ELL Liaison
- K – 3 ELL Teacher Team
- CFN 612 Network Leader & ELL Instructional Specialist
- Stafford Beyers, lawyer and Socratic Method facilitator
- Atlas Rubicon, curriculum mapping tool
- Achieve 3000 & Rosetta Stone

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

Each year, we hold approximately 4 ELL Symposiums. The purpose of the ELL Symposium is to facilitate students' oral language development through fine art, dance, theater and music performances presented to the school community. The objective is to provide our ELLS a relevant and rich, real-world experience and to present to a real, live audience in order to foster authentic learning experiences. In 2014-2015 our ELL Symposiums will be held on the following dates:

F 11/14/2014

F 12/19/2014

F 3/13/2015 and

F 6/5/2015

At the end of each ELL Symposium, students receive feedback via an agreed-upon Elementary School Oral Presentation rubric from both teachers and peers. Each student then self-assess his/her performance and then each ELL student reflects and identifies an area of celebration and an area of focus for the next ELL Symposium.

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

September 2014 - Teachers are analyzing the Spring NYSELAT and the Fall NYSITEL data

November 2014 – 1st ELL Symposium takes place and prior to the fall, Parent-Teacher conference, each student reviews his/her individual student data folder for each core content area in order to reflect upon his/her growth to date, note if progress has been made, e.g. how and where, revise or establish new learning goals and articulate next steps, which is then shared with the students' parent(s) or care giver(s) to drive the conversation. This work is in alignment with the 2014-2015 Citywide Instructional Expectations, 4 Pillars and The Capacity Framework

January/February 2015 – The 2nd ELL Symposium take place. Teachers collect data around students' areas of celebration and areas of focus to check for student understanding and growth made and then adjust instruction accordingly

March 2015 – The 3rd ELL Symposium is held and also, prior to the winter, Parent-Teacher conference, each student reviews his/her individual student data folder for each core content area in order to reflect upon his/her growth to date, note if progress has been made, e.g. how and where, revise or establish new learning goals and articulate next steps, which is then shared with the students' parent(s) or care giver(s) to drive the conversation. This work is in alignment with the 2014-2015 Citywide Instructional Expectations, 4 Pillars and The Capacity Framework

May 2015 - Prior to the spring, and final, Parent-Teacher conference, each student reviews his/her individual student data folder for each core content area in order to reflect upon his/her growth to date, note if progress has been made, e.g. how and where, revise or establish new learning goals and articulate next steps, which is then shared with the students' parent(s) or care giver(s) to drive the conversation. This work is in alignment with the 2014-2015

Citywide Instructional Expectations, 4 Pillars and The Capacity Framework

May/June 2015 – The 4th and last ELL Symposium is held and teachers collect data from 3rd and final performance to further assess students’ areas of celebration and areas of focus and confirm student understanding and track student growth over the course of the academic year and look to adjust instruction and units of study for the following year to address the outstanding learnings of the ELLs

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

A common prep will be provided for Kindergarten through third grade teachers on Fridays to meet with the upper elementary grades ESL teacher, who is also the school’s ELL Liaison, to engage in professional conversations around effective lesson planning to meet the needs of ELLs and share best practice. Lessons are focused on engaging ELL students in daily instruction and supporting their language development. The Metamorphosis literacy consultant, who is a NYC contracted vendor for teacher training and professional development, additionally provide on-site training throughout the academic year to make sure teachers receive needed instructional support to strengthen their practice and improve student outcomes. Classroom and cluster teachers will meet regularly throughout the school year with one or more members of the Instructional Cabinet to promote and ensure school-wide coherence, consistency and alignment. Teachers also receive additional support planning and using data to drive instruction. Throughout the year, and within each cycle, classroom inter-visitations are scheduled for teachers to share best practices, model and problem solve -- learn from one another. Lastly, Title III funds are used to provide supplemental and direct instruction to ELLs in both ELA and Math after school on Wednesdays and Thursdays. In addition, we hold a Saturday Academy for ELLs in Grades 2 – 5 to further support their English language development.

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).

Each year, we plan workshops for our learning community’s family members to provide timely and relevant information regarding both school-based and NYC Department of Education central administration initiatives. Our goal is to provide the parents/care givers of our students with the knowledge, and build a common language, to support their child(ren) at home, reinforce a strong home-school connection and increase parent engagement .

Workshops to support family members of English language Learners for the 2014-2015 academic year are as follows:

TU 9/16/2014 = ELL Parent Intake Orientation @ 9:00 – 10:00AM

W 1/14/2015 = Parent Workshop on How to Remain Connected to the ELL Program @ 9:00 – 11:00AM

W 3/11/2015 = NYSELAT FAQs @ 9:00 – 11:00AM

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.

--

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.

- **Strategies/activities that encompass the needs of identified subgroups**

1.

- **Key personnel and other resources used to implement each strategy/activity**

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

6.

- **Timeline for implementation and completion including start and end dates**

1.

- **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.

Strategies/activities that encompass the needs of identified subgroups

1.

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

1.

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

6.

Timeline for implementation and completion including start and end dates

1.

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	<ul style="list-style-type: none"> • Close reading • Shared reading • Shared writing • RTI • Tiered/differentiated student tasks aligned to same grade-level specific standard(s) 	<ul style="list-style-type: none"> • Small group instruction • Conferring • One-to-one, targeted instruction 	During the school day, before and after school and via Saturday Academy
Mathematics	<ul style="list-style-type: none"> • Count-Arounds • Number Strings • Modeling mathematical thinking • RTI • Tiered/differentiated student tasks aligned to same grade-level specific standard(s) 	<ul style="list-style-type: none"> • Small group instruction • Conferring • One-to-one, targeted instruction 	During the school day, before and after school and via Saturday Academy
Science	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Peer mediation • Anti-bullying workshops • Anger management • Tiered/differentiated student tasks aligned to same grade-level specific standard(s) 	<ul style="list-style-type: none"> • Small group meetings • One-to-one at-risk counseling 	During the school day

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

2. All elements of the *All Title I Schools* section must be completed*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. Targeted Assistance (TA) Schools must also complete the *TAS 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.
<p>Our efforts to recruit and retain highly qualified staff are as follows:</p> <ul style="list-style-type: none"> • P.S. 376 School of Technology is part of a pilot program run by the Office of Teacher Recruitment Quality (TRQ) in NYC Department of Education's Division of Human Resources (DHR) which works with school building leaders and school-based, hiring committees to recruit, nurture and retain highly qualified teachers (HQT) • School building leaders take part in job-embedded coaching session with District 32's Talent Coach to increase their efficiency and the efficacy of their frequent cycles of observation and providing meaningful feedback to pedagogues • The school's financial and human capital resources are strategically leveraged to construct an in-house, career ladder, e.g. on-site career advancement opportunities; for example, an on-site, content-area "specialist" position was created - one for Literacy and one for Math; both on-site, Literacy Specialist and on-site, Math Specialist are teacher-leaders and were former classroom teachers at P.S. 376

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).
<p>All staff members attend off-site teacher training sessions from the following staff developers and instructional specialists:</p> <ul style="list-style-type: none"> • Three contracted, professional development providers from Metamorphosis; one consultant works specifically with Early Childhood teachers around CCLS-aligned literacy instruction (Olivia Wahl) and the other two work with classroom teachers to support the delivery of rigorous, CCLS-aligned student tasks (K – 2 Ellen McCrum; Grades 3 – 5 Kara Levin) • Go Math! • Expeditionary Learning • CFN 612, our Children First Network, aligned to our annual school-wide goals, e.g. improving the outcome for all upper elementary school students who receive academic intervention services in literacy and mathematics along with those of all of our ELL students Kindergarten through Grade 5 <p>All staff members receive the following job-embedded support by:</p> <ul style="list-style-type: none"> • Instructional Cabinet members support fellow staff members with planning and using data to inform instruction during the school day, e.g. teacher team meetings, faculty conferences, etc. • Stafford Beyers, lawyer and Socratic Method facilitator • All three Metamorphosis consultants

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 <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

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.).

Parent workshops are planned each year to help parents with the transition from Pre-school to elementary school. Each year we hold a Kindergarten orientation and an open house for family members of new and incoming students.

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.

The school-based Measures of Student Learning (MoSL) Committee members (Principal, Assistant Principal, UFT Chapter Chair, Elizabeth Scelisi, Denise Heredia, Literacy Specialist, Jennifer Haig, Grade 3 lead teacher, Anna Valentin, Kindergarten lead teacher and Cynthia Ramirez, IEP teacher and SPED Liaison) meet quarterly to select the State and Local measures of student learning to be used towards teachers annual performance ratings as well as identify specific Local MoSL assessments to administer to support our annual CEP goals and then link students to all their teachers.

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)

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;
- 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;
- 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;
- support parental interest in bringing new workshops

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.

DBN: 32K376

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)

Title I Part A (Basic)	Federal	\$575,819.64	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$146,119.00	X	See action plan
Title III, Part A	Federal	\$20,596.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,832,530.00	X	See action plan

¹Explanation/Background:

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

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: P.S. 376 K	DBN: 32K376
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply):	
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy	
Total # of ELLs to be served: 75	
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	

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 5
of content area teachers: 0

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: Rationale: The Title III program at P.S. 376 serves to enhance and clarify the daily instruction ELLs receive during the regular school day. Materials chosen for use with the program are common core aligned. Additionally the content of the instruction is common core aligned. During Title III instruction, the students have more opportunities to use technology and apply hands on techniques in order to make the academic content more comprehensible to them. Through laptops and desktop computers that utilize the school's preset Porta Portal, students can enhance their learning on a variety of websites such as PBSKids and Scholastic. The Porta Portal created by the technology teacher also offers a wide variety of skills based games the students can engage in in order to practice some of the language and content they have been exposed to during the regular way. The teacher would plan which sites the students would use and what the focus would be. Some examples are: vocabulary, typing practice, coding programs, and ELA based games that reinforce key concepts students need more exposure to, such as parts of speech and language syntax. Additionally the students have access to Rosetta Stone and Achieve 3000 and their use during Title III time would match the content and goals of the program. The teachers will teach a specific question and answer strategy or a category for vocabulary development, or a focus on speaking and pronunciation and work with the Rosetta Stone program to accomplish this. With Achieve 3000, it is time consuming and not easily completed during one period. It is also not utilized enough. The technology Achieve 3000 offers gives ELLs and teachers of ELLs wonderful access to quality language lessons that can help advance a student's lexile level and also build background on grade level content. Students can also see maps and rubrics and images related to the target topic chosen by the teacher and the student will receive an article at their lexile level. Fluency work can also be addressed with Achieve 3000 because there is an audio component where students can listen to the text being read and then practice reading at the same pace. Teachers using Achieve with the students will pre send an article to the students' mailbox. The teacher will instruct the students to log into the Achieve account and the teacher will explain some background about the chosen article topic. Then students will go through part of the individual 5 steps on the computer which will track their progress and help teachers design next steps. Additional technology opportunities will be by having the teachers teach students about some of the ways they can present reports using technology. Students will learn from the teachers how to use any of the following programs for students' final projects: Prezi, Power Point, iMovie, and additional ones that they may have knowledge of. Incorporating technology is important since our school is The School of Technology. Also technology is wonderful for ELLs because they can see the language better. In addition to the presentation programs, students also use GOOGLE IMAGES for help identifying what certain words look like as they are learning about a topic and reading and writing the academic words. The students also focus on oral language and engage in many activities that revolve around the Listening, Speaking, and Language Standards from the CCLS. At P.S. 376, we believe that if the students have opportunities to use the

Part B: Direct Instruction Supplemental Program Information

language in a variety of engaging ways, then they can be just as successful as learning academic content as the non ELLs. We also are aware that ELLs need more time to engage in content before it is as comprehensible to them as it is to non ELLs. Therefore our Title III program also allows for this in engaging ways such as through the use of technology and projects with additional time for the students to engage in collaborative conversations and to practice actually using the language. They will engage in some Project Based Learning which will involve oral presentations where students will present their projects to their Title III class and others in their extended school community. Students will be taught how to properly present, the tone and volume of voice to use, how to engage an audience, and the importance of eye contact when presenting. Students will create rubrics and have opportunities to rate each others' oral skills and provide feedback which will then involve having students revise their presentations and present again with the suggested improvements.

Subgroups: The students served in the program are in the testing grades, Grades 3, 4, and 5. We are also including 2nd Grade since there is a drastic shift in the language expectations when the students enter 2nd Grade and we want to help the students navigate through the challenges. Many of the students are current ELLs. We also include Former ELLs in the program in order to provide additional transitional support. The program serves all levels of ELLs from Beginning to Advanced and as already mentioned, some who are recently Proficient as well. The classes are no larger than 10-15 students in order to allow for as individualized attention as possible. If it is possible, the Beginner and Low Intermediate ELLs will be placed in one multi-grade group while the High Intermediate, Advanced and (Transitional) Proficient students will be placed in groups by grade.

Schedule and Duration: The school is going to run a Saturday Academy later in the school year. There will also be a few days of a program during the Spring break so the ELLs can still have some time engaging in academic content and using English when they may not otherwise have the opportunity to do this at home. This should begin in January and will include 2nd Grade, 3rd Grade, 4th Grade, and 5th Grade. The academy the school runs during Spring Break will not include 2nd Grade but will include 3rd, 4th and 5th Grades. During The Saturday Academy, classes will run from 9-12 from January through May 2015. During the Spring Break Academy, classes will also run from 9-11:30 for 2 days and from 9-11 on the third day. The program will run during the 3rd, 4th, and 5th days of the break.

Language of Instruction: The language of instruction will be predominantly English. However when it is possible and as it is needed, native language support will be given. Students will also be taught cognates that exist between English and Spanish so they can utilize this knowledge to advance their (English) vocabulary quicker. There will be materials available with native language support such as Bilingual Picture Dictionaries from Oxford and bilingual glossaries from Webster, in order to allow students to build the habit of utilizing their native language to help them bridge their English learning.

The amount of personnel will be 5 teachers, 1 for each grade and 1 for the combined grades group with the Beginner and Low Intermediate students.

Types of Materials: Students will use Oxford picture dictionaries that are Bilingual (English and Spanish). They will also use Spanish / English glossaries. Students will additionally use books on the chosen topic of study to supplement their instruction, technology such as Achieve 3000, the school's Porta Portal and laptops or desktops where they can access pictures to enhance their comprehension through Google searches (Google Images) and to use to enhance their projects. They will also use the computers for web-based research and to create their projects through such programs as Power Point, Prezi, and

Part B: Direct Instruction Supplemental Program Information

IMovie. Students will be taught how to use the technology during the Title III programs as part of the instruction towards their projects. Additionally students will use authentic literature, e-books, audio books, and Leap Pads to enhance their language development.

Part C: Professional Development

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

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

Begin description here: All 5 teachers participating in teaching the Title III program will receive professional development in order to align their program objectives with the objectives of the plan. The trainer will share (the ideas in) the Title III plan with the staff so they know exactly what type of instruction to plan for. Teachers must be made to understand that the program is to be different from what the students do during the regular school day. Examples and suggestions for type of projects to create and types of listening and speaking opportunities will be shared with the staff in order to make sure all staff is clear about the program rationale and how it is expected to further help our ELLs. The presenter will receive per session plus fringe while the teachers will receive the trainee rate for training. The training will take place a minimum of three times during the duration of the Title III program. The first time will be prior to the start of the program. It will run for 3 hours. Teachers will be briefed on the Title III plan and then spend time planning and working together to build creative ideas for a way to integrate the program among all involved. The teachers will utilize content based grade level standards to plan and they will follow a vertical planning protocol so that the classes can all be aligned and continued if successful, in subsequent years. This will be in early January. The second training will be during the midpoint of the program as a way to check in on the implementation and to further plan for the rest of the program. More materials and ideas will be presented at this time by the program coordinator in order to help teachers carry out the program with the intended objectives in a fun and engaging way. This session will run for 2 hours. There will be a final training session during the last month of the program in order to prepare for the culminating project. Teachers will spend time planning with each other, checking in on each grades' projects with the idea of vertical planning in mind. They will make sure they aligned their teaching as was discussed and make any necessary adjustments. There will be opportunities to ask and answer questions and experiment with materials. In addition, some teachers will present their partially finished projects or completed projects with those students who finished at least one. Students may do several projects throughout the course of the program's duration.

A study group will be created for interested teachers so they can learn about best practices for ELLs. The study group will be conducted by The ESL Coordinator (or an outside consultant group) in order to provide the teachers with strategies that can help them scaffold instruction for their ELLs. They will be introduced to the SIOP method, pieces of CALLA, theories on language acquisition and other pertinent topics that can help students achieve with the CCLS. The book will be Pauline Gibbons book, "Learning to Learn in a Second Language". Arming as many teachers as possible with effective strategies for working with ELLs can really enhance the achievement of ELLs and create greater success for them. The

Part C: Professional Development

group will be limited to 4 teachers who will receive training rate and one trainer who will receive per session for the planning and implementation of the group. The group will meet for one hour a week over 10 weeks at a mutually decided upon time, either an hour before school or an hour after school.

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: Parents are a vital part of their children's success in school. Without creating a strong partnership, parents may feel timid or unsure about how to approach the teacher and how to help their children achieve in school. Parents are believed to be highly important at P.S. 376 and creating specially designed workshops just for ELL parents can help to lessen the anxiety and really cater to specifically what ELL parents need. The workshops will be conducted during regular school hours so this will not be budgeted from Title III money. However, creating a warm and inviting atmosphere for parents will be helpful in engaging them so there will be money spent on coffee and light refreshments. Additionally, the parent workshops will be interactive and engaging. Parents will be physically shown ways they can help their students at home and they will be trained using the rigor of the CCLS. This means that some Title III money will be utilized for supplies to use with the parents at the meetings such as paper, art supplies, pens, pencils, books, books with accompanying CDS and possibly software such as "Getting Ready for ____ Grade".

Some topics to be covered will be building academic language, how to use your home language to support your child's instruction, ways to ask questions to children and the types of questions to ask (Depth of Knowledge), how taking advantage of free offers for New York City cultural events can help to enhance instruction / how to navigate the public transportation system to get out of the neighborhood and explore the city, and Getting Ready for the NYSESLAT, just as some examples. The workshop themes will be based on noticeable trends in what the parents ask for help with and what they say they need, so the topics may vary slightly from what is written, but they will be based on these ideas.

Part E: Budget

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

Allocation Amount: \$ _____

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 	_____	_____
Purchased services	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<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. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 32	Borough Brooklyn	School Number 376
School Name P.S. 376K, Felicia Rincon Gautier School		

B. Language Allocation Policy Team Composition [i](#) 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 Maria Vera-Drucker	Assistant Principal Natalie Perez
Coach Angel Ortiz, Math	Coach
ESL Teacher Nicole Levin, ESL Coordinator	Guidance Counselor Ms. Burgos
Teacher/Subject Area Julio Jimenez, Technology	Parent
Teacher/Subject Area	Parent Coordinator Tashi Mieses
Related Service Provider Cynthia Ramirez, IEP Teacher	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	6	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	3	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	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	4	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	640	Total number of ELLs	163	ELLs as share of total student population (%)	25.47%
--	------------	----------------------	------------	---	---------------

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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
self-contained	1	1	1	1	0	0	0	0	0	0	0	0	0	4
Push-In	0	0	0	0	2	2	0	0	0	0	0	0	0	4
Total	1	1	1	1	2	2	0	8						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	163	Newcomers (ELLs receiving service 0-3 years)	108	ELL Students with Disabilities	23
SIFE	0	ELLs receiving service 4-6 years	55	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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	108	0	16	49	0	8	6	0	1	163

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	108	0	16	49	0	8	6	0	1	163
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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													

*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	22	25	26	32	19	35								159
Chinese	0	0	0	0	0	0								0
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	0								0
Arabic	1	1	1	0	1	0								4
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	0	0	0	0	0	0								0
TOTAL	23	26	27	32	20	35	0	163						

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)	5	2	2	3	1	1								14
Intermediate(I)	8	4	14	11	11	11								59
Advanced (A)	9	20	11	19	8	23								90
Total	22	26	27	33	20	35	0	163						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	13	4	1	0	18
4	27	7	0	0	34
5	15	2	0	0	17
6					0
7					0
8					0
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	1	13	1	2	0	0	0	21
4	23	0	5	0	0	0	0	0	28
5	12	1	3	0	1	0	0	0	17
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	0	11	0	18	0	3	0	34
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:

- 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.
To assess the early literacy skills of the ELLs in our school, we use the TCRWP literacy assessment. The assessment requires students to demonstrate reading fluency and comprehension through a running record. It also requires students to show knowledge of letters and high frequency words through the reading of lists that the assessment provides. Additionally, through the types of questions related to

the leveled book the student is reading, students are required to demonstrate the ability to retell a story, answer straight from the text questions and inference questions. The results of the running record from the assessment are analyzed using coding to indicate the student's miscues. The types of miscues are analyzed to help teachers design needs based instruction for ELLs that may involve individual attention, or may be delivered in small groups or to the whole class as necessary. The students who are at the Beginning and Intermediate Levels on the NYSESLAT are scoring lower than non ELLs when the data is compared. The students who are ranked Advanced based on the NYSESLAT are faring better than the ELLs at the other proficiency levels and they get close to meeting the benchmarks but when the data is compared to the data from the non ELL classes, the results are still poorer for ELLs across the proficiency levels including Advanced ELLs. Looking closely at the causes of the results for the ELLs, it is revealed that the students do not have the background knowledge and vocabulary that is needed for adequate gains towards the benchmarks to be made. Students may know the reading strategy they are supposed to use (such as using pictures to help them read), but they can not carry it out because they do not have the vocabulary in English to support the application of the strategy. Additionally some of the topics in the books available for use with the assessment, are far from anything the students experience living in New York City (such as going to a rodeo or a county fair). Even though part of the assessment provides a synopsis of what the students will encounter in the book, and they give definitions for some important words related to the theme, these are not enough to support what ELLs need. As a result of the miscue analysis, when the results show patterns with decoding, teachers are able to design their word work instruction to provide students with exposure and practice with the word patterns they need improvement in. Most importantly, the teachers use the results to see the gaps students have because they are ELLs (a lack of background knowledge and vocabulary). The teachers create student grouping for literacy based on the results. Students with similar needs engage in small group instruction with the teacher. Guided Reading is used with many of the students so the students can have their literacy needs directly targeted. Additionally teachers work with students on vocabulary development allowing the students to create, use, and find resources in the classroom that can lead towards vocabulary development (portable word walls, bilingual picture dictionaries, creating pattern books around a theme). Visual literacy is also stressed with teachers using visuals to enhance comprehension for ELLs. Working with the Speaking and Listening Standards and Language Standards from the CCLS, the visual (literacy) support allows ELLs to use content and theme related pictures to support their development of higher tiered vocabulary and background knowledge. Mini lessons for whole group instruction are also created from the results when the teacher sees trends with most or all of their students. Those students who are not making adequate gains towards the benchmarks continue to be assessed more frequently with running records (which is one component of the TCRWP assessment). The full assessment is done three times a year but in order to track the progress and work to help the students make gains towards the benchmark, when those students are noted as below the benchmark (2 or more levels away from the initial benchmark), their progress is monitored more closely. The teachers create lists that show which students are considered to be in the bottom one third of their class. Students are targeted for extended day, after school and Saturday school programs so they will have more opportunities to practice and apply and be exposed to the academic language, skills, and high frequency words that are vital for their academic success. The administration requires teachers to carefully track those students and to send weekly reports on how the children are progressing. Some students are targeted to receive RTI services from additional personnel in the school besides the classroom teacher. Running records continue to be used to monitor progress, assess the students' continued needs, and for the teachers to design their lessons. For students in Grades 3-5 there are additional progress monitoring tools. The teachers design weekly skills checks related to the ELA focus of the week. The results of the teacher made tests are analyzed every Monday when the teachers have data meetings with the administration to discuss what the data reveals and what the teachers' next steps for instruction and student grouping should be.

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

The proficiency levels on the LAB-R only match the students' abilities in some cases. Due to the timing of the test, early in the school year possibly before new students have fully adjusted to school, there are students who receive a low score on the LAB-R because they are not so verbal. A few weeks later, they are much more verbal and they begin to show an aptitude for picking up new language. Even though their LAB-R score ranks them as Beginners, they are really some of the more advanced students in the class. Some students receive a ranking of Advanced based on the LAB-R due to their ability to identify letters and sight words, which is the second section on the exam. However those students struggled with the interview questions that were in Part 1, not really understanding basic school vocabulary. While their knowledge of sight words and letters is helpful for some of the tasks in their classes, their lack of vocabulary and oral skills makes it a challenge at the beginning for them to keep up with the language tasks in class. Even though their ranking is Advanced, their language skills and ability to participate in the class activities does not represent students who are Advanced with language. The LAB-R is effective in identifying those students that really would benefit from English acquisition assistance, however the proficiency rankings do not match the students' abilities and what they show for completion of classroom tasks. Additionally there are a handful of students each year that really would benefit from ESL services and they should be entitled but they wind up passing the LAB-R by a very small margin.

With the results of the NYSESLAT, the data patterns reveal different things for our purposes depending on whether the students are in the lower grades (K-2) or upper grades (3-5). For K-2, the NYSESLAT is the main standardized assessment score that the school can use to determine the child's needs and to get an idea of where they fall in comparison with their peers. The students with IEPs who

receive Speech and Language services generally rank at the Intermediate level, while other students without IEPs who have been in this school for at least a year, rank at the Advanced level. The new arrivals always rank as Beginners the first two years on the NYSESLAT proficiency ratings and they begin to move up when they are in the school / country for their third year. In some cases they move up to Intermediate and in other cases they actually rank Proficient. The personality of the child seems to have an impact on where they fall on the NYSESLAT ranking. If the students are risk takers and not afraid to make mistakes, and if they have a strong foundation in their native language, they advance quickly. If they are on the shyer side and do not like to take risks with language until they are more perfect, they advance a little slower. These types of patterns reveal that instruction must be correlated with the students' personalities with the idea in mind that we need to move the children forward in their language phases. So instruction is designed to include opportunities for the Speaking and Listening Standards and to work to present language in non threatening ways to foster all students wanting to participate. This can ensure that all personality types will advance.

The upper grades NYSESLAT data is interpreted a little differently. The NYSESLAT ranking is compared to the ELA scores. There is a mismatch between the two scores. Students who rank Advanced on the NYSESLAT are only scoring at Level 1 on the ELA. If the students are Advanced in language, they should be able to keep up to a certain extent with their grade level peers. This is not the case however because the ELA and the NYSESLAT are not aligned. However the NYSESLAT is useful for the upper grades (and lower grades) because it has the additional Speaking section which the ELA does not have. The Speaking section is useful to interpret because teachers can use the knowledge gained from the results of the Speaking Test, to design instruction that will work for the ELLs. If students do well orally, teachers work to try to find ways to link the standards and integrate the language skills to cross over to the reading and writing so the students can have more success in all language domains. Specific attention is being paid to the teaching of writing to the ELLs (and all others in the school as well), since the analysis of the results demonstrates a need for working on this area with the (ELL) students.

It would be ideal if all the assessments correlated! Since we have found that they do not, since the results are so varied for the same student, the school uses the data to inform planning and instruction, with an eye towards moving the children up on all exams. Incorporating all the domains of language; Listening, Speaking, Reading, and Writing, as often as possible, in ways that appeal to the ELLs will help move the ELLs in the right direction of progress.

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 [AMAQ tool](#))

The patterns across modalities affect instructional decisions in a variety of ways. Teachers use the data to design their small group instruction. Students with similar needs are placed in groups that allow the teachers to pinpoint the specific language domains the students need to make gains. Additionally the school uses the data to make schoolwide instructional decisions, noting that if the ELLs need more attention in certain areas, the rest of the student body will benefit from additional attention in this area as well. During the past few years and continuing through the next few years, the school has chosen to focus on writing. The schoolwide goals for the PPR and CEP include writing goals for the entire student body and an additional goal specific to the ELL subgroup. Since writing is challenging for ELLs, writing is integrated across all subject areas to allow for multiple opportunities to practice during the course of the school day. Reading has also been identified as a weakness for our ELL population. Special attention is paid to giving ELLs opportunities to activate and develop background knowledge with the content they are reading and to developing academic vocabulary. The school has designated blocks of time in the schedule several times a week to include shared reading and writing experiences for ELLs. The modeling through shared practices is helpful in previewing challenging academic content the ELLs will encounter or have encountered in their instruction. Additionally it is useful for working with vocabulary that is Tier 2 and higher. Time to build word walls that reflect this vocabulary is also included in the shared reading and writing blocks. ELLs always need practice with speaking and listening in English as well. The students fare better on the Speaking and Listening modalities than the Reading and Writing modalities. With this knowledge, teachers design their instruction to correspond to the strengths of the ELL students. They work to bridge the oral success with the reading and the writing by giving ELLs opportunities to interact with and see the target language. The incorporation of visual literacy activities that incorporate the CCLS Speaking and Listening standards and allowing students to see the language they are speaking and hearing through displays such as word walls and labeled content pictures, and the use of language frames to aid with their writing products, helps ELLs start to transfer their receptive knowledge into their expressive knowledge.

The school uses information from the Annual Measurable Achievement Objectives to strengthen instruction for ELLs. The data from this tool is used to focus instruction for ELLs on the progress towards proficiency for specific ELL subgroups. The school is able to design specific interventions and instructional programs for the ELL subgroups. The school uses the early warning indicators and color coding to identify which subgroups of students are in the highest need and to identify all the possible programs and methods that can be incorporated into instruction for these ELLs to move them out of the danger zone. The tool allows the school to get a picture of how the ELLs are faring in all areas of the curriculum, not just with ELL specific areas such as the NYSESLAT. This allows the school to make sure

they are addressing the learning needs of ELLs in all areas of the curriculum. The school uses the data to design the RtI structures and to designate AIS services offered to ELLs. Since the data is not limited to ELA, but includes Math and content as well, ELL students can receive interventions in any academic area that is needed for their success in school. The school matches the intervention providers with the students' academic needs. Timely and targeted interventions and instruction can be delivered to ELLs through the information from the Annual Measurable Achievement Objectives. Students projected to be "At Risk" have their progress monitored throughout the year in order to check that the interventions are being effective, and to add to the plan if necessary.

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?

a. The patterns across proficiency levels and grades reveal that our ELLs need support in all domains of language, with reading and writing showing as the weakest domains. The Beginner and Intermediate students at all grade levels are having some challenges meeting the language demands required of the CCLS. The Advanced students in the lower grades (K-2) show more success with achieving similar to the non ELLs in their grades than the ELLs in the upper grades. All of our ELLs however demonstrate that there is an ongoing linguistic need to simultaneously develop language in all four domains. Specifically the results of the Speaking test reflected that students have better oral ability than written ability, but the questions they missed were related to not having the academic language required to answer the prompt. Using the CCLS, it is important to capitalize on the oral ability ELLs demonstrate and it is now necessary to work on transferring the oral abilities to the other language domains. The Speaking and Listening Standards are one way the school can help bridge the gap. By incorporating many opportunities for ELLs to engage in Speaking and Listening tasks, and allowing ELLs to have the exposure to academic language prior to having to read it or write it, ELLs will be able to build their vocabulary and show progress. For standardized tests that the ELLs in Grades 3-5 take, the results show that ELLs are performing poorly on the ELA and better on the Math tests. Additionally many ELLs score higher on the Science Test than the ELA (3s and 4s). The ELLs struggle with reading which makes the ELA test difficult but they do grasp academic concepts better orally and when they are hands on. Since Science is presented in a very hands on manner and students are not required to read the entire test, but rather have opportunities to demonstrate their knowledge without so much independent reading, this can explain the success with the Science test results. Most of our ELLs choose to take their content exams in English. However the school provides all modifications ELLs are entitled to, including having translations of the exam available in their native language. The availability of the exam in the native language is useful to the newly arrived ELLs especially and if those students are not SIFE, they are able to score on grade level even if their time in the school has been short.

b. The school leadership and teachers use the results of the ELL periodic assessments to identify where ELLs need more attention academically in preparation for the NYSESLAT and to reach proficiency or show general improvement in acquiring English. The results are analyzed by the school leadership. School leadership then meets with the teachers to share what the results of the assessments reveal in terms of how teachers will need to design their whole class and small group instruction. The data is more specifically used to help teachers design needs based small group instruction that can foster more academic success for our ELL students. The teachers are familiar with how to use data to drive their planning and instruction because school leadership meets weekly with teachers to discuss their data from classroom assessments. The same manner is used with the ELL periodic assessments so the conversations with teachers and the expectations for classroom instruction are kept consistent with all data. In addition to using the results to design small group instruction, considerations for AIS groups with additional service providers are made. If there are pockets of students who are continuously not showing improvement, students are put into AIS groups. These groups are smaller than the small group instruction in the classroom (5 or less) and target more specifically the areas of weakness the ELL students have. Assessments are vital for checking how students are progressing and if they are not, the school intervenes with additional support for students so they can fare better.

c. From the ELL Periodic Assessments, the school is learning how students are doing with specifically acquiring English related to the tasks of the NYSESLAT. The school is also learning the strengths and weaknesses in specific language domains ELL students have and can utilize this to help with improving in ELA in general. Teachers plan their instruction capitalizing on the students' strengths in order to build confidence with English and to keep the students motivated to engage in academic tasks with English. Teachers also plan for students to have multiple opportunities to practice in the domains they are weaker in, in order to work towards success and eventual proficiency in English. Most importantly, teachers plan keeping in mind that ELLs need development in all four language domains and the domains are all related. Teachers try to integrate all domains into their instruction as frequently as possible. Teachers also plan to include cognitive and linguistic objectives in their lessons so there is an eye on integrating content and language acquisition which is especially useful for ELLs. With regards to the use of the native language, P.S. 376 realizes the importance of the native language even though we do not have bilingual classes. Therefore all ELL classrooms are equipped with bilingual picture dictionaries, listening center materials in the native language and a selection of books in the native language. The native language can be a useful bridge between what students already know and what they have to acquire. Having the availability of the resources shows students that their language is valued and that their prior knowledge even if it is not in English, can aid them with success in academic tasks. Teachers help students identify similarities and

differences between the two languages (cognates and skill correlations) and teach for cross language connections throughout the school day, recognizing that literacy skills from the home language can be transferred to English. The skills are not retaught, but rather connections are pointed out to students so their literacy domains can progress.

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](#).)

Strong Tier 1 instruction aligned to the CCLS is at the heart of all instruction ELLs receive. Teachers engage in purposeful professional development to support strong instruction. Data from each teachers' class is closely monitored by the administrative cabinet. Teachers are required to give weekly skills assessments in their classes and to use the results of the data to design small group instruction that is targeted and needs based. In addition the data is analyzed to see where teachers' strengths and weaknesses are with delivery of instruction. When trends show high success in a specific area, teachers are assigned as experts within the building and they host intervisitations with teachers who need development in that area. Additionally teachers are sent to professional development workshops outside of the building provided by OELL, in order to equip them with what strong Tier 1 instruction for ELLs means. The school is promoting a shift in practice for teachers working to help them understand that oral language is something that teachers need to spend more time on. The understanding that oral language is closely related to academic achievement is a vital understanding that teachers of ELLs must have and work with. The schoolwide goals for ELLs in literacy in the PPR and CEP reflect this shift. Core literacy instruction is building on and expanding students' existing oral competencies in order to support literacy learning and content knowledge. Anchor charts that reflect the use of oral language are expected to be displayed as a reflection of this increased integration. The charts should have language stems students should be using with certain academic related conversations in class and protocols that reflect the use of oral language tasks in the classroom. Teachers who show a need for additional support because their weekly data is not showing gains in ELLs' literacy, are given additional support personnel in their classroom. The ESL Coordinator is scheduled to push in and work with students of the highest need in Guided Reading and writing groups. Additionally the ESL Coordinator models some best practices for strong Tier 1 instruction for the classroom teachers so their daily teaching can start to include it, leading to more growth in the data. Additional literacy components are key for improving data for ELLs and the core instruction is integrated to include all domains. It is believed that capitalizing on the oral ability of ELLs and utilizing shared reading and writing experiences that bring in the oral competencies, will be the start of improving the data for ELLs and bridging the knowledge they have to reflect in other literacy domains as well. Since data shows there is a need for improvement in writing instruction and research reflects that opportunities to practice can be a contributing factor to success, the school schedule requires writing to be included daily. In addition, since success with reading is linked to opportunities to engage in it, the school schedule has also required a daily independent reading block. Since independent literacy tasks have proven to be a challenge for many of our ELLs according to the data, strong Tier 1 instruction in ELL classes also incorporates the utilization of technology and Listening Centers in order to provide students with models of English outside of working directly with the teacher. Students are able to improve their English reading fluency, engage in needs based instruction that revolves around their needs, and to work on becoming more independent, seeing that learning can happen in a variety of ways, not just with the teachers. Students are taught to be resourceful utilizing the classroom environment as a support, such as with knowing how to use the word wall for writing and how to engage in work at Literacy Centers which can expose the students to literacy skills they need. Instruction is common core aligned, engaging, and research based to include best practices for ELLs so that the data will reflect an improvement. Every effort is made to ensure that ELLs are given opportunities to learn in ways that are appropriate for them. If the data does not show gains, instruction is tweaked to provide more best practices for ELLs. If students show they are continuing to struggle, even with strong Tier 1 efforts, teachers begin to track the interventions they are providing for the students and how students are responding. If there is a need to refer students to the other tiers for more targeted intervention possibly outside of the classroom teachers' efforts, meetings are set up to discuss ways to work with the students so they can achieve. Teachers are not allowed to refer ELL students to other tiers until they have tracked their own interventions for students and how students have responded. This is done in order to ensure that ELLs are being given every opportunity to achieve that is possible and that the lack of achievement is not due to instructional failure.

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

P.S. 376 understands that the native language plays an important role in ELLs English language and content development. Special attention is paid to the similarities and differences between the structures of the native language and English. Classrooms are equipped with bilingual picture dictionaries, listening center materials in the native language and the classroom library also has books in the students' native language. The native language is used as a bridge to the target language, English. Instruction on cognates combined with cognates word walls up in the classrooms help to remind students of the similarities between the languages and that their native language can actually be very useful with learning higher tier English vocabulary words. Additionally devising activities and projects that are linked to the children's home language are put in to parts of the curriculum in order to increase motivation and literacy success. Such activities as personal narratives and classroom visits from family and community members who share the home culture are integrated into the curriculum. ELLs' home language is used as a scaffold to bridge the learning students have already acquired with the academic and language requirements for them in English. Instructional decisions for schoolwide improvement goals focus on the ELLs and working to provide strong Tier 1 instruction for them.

The ESL Coordinator constantly works to improve instruction in the ELL classrooms by making frequent visits and recommendations for best practices. This can ensure that ELLs are getting the high quality instruction they deserve so that their language development is always considered. Additionally teachers must plan their lessons using both a content objective and a language objective. The focus on language and content simultaneously allows teachers of ELLs to integrate instruction and to make sure additional considerations for ELLs are part of planning. Additionally, the ESL Teachers meet once a week for Inquiry Team and discuss the students' second language development, progress towards it and what concerns there are. The Inquiry Team discusses best practices through their experiences and research based professional texts. They implement new strategies and reflect on how it has impacted second language acquisition. There is additional time to explore what second language learners need when the ESL Teachers meet on Fridays during the ESL Common Prep time. By being able to make time to reflect, analyze, and adjust instruction, we are making sure second language acquisition is at the heart of the goals and the work that is done with the ELL students.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

N/A

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

The instructional cabinet analyzes the data that is available on ELL students and the rest of the school population. Results of the standardized assessments are discussed in June at cabinet meetings as a basis for designing the school goals for the upcoming year. Each class and child is looked at to see what instructional interventions they may need in the subsequent school year in order to show progress. In August, the same process is done when the NYSESLAT grades are available. The cabinet looks at the progress on the NYSESLAT scores, and plans for appropriate interventions for those students that there are concerns about due to lack of progress. This process of looking at the data and how ELLs compare to the school as a whole, is also done in September at cabinet meetings. Teachers are all required to use the data on ARIS and the information shared by the cabinet, to create their lists of who the bottom one third students are. Teachers must plan immediately to do need based targeted small group instruction with those groups of students, in order to help them work towards improving. The students' progress is continuously monitored weekly through teacher created short tests that have questions relating to the targeted skills. In some cases, rather than a short test, students are required to complete an exit ticket, a small writing piece that addresses the targeted tasks from the week, or to create a project. The results of the short weekly tests and the exit tickets are then analyzed to see if the students are making appropriate gains. If they are, teachers continue to use the data in this manner and to track the students as they work in small groups with targeted skills. If the data shows little to no improvement, the tasks and student work are analyzed to see whether they include the necessary attention to vocabulary and background knowledge development. The data is also used to see what strategies for ELLs are working. Teachers whose students show good results with the data are questioned on how they targeted the skills with their ELLs and are also observed by the administrative cabinet. Those teachers share materials and how they presented the lessons to make them comprehensible to the ELLs with colleagues who need some more awareness about what components to be put in for lessons with ELLs. Inter-visitations are set up for teachers who need to show more gains with their ELL students, with the teachers whose data is showing strong results. The teachers debrief and analyze what was done after the lessons are observed. Teachers who needed to learn more about best practices from watching their colleagues then choose next steps for what they are going to add in to their lesson planning and teaching with the hopes of having our ELLs move towards more success.

When we do not meet our AYP for ELLs, an improvement plan is written. This plan is an extension of and an addition to the school goals that are for ELLs (from the CEP and PPR). This separate document describes additional components to put into ELL lessons and additional support materials that should be put in ELL classrooms. Incorporating listening centers and technology into the ELL classrooms, providing push-in support by the ESL Coordinator, attending targeted professional development, and setting up inter-visitations for teachers within the school so they can observe and exchange best practices with colleagues, are a few examples of what is in the improvement plan. The data is the key component in analyzing the success of our ELL programs. When the data shows that our ELL students are not making the gains they are supposed to be making, the school intervenes to bring the level of achievement of our ELLs up, and frequently and consistently monitors the data to ensure that this is happening. Students who need AIS services receive them. Students with IEPs are given their IEP modifications. These two categories of ELLs are monitored more frequently than the rest of the ELLs. If any ELL subgroup is not making gains, the instruction students are receiving is reflected on by the administration and teachers. Appropriate and timely additions to their educational program are included in a plan and the students' data is monitored weekly. P.S. 376 wants success for our ELL students and realizes the important role that data and reflective dialogue plays in contributing to and creating this.

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](#).)
After referring to the Home Language Identification Surveys (HLIS) students are identified as LAB eligible or not based on the criteria for LAB eligibility provided by city and state guidelines. If one question from Part 1 indicates a language other than English is spoken in the home, and if two questions in Part 2 indicate a language other than English is spoken in the home, the child becomes eligible for LAB-R testing and a home language code is inputted into the computer (ATS) by the school secretary who does this only after the ESL Coordinator has looked at the HLIS form and filled in all necessary information (such as the OTELE code and if the child is eligible for LAB-R testing). The surveys are administered at registration by the secretary. The secretary is bilingual (English and Spanish) and can communicate in English or Spanish if needed. The secretary interviews each new registering parent to find out the necessary information required for school enrollment including the home language. The secretary then gives the surveys to the ESL Coordinator for analysis. The ESL Coordinator, a qualified pedagogue with ESL certification, at the school reviews the forms (during Registration, as soon as they are available at the start of the school year, or at any point in the school year where the school receives new arrivals). After reviewing the surveys and observing the 1+2 criteria as designated by the city, if the HLIS form indicates that a language other than English is considered a home language, an OTELE Code is entered into the required section of the HLIS form and a list is generated of students who need to be tested. The classroom teachers are notified of which students are eligible for testing. A testing schedule is set up. Eligible students are given the LAB-R by the ESL Coordinator (and this will change to be the NYSITTL as of February 2014). Students who appear to be having difficulty answering in English whose home language is noted as Spanish, also get an interview in Spanish by the ESL Coordinator with questions about what the child likes to do or eat and their favorite games. The child is then given the formal Spanish LAB test so the student can be checked for language dominance and also language skills in general. If the student is not responding in English or Spanish, this is a cause for concern. Discussions are had with the classroom teachers and other school officials to figure out appropriate next steps. After students are tested with the English entrance exam (LAB-R through February 2014 and then the NYSITTL) and identified as an ELL student, parents are notified as required by law, that their children are eligible for English language acquisition programs. They are sent information about ELL Parent Orientation dates so they can receive the required two hour parent orientation programs. Parents who do not attend initial orientations are continuously contacted by the Parent Coordinator and a convenient time is arranged. Once parents are present at an orientation, the above mentioned process is explained. The school provides an orientation led by The ESL Coordinator and when possible, with the presence of The Parent Coordinator so parents can meet an additional person at the school who is available to support them. This orientation informs the parents of the three instructional models available in New York City. Parents get this information from a state provided video highlighting program choices for English Language Learners and the benefits of each one. They also get the opportunity to look at the Program Selection Form and to choose their program choice based on their preferences according to the information that was received through the video. Additionally parents get the opportunities to ask questions about the information that was presented to them at the orientation. This is done within the first ten school days initially and then continued with the same timeline of within the first ten days of a student's arrival to the school if the student is newly admitted at a later point than the beginning of the school year. In summary, the primary people involved in the initial identification of ELLs are the School Secretary who interviews incoming families using the Home Language Information Survey, and the ESL Coordinator who looks at the surveys, determines the student's home language, and also identifies testing eligibility. After the initial steps are taken, the next steps revolve around program choice and placement.
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.
After students are tested with the English entrance exam (LAB-R through February 2014 and then the NYSITTL) based on the identification criteria and then identified as an ELL student based on the cut score criteria, parents are notified as required by law, that their children are eligible for English language acquisition programs. The parents are sent information about ELL Parent Orientation dates so they can receive the required parent orientation programs. This is done within the first ten school days (two weeks from the day school officially starts for students). The date for the orientation is set up during the end of the prior school year, in June, when the parent coordinator and ESL Coordinator meet in order to set up the ELL meetings for the following school year to be included on the appropriate monthly calendars. The parents receive a monthly calendar (all parents of the student

body) and the monthly calendar for September includes the ESL Parent Orientation. In addition to using the schoolwide structures in place for communicating with parents, the ESL Coordinator sends a separate flyer to the eligible parents of newly entitled ELLs, informing them of the date of the orientation, providing some more specific information on the content of the meeting and it includes a tear off strip that is requested to be returned to the school so there can be a count of who will be coming. Additionally, the slip asks parents to check off whether they will or will not attend and if they check that they will not attend, there is room for an explanation on why. The ESL Teacher looks at what the parents write for the reasons they can not attend and then either she or the Parent Coordinator calls the parents to find a convenient time. Parents who do not attend initial orientations are continuously contacted by the Parent Coordinator and a convenient time is arranged. Once parents are present at an orientation, they are informed about the process that is undergone in order to identify the students as ELLs (the HLIS form, the entrance exam, the cut scores) . The school provides an orientation led by The ESL Coordinator and when possible, with the presence of The Parent Coordinator so parents can meet an additional person at the school who is available to support them. This orientation informs the parents of the three instructional models available in New York City. Parents get this information from a state provided video highlighting program choices for English Language Learners and the benefits of each one. Brochures explaining the programs are also provided as part of the materials for parents. The brochures and the video are presented to parents in their native language. The ESL Coordinator is fluent in Spanish and is able to communicate in Spanish in addition to English if necessary, to the Spanish speaking families which is the majority language in our school community. The other language is Arabic and the video and brochure and Program Selection form are offered to the parents in Arabic. The Arabic families in our school also speak, read, and understand English so sometimes they request the information in English. It is their children who do not know English and become eligible for an English language acquisition program. In addition information from the brochures and video, parents also get the opportunity to learn about the Program Selection Form and to choose their program choice based on their preferences according to the information that was received through the video, the brochure and other information presented at the meeting. Additionally parents get the opportunities to ask questions about the information that was presented to them so they can be certain they are clear about their rights and choices for their children before they fill out any paperwork and make any decisions. Parents sometimes choose to fill out their Program Selection form at the orientation. For those that want to take the brochure and form home to share with their spouses, they are able to do so. They are given a deadline of one week to return the completed Program Selection form. Parent Orientations continue to be run throughout the entire school year as the need arises

There are certain additional structures in place in the school to help make sure the parents understand clearly all three program choices. At the end of the orientation, there is a large amount of time devoted to questions and answers. Also the main components of each program that were highlighted in the video and in the brochure, are discussed with the parents again. Parents are invited to look at the brochure while information is being discussed. The information from the presenter is presented in a neutral tone so as not to appear to be biasing the parents on what program they should choose, but it is informative and detailed to point out the most salient points about each program.

At the orientation, the ESL Coordinator begins by welcoming parents and explaining that they are here today to learn about different programs that can help their children work on achieving English language proficiency. An overview of the three program models is explained in the parents' native languages, and English if necessary. The parents are all given a folder that includes a brochure from the state, the Program Survey and Parent Selection Form, an agenda, and some resources that can provide more information. The contents of the folder are explained to the parents and they have an opportunity to look through it. Now that the parents have some background knowledge, the state provided video is shown to the parents. Parents are given paper and pens and encouraged to take note that can help them to make an informed decision. When the video is over, parents have the opportunities to ask additional questions. The ESL Coordinator is available to answer the questions. When the parents indicate that they are ready to make a selection, the parent survey and program selection form are explained. Parents are told that usually the first program you pick, will be the same program the child stays in until they are no longer ELLs. Some parents choose to fill out the forms before they leave the orientation. The ESL Coordinator collects and files those that do. For the parents who wish to take additional time, they are given 10 days to take the forms home and to return them to the school with the program choice for their children.

The first orientation is done in the first 10 days of school as per the mandate. Flyers are sent out to reach out to the parents and the date for orientation is put on the September calendar as well. For parents who do not come to the orientation, the parent coordinator follows up by calling on the same day for the missed orientation and tried to set an immediate day for the parents to come in. The school keeps trying through letters and phone calls several times a week, with the hopes of getting the parents in so they can learn about and make a program choice. Continuous follow up on a weekly basis is arranged. Friday is the designated day for make up orientations or orientations for newer arrivals who did not come within the first ten days of the school year. For parents who did come to the orientation, they are shown the OELL website and how to access the video and additional resources so they can remain informed about ELL programs and policies. We are hopeful that all of these combined measures provides clear understanding of the program choices and in a timely manner.

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 [\[see tool kit\]](#).)

Documentation and records retention of ELL students' files is vital for ongoing compliance. The students all have cumulative folders which contain the HLIS, Parent Survey and Selection form (also kept with the ESL Coordinator), Entitlement, Continued Entitlement, and Non-Entitlement Letters and Placement letters (also kept with The ESL Coordinator). The school provides the parents with the aforementioned information in their native language. Each August when the NYSESLAT scores are released, the ESL Coordinator goes through the scores to see who is still eligible for ESL services and who is no longer entitled. Lists are made and letters are sent home with the students explaining to their parents whether the child is continuously entitled for ESL services (Continuous Entitlement letter) or whether the child passed the Spring NYSESLAT and is no longer entitled (Transitional / No Longer Entitled). The letters are distributed to the classroom teachers to give to the students. The ESL Coordinator explains the significance of the letters and asks the students to return the form as soon as possible with the designated tear off slip that the school has added to ensure they are aware the parent received the letter. Returned forms are kept in a binder. Each section in the binder is divided by grade / class. A ROCL is used to check against who has returned forms and who has not. For those that have not returned letters yet, the ESL Coordinator and Parent Coordinator reach out through phone calls asking parents to read and sign the letter acknowledging the English language program placement.

All families of newcomer ELLs are invited to a parent orientation during the second week of school. At this orientation, families of newly entitled ELLs receive information about the three program choices available for English language acquisition that New York City / State offers. The orientation materials are in the native language of the families ensuring that they understand clearly what program options are available. There are opportunities for questions and answers in order to provide additional clarification. Once the session is complete, parents are given the Parent Survey and Program Selection form to fill out. If parents feel ready to choose the program, the Parent Survey and Program Selection form are filled out by the parents on the spot at the orientation. This allows for the school to have a timely response with completion of the forms. The ESL Coordinator collects the forms and stores them in an ESL Compliance binder. For parents that choose to take some additional time to make a choice and / or who prefer to take the forms home and discuss the choices with other family members, they are given a deadline of one week within which to return the forms. If students do not return the forms within the deadline, the Parent Coordinator reaches out to the families via phone calls in order to remind them to return the forms. The Parent Coordinator continues to reach out to families until the forms are returned. The school is aware that the default program is Bilingual if forms are not returned. Every effort is made by the ESL Coordinator and the Parent Coordinator to get the parents in to the building for the orientation so that parents can make an informed choice about the English language acquisition program. At the initial orientation, parents also receive the first time entitlement letters. The school has added a tear off section requiring parents to sign acknowledging that they received the letter and are aware of the program choices for their children. Most parents choose to read the letter and sign the tear off slip right on the spot at the parent orientation. If they do, the ESL Coordinator collects the slips at the orientation and stores them in the ESL Compliance binder. The parents who choose to take the letter home to read are given a deadline of one week to sign the letter, the same as with the Parent Survey and Program Selection forms. The Parent Coordinator follows up with any parents who do not return the letter. The Parent Coordinator is bilingual and is able to communicate with the parents in Spanish and English. Once the program choice is made, the ESL Coordinator sends the Program Placement letter home with the students. Copies of the letters are made as proof that the school has sent the letters. Additionally, the school adds a tear off slip requiring the parents to sign acknowledging that they have received the letter and agree to the child's placement. The classroom teachers of the ELL students collect the returned letters and give them to the ESL Coordinator to store in the ESL Compliance binder. Follow up phone calls by the Parent Coordinator are made if necessary in order to receive the acknowledgement from all ELL parents.

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.

Parents are the determinants of the programs their children receive. As required by law, the school notifies the parents of their child's eligibility for ELL services and provides information and program choices in the parent's native language through parent orientations utilizing the following steps: 1. When a new student enrolls, the school informs the parents of the three instructional models available in New York City even if the school does not offer a particular program. 2. Parents are provided the information at a Parent Orientation for newly enrolled ELLs where a video that explains all three options to parents is viewed (Parent Orientation Video-- available in 9 languages). Additionally the school provides information on standards and assessments. 3. Once parents are informed of all three program options at the orientation, the school provides the parents with a Parent Survey and Program Selection form where parents must indicate their program choice. The forms are in the parent's native language. The ELPC screen in ATS is updated to reflect the parent's program choice. ELLs are placed in their program choice within the first ten days of school and if that program is available in the school, the child should be enrolled immediately and follow the full schedule. Once parents have completed the program selection form, the parents are sent a Program Placement letter. All of these steps ensure that our ELLs are placed in their program choice in a timely manner. The ESL Coordinator, who is fluent in English and Spanish, runs the orientations, with the help sometimes of the Parent Coordinator who is also fluent in English and Spanish.

The criteria used to place ELL students into their instructional programs are based on the program choice indicated on the Program Selection Form and Parent Survey that the parents fill out after attending an orientation. We organize our ELL program choices strictly based on this. We understand that if the form is not returned, then the default program is Bilingual. Parents have the option to fill out the form at the parent orientation or the option to consider the information that was presented and to return the form within a week. We are committed to organizing Transitional Bilingual classes if at least 15 parents in two consecutive grades choose this as their first choice. When we do not have this amount, meetings are arranged with parents in order to provide them with information on their transfer options to nearby schools which can provide a high quality program for their children based on their choice. For those parents that choose ESL as their first option, the school has organized self-contained ESL classes for Grades K-3 and push in services for Grades 4 and 5. The organization of these programs allows for the school to provide English language acquisition programs based on the criteria in CR part 154 and the required units of ESL in order to be in compliance. All meetings, written communication and phone calls with parents to provide information on program choices, are delivered in their native languages. In some cases, when students are identified as ELLs when they are already in another class that is not the designated self-contained ESL class, a phone call is made and a meeting is set up to talk to the parent about switching their child into the ESL class. Once the parent agrees, the class switch is made. P.S. 376 is committed to placing ELL students in the program that the parents designate as their first choice.

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.

The school administers the four parts of the NYSESLAT to all identified ELLs every year. In order to make sure the school tests all entitled students, ATS reports such as the RLAT are generated that show who the current ELLs are. Additionally the school checks the labels that have been sent to be placed on the Writing booklets, against their current list of ELLs so we can be sure we did not miss anybody from our other methods of tracking who the ELLs are. If there happens to be an unfamiliar name on the Writing labels, the school checks into the test history of the students to see if the label was generated inaccurately (because that child is not an ELL as laid out by the ELL identification process). If the child is found to be an ELL, the school includes the child in the testing. In addition, the ESL Coordinator uses ARIS with disaggregation of the names in each class to include the ELL subgroup. By using this combination of ways to check who the current ELLs are, the school ensures that no ELL is left out of NYSESLAT testing.

Each part of the NYSESLAT is scheduled through a standardized testing memo with the same format that is used for all standardized tests. This schedule includes the date and time of the test, the section that is being administered, which children are being tested and what grade band they are receiving, and the name of the teacher and the classroom the test will be administered in. Each part of the NYSESLAT is scheduled for a different day. The Reading, Writing, and Listening tests are administered to all grades on the same day and at the same time. The Speaking test is administered throughout the NYSESLAT testing period. This is started during the first week of the testing window in order to assure that all ELLs can be tested within the testing period. Since it is administered individually it takes more days to complete testing the student body than the other three sections which can be administered to larger groups of students at a time. The Reading, Writing, and Listening tests are scheduled from the beginning of the week that the testing window for those sections is allowed. This allows the school to have some wiggle room for make up exams if students are absent during the scheduled days. The school sends home a NYSESLAT notification letter to inform families of the testing dates. The letter urges parents to make sure they send their children to school on the designated days. Students and teachers are reminded of the testing throughout the testing period through announcements over the loudspeaker. NYSESLAT testing is also included in the school's monthly calendars and on the digital message board outside of the school.

The school uses all available personnel to assist with testing and to make sure ELLs with IEPs are given their testing accommodations. The teachers of the self contained ESL classes administer the exam to their students in Grades K-3 unless those students have testing accommodations. The students with accommodations are tested by the IEP teacher, the ESL Coordinator, the Math Coach, the Literacy Staff Developer and any other out of classroom personnel that is needed to make sure all grades with students with IEPs are given the exam. Students in Grades 4 and 5 (the students who receive Push In ESL services) have designated, trained personnel knowledgeable on the administration of the NYSESLAT, administer the exam.

Through the creation of the schedule, information given to parents and students about the NYSESLAT testing dates, the utilization of all available school personnel, and the various ways of making sure all ELLs have been targeted, the school is successful in administering the NYSESLAT to all ELLs.

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. 
- After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices is ESL. Parents are requesting their students participate in ESL as their desired English language acquisition program rather than Bilingual or Dual Language. During the 2012-13 school year, out of 31 Kindergarten students that were newly entitled to ELL services, 29 out of 31 parents chose ESL as their first option. For the parents who chose Bilingual as the first choice option, the Parent Coordinator met with them to explain their transfer options. The parents chose to remain at the school and enroll their children in the ESL program rather

than switching schools. The parents were not forced to stay in their second choice program but after weighing the possibilities, on their own they decided that they are happy with the school and do not want to switch. For the 2013-2014 school year, out of 23 Kindergarten students who are newly entitled for ELL programs, all 23 parents chose ESL as their first program choice. There were two new admits in 4th and 5th Grades. Both parents chose ESL as their first option.

The program choices are based on the parent's trends and are definitely aligned in our school with the parent requests. Parents have given feedback over the years that they do not want the school to pull their children out of a class with one teacher in order to deliver the service and have the ESL instruction be by a different teacher outside of the classroom. As a result, the school has worked to align their program design with parent requests. ESL students in Grades K-3 are in self contained ESL classes with a fully certified ESL teacher. All of their instruction is delivered by the teacher including their ESL time. No child is being pulled out of the classroom to receive their service. This has proven to be very effective with pleasing the parents and with ensuring that our ELLs get high quality programming. ESL students in Grades 4 and 5 participate in a Push-In model where a certified ESL teacher pushes into the classes to work with the ESL children in order to deliver the mandated instruction times as per CR- Part 154. The school will continue to work with parent feedback as it applies.

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])?

Instruction is delivered to ELLs keeping in mind the nine features of successful ELL programs. The school leadership has a clear vision that includes high expectations for ELL student achievement and supports this with an action plan that leads to the achievement. The school leadership values bilingualism and requires all ELL classes to be equipped with resources in English and the students' native language. Bilingual picture dictionaries, libraries in Spanish, Listening Center materials and computer programs in Spanish all serve to enhance students' prior knowledge from their native language and to bridge it with new learning in English. The school leadership heavily uses data to make immediate short term plans and longer plans with the bigger picture in mind, when it involves ELL programs. ELL students are expected to perform well and comparable to their native English speaking peers, as long as quality instruction is being delivered with appropriate scaffolds for ELLs. Performance expectations are aligned to grade level standards. There are school-wide shared expectations and beliefs

about student learning. Teachers are expected to give weekly short assessments to gauge how close students are in acquiring the targeted skills. The data is analyzed and patterns are discussed with the administration at the beginning of each week at data meetings. Ways to improve data are discussed at weekly Inquiry Meetings among teachers. Teachers and the administration understand that the focus on the data and the inquiry work in conjunction with the results, should result in being able to analyze trends that work for students and the students who are of a higher need for interventions. Data is also expected to be used for designing small groups. Teachers frequently engage in short mini lessons and then go into small group work with tasks that are differentiated with multiple entry points for different students. With the support of the school environment and the shared beliefs in the use of data to drive instruction, the school is on the right path towards delivering what ELLs need to succeed in our school and beyond so they can be college and career ready. The data is important for helping teachers shift their practices if necessary in order to provide more of what students are showing a need for. Additionally the data patterns reveal students that are in the bottom one third consistently so that appropriate and timely additional interventions can be planned to help the students progress. The data from each teacher is also part of accountability for the teacher. If students are consistently performing poorly or poorer than students in other classes, the teacher is part of inter-visitations with teachers whose data has patterns reflecting success. Additionally teachers are identified for targeted professional development that can address strengthening a weak area that the teacher's data has revealed. The administration then expects to see a shift in practice with the application of material learned at the workshops and during the inter-visitations, when the teachers are observed.

The school also uses a variety of tools and resources, such as The Language Allocation Policy, the incoming LAB-R assessment, writing samples in both the native language and English if applicable to decide what type of additional ELL programming to provide, in addition to the data that was already mentioned. It is vital to look at the classroom assessments which are CCLS based, in conjunction with data that is specific to only ELLs, so the school can provide appropriate programming that will address the language and content needs.

The teachers and school leadership at P.S. 376 know their ELL population well. The administration and teachers are all proficient in using ARIS as a resource for knowing the students' history and their formal and informal data results. At the beginning of each school year, the teachers are required to study their students' data and when they have their weekly meeting with the administration, there is a question and answer exchange where both parties work with the data to show that it has been useful for getting a sense of who the ELL students are and what their needs will be for the upcoming school year based on trends. Students who are SIFE receive all interventions the school can offer, they work with their classroom teacher, on computer programs that can help give the basic skills they need and with specialists within the school to target with expertise the skills the students will need to work within the school and beyond. Since the school is cognizant that language and content learning are interdependent, all ESL teachers are required to plan each lesson with content and language objectives. There has been some professional development around this specific aspect and there will continue to be more. The school offers additional programs for ELLs realizing that more time spent in school can be very helpful with meeting the standards. Saturday School ESL classes and After School ESL classes are offered so that ELLs can have more time to engage in content area tasks.

The school organization and structure is maximized for ample collaboration and planning time among teachers, school leadership, and all stakeholders. The school's Inquiry Team structures allow for the ESL teachers to work together to experiment with and implement best practices for ELLs. The team is responsible for using data to design learning experiences and interventions with students. The results are shared with the administration and the rest of the staff during schoolwide professional development in the form of Lunch and Learns, staff meetings where information from Inquiry results is presented, and during grade meetings. All grades in addition to the ESL team meet for Inquiry Team weekly. This professional learning community in the form of inquiry allows teachers to look at data, share best practices, reflect on shifts in practice that will be necessary in order to improve data and results and to refine what is working. Additionally when the error patterns are analyzed and discussed and it is realized that there are similar patterns across the board with the lack of background knowledge and academic vocabulary, schoolwide changes to instruction can be made in order to touch on the specific aspects that need to be evident in all ESL lessons. Inquiry data is also used for effective grouping of students and to decide which students would be good candidates for extended learning time programs. Additionally, not only are teacher resources utilized, outside agencies also partner with the school to assist with providing services. The Office of Adult Education provides ESL classes and GED classes to the parents which fosters a mutual respect between children and parents towards acquiring English. There is an ESL consultant group that provides support with staff development to the ESL Coordinator and also works with the administration on analysis of ELL specific data and other data. This type of work allows the administration to see what further programming is necessary so the ELLs can progress. There is also active parent involvement in the school community. The parents and Parent Coordinator work together to bring resources to the school that can support ELL achievement.

Teachers support and learn from each other in an atmosphere that recognizes the connection between language proficiency and instruction. Teachers at P.S. 376 have received professional development specifically in this area. As a result there are certain expectations for ELL classrooms and what they need to look like. Each class has a word wall that shows high frequency

words and also has separate content word walls to reflect the academic language that is being acquired. Students also have resources such as content picture dictionaries that organize language around themes and help the students to access the less frequently used content words. Additionally, when possible, teachers also instruct about cognates and have Cognates word walls in order to help students acquire the content vocabulary and to see the value and relation between their native language and English. The school also utilizes a Math Coach who is a licensed ESL teacher, as a support to all classrooms, including ELL classrooms. The Math Coach is able to model lessons for the teachers that show how to combine teaching content and language simultaneously. Teachers who need more help in this area get to shadow the Math Coach for a week to see how he breaks down instruction to include both aspects. As mentioned in previous paragraphs, the school also uses data to identify teacher experts and teachers who need more support in delivering content in comprehensible ways to ELLs. Those expert teachers became the hosts of inter-visitations for the teachers who need more help in certain areas with regards to lesson development that takes into consideration both the content and linguistic needs for ELLs. All classrooms are literacy rich environments with a variety of grade level and age appropriate texts for students to work with.

P.S. 376 recognized the need to have experts in the building that can help support the teachers in their goals of academic achievement and standards based instruction for ELLs. As a result, the school hired an experienced ESL Teacher to be the ESL Coordinator. The duties of the coordinator include but are not limited to: providing needs based ESL professional development to the staff in house, finding appropriate professional development opportunities through central (OELL), analyzing the data to see how ELL students are faring and working with the teachers to improve data through walkthroughs and observations with immediate feedback shared with teachers on improvements they can make to increase lesson effectiveness, and to model lessons in specific areas that are needed. There is also a Literacy Staff Developer that works with teachers on best practices in literacy, providing model lessons and feedback for lessons observed, with the goal of improving lesson effectiveness. The ESL Coordinator, Math Coach, and Literacy Staff Developer are on the instructional cabinet-- a group that meets weekly with the administration in order to look at and analyze the effectiveness of school structures with regards to ELL programming. Having teachers participate in the cabinet meeting is an effective way to provide effective instructional support for the staff, thus leading to better results for the students.

ELLs have equal access to the core curriculum and CCLS aligned instruction in their classes. There are differentiated instructional strategies used in order to support ELLs' social, emotional, and academic needs. Flexible grouping allows for ELL students to be placed in small groups that deliver needs based instruction, with an eye towards quick improvement. There are adequate materials in ESL classrooms that ensure the students are getting the quality education they deserve. Recently many ESL classrooms received brand new computer stations which are state of the art so that technology can be an integral part of their instruction in order to align with the PARCC. Teachers design differentiated tasks using multiple entry points for their group work in order to target the specific language and academic needs ELLs have.

Our school highly values parent and community involvement. Regular translations are provided at all parent meetings and events. The community based organizations offer services and support to our parent community. Recently we have even received a grant that allows the school to run a homework help program and this was a concern among ELL parents. They were concerned because they feel they do not have the language skills to help their children with their homework. This will be very useful in relieving that burden. Additionally the school has frequent parent workshops on topics ranging from how math periodic assessments help your child to classes on health and a fatherhood programs. Some of the meetings are site based and run by the school staff. Many additional meetings are run by community organizations who come to the school and provide speakers and resources on topics of need based on the profile of the school community.

Utilizing all of these practices in our school is ensuring that ELLs, their families, and their teachers are getting the best of what they need and can work to build a successful school community inclusive of our ELLs. This should be the goal for all schools.

a and b. The organizational models the school uses for ELL programs consist of two models. For Grades K-3, there are self-contained ESL classes. Students are in a class with other ELL students of the same grade in mixed proficiency levels. The class is taught by a certified ESL or Bilingual Teacher who is familiar with what best practices for ELL instruction are. The instruction is in English but resources are made available in the students' native languages in order to support learning. Students and teachers do engage in the native language if and when it is helpful for acquisition of academic tasks and when it can bridge prior knowledge to current learning. The students in Grades 4 and 5 are participants in the Push In model. The classes are taught by regularly licensed teachers and in some cases there are ESL licensed teachers teaching the upper grade classes. Certified ESL Teachers are scheduled to push in to the teachers' classes in Grades 4 and 5 that have ESL students. The amount of times the teachers push in are aligned to the requirements of CR-Part 154. The Push In Teachers push in during Literacy or Math instruction. Their time with the class focuses on content and conceptual understanding of the CCLS aligned classroom tasks. Communication between the ESL service provider and the classroom teacher is vital to making this model effective. Teachers work together to design coherent instruction for the ELLs aligned with the grade and age level expectations. The ESL providers share pertinent observations with the classroom teachers and also share best practices on ESL methodology that the teachers can then utilize throughout the day.

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)?

Explicit ESL and ELA minutes are delivered by the classroom teachers in all self contained ESL classes They are certified ESL teachers. The literacy block is time when teachers provide mandated ESL time using a Balanced Literacy approach. The fact that the students in Grades K-3 are with a certified ESL teacher all day, means that the students in those classes are receiving way more than the minimum requirements for ESL and ELA time. However the way the ESL services are delivered through the ELA block is by the way the teachers present information to the students. Since all the students are ELLs, they all need intensive academic vocabulary development alongside with content knowledge. They also need to have instruction on the structures of the English language. Therefore the teachers utilize aspects of the SIOP lesson planning template which involves planning with a content and language objective. This strategic attention to developing language structure, academic vocabulary, and grade level content knowledge-- this integration of a variety of literacy areas is one way best practices are implemented for quality ESL instruction. The Literacy Block is a minimum of 90 minutes daily. In addition to specific ESL time during the Literacy Block, the students are instructed across the content areas utilizing the same approaches and theory. Content is integrated and crosses over into ELA time so the amount of time and exposure students get to read and write daily with specific ESL methodology utilized expands to be outside of just ELA and into Science and Social Studies as well. Additionally, for students who are the Beginner and Low Intermediate level, they spend some of their additional ESL time on computer programs such as Rosetta Stone or websites that help foster basic understanding of the structures of English.

The students in Grades 4 and 5 who get their ESL service from a Push In Teacher, receive their instruction during the designated ELA time for the whole class. Having the ESL teachers push in during the Literacy block works well because it is providing the ESL instruction in conjunction with the scheduled block of ELA time in the class. The ESL students in Grades 4 and 5 work in small groups within their classrooms on the same content as the students who are not ELLs. The literacy instruction incorporates appropriate scaffolds for ELLs in order to make the content comprehensible to them. Beginner and Intermediate ELLs receive 360 minutes of ESL time a week, while students who are ranked Advanced receive 180 minutes of instruction. In addition to the Push In and Self Contained models, newly arrived ELL students and others who are ranked Beginners may be scheduled for additional ESL time outside of their classroom grouped with students who have similar needs. Pulling the students out to work with a seasoned ESL Teacher gives them the opportunity to have targeted instruction without the distractions or additional noise that can sometimes occur when there are several teachers working at the same time in a room. Additionally students are provided with a space that makes them more comfortable to speak the target language because they are working with students in a very small group who all have the same language experience, therefore providing a non threatening environment. Instruction that the students receive in the pull out group is also CCLS aligned, just as the classroom instruction is, and has a great focus on the Speaking and Listening strand and the Language standards. This type of focused instruction revolving specifically around those two standards, really sets the Beginner ELL students up for success by providing the students with a language foundation that they can take back into their own classrooms and transfer to use to participate more. There is a great focus on writing instruction and helping upper grade ELLs be able to improve their expressive skills. The teachers work in rotating small groups in order to address students' specific needs. The Push In ESL Teacher works with the mandated ESL students in small groups to help the students to achieve grade level skills. Scaffolds are given to the students in order to ensure that students are able to focus on both academic language development and content development in addition to developing knowledge of the structures of English. Language is broken down into meaningful chunks. Visuals such as photos and drawings are used in order to aid comprehension, sentence frames may be provided to help with structure. Additionally, initial expected products from students may be smaller than what English dominant peers are doing so that the students can focus on understanding and producing manageable products of 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.

The Balanced Literacy curriculum that the K-2 classes incorporates the use of thematic unit instruction. This approach allows for literacy to include the content areas, integrating instruction to have literacy throughout the day with CCLS aligned tasks that include the Science and Social Studies standards as well. This is found to be very successful instruction for ELLs according to much research on second language acquisition. Grades 3-5 use Expeditionary Learning as part of the literacy block. The units / modules are also theme based and they incorporate content into the literacy lessons, especially Social Studies content. ESL students in all grades have Science with a cluster teacher in a state of the art lab that allows for students to have hands on experiences on science concepts that match their grade level standards. The hands on approach fosters clear understanding and application of science related academic language and allows for the ELLs to acquire content knowledge and language simultaneously. Math instruction is carried out daily. The instructional approach for math includes an emphasis on and an understanding that instruction needs to include intentional plans for math vocabulary to develop while content knowledge is also being learned. Teachers have

Math Word walls and discuss the cognates for math vocabulary. There are many cognates for Math terms. A Cognates wall is also an extension of the instruction. There is also additional support for math at the school. The Math Coach is an ESL certified teacher who knows how to approach the teaching of math content and language simultaneously. He works in the classrooms with small groups of students and also models lessons for classroom teachers with an emphasis placed on best practices for combining language and content acquisition to ensure for the ELLs' success. The literacy programs and the Math program (Go Math) are CCLS aligned. The math books are available in Spanish. For students that feel they need the native language support, they work side by side with the English book. Even though instruction is delivered in English, the availability of the math book in the native language is helpful in making content comprehensible.

ESL methods are used to deliver instruction in all areas to the ELL students. There is an abundance of visual support and attention to vocabulary development. Word walls are extensions of the language that is presented in class. TPR and incorporating realia is used whenever possible so students can experience the language by interacting with it. Oral language is used to bring in the students' strengths and then be a bridge for reading and writing acquisition in English. Students are provided with resources that support language acquisition and that build on their first language, such as bilingual picture dictionaries and lists with cognates. Monolingual content related picture dictionaries are also available for students. The visual displays in what can sometimes be abstract language and concepts to the students because it is not every day language students use due to the content and tier 2 and higher vocabulary that is specific to school tasks, are very useful for the ELLs. There are an abundance of Shared Reading and Shared and interactive Writing opportunities in ESL classrooms. When students co-construct products with the teacher, they become familiar with how to work towards independence of task completion that would be challenging without the explicit modeling and opportunities to engage in a strategic manner with target language that shared experiences provide. The students also do group work and partner work which incorporates the Speaking and Listening strand of the CCLS. This is a vital part of lesson delivery for ELLs. The belief that is if they speak it, they can learn it. Teachers pair students up to do Turn and Talks and Think / Pair / Shares which allows them to engage in academic conversations aligned to the CCLS. Teachers use technology to enhance instruction. The Smartboard and document cameras allow ELLs to see what they are learning in a motivating manner. Teachers show clips of videos that relate to the content being studied in order to build students' background knowledge and vocabulary in the content area. Students also get short mini lessons through a workshop style approach where the teacher works with the whole class to teach specific skills and then students break into independent work groups to practice the introduced skill. Students work in small groups with the teacher and an additional ESL Teacher when it is possible. The small groups are needs based determined by what the ELL data shows. Guided Reading groups are run during the Literacy Block. Guiding reading is very helpful with giving ELLs the attention to reading facets they need development in. Oral language activities are brought into ESL classes to help with English fluency practice and to present content in an interesting, interactive manner. Chants and content related songs are taught to the students and skills are pulled out of those songs and chants that the students can focus on to aid their reading. Activities such as word and sound hunts where students have to find words that have certain vowel sounds or patterns, and words that are content words that students find, they work to categorize them. ESL classes also utilize Center Learning. Students get to practice with skills they need to develop such as sentence structure by manipulating sentences, certain grammatical elements that they categorize through the use of task cards, time on the Listening Center to engage in improving reading and English fluency, and a technology center where students work on the computer and on a Smart Table just to name a few. Incorporating all of these programs and instructional strategies will be useful in supporting ELLs as they simultaneously acquire content and language, which is the ultimate goal.

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

One measure used to evaluate students in their native language is the Spanish LAB test. This test is given when the students are newly entitled to services as a basis for comparison of the score on the English LAB-R and the score on the Spanish LAB. Students who have a strong foundation in their native language (Spanish) should be able to get better results on the Spanish test than the English test. If students do not fare well on the Spanish test, the school asks the Bilingual Speech Teacher to do an informal screening and to work to identify strengths and weaknesses in the native language. The Speech Teacher is helpful with sharing the data and making recommendations on what the teachers should do with the child to help with language acquisition in both languages.

Students who are Spanish dominant can take their math assessments in Spanish. This is an evaluation tool that is used to check their math progress. The school has Go Math books in Spanish for each grade so that this option is available. For ELA content, there are Spanish copies of some of the books that are part of the core curriculum. Students can work with their books in Spanish and comprehension questions will be designed that parallel the tasks that others are doing in English.

All standardized content area tests (Science, Math, Social Studies) are available for ELLs in their native language. The students take the practice tests with all of the ELL modifications and they are taught to and have practice with utilizing the side by side

English and Spanish exams.

Students are allowed to write in their native language. There are many pedagogues that are fluent in Spanish so they are able to check for accuracy and understanding of the given task.

The majority of our ELLs choose to be evaluated the same as their non ELL peers, in English. However they are always offered the aforementioned options.

If students are designated "At Risk", there is a bilingual School Based Support Team. Evaluations for special education services that are done by the team, are done in the native language if the child is an ELL. This gives us a fuller picture of the child's strengths, weaknesses, and needs. Having the native language included as an option in ELL instruction is vital to showing the students that we are aware that they have prior knowledge and learning experiences in their native language, and allows us to expand on it. It also shows the students that their native language is valued and welcomed at P.S. 376.

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

To ensure that ELLs are appropriately evaluated in all four modalities of English language acquisition throughout the year, instruction is integrated to include listening, speaking, reading, and writing tasks. Students receive weekly skills check assessments in reading and writing. The results of the tests are the data we use to drive instructional shifts and to design the groups for small group instruction.

Each week all students take a weekly skills assessment in ELA. This is a short teacher made test that asks the students to demonstrate how close they are to achieving the literacy skill of the week (for example, finding the main idea, inferencing). Teachers must calculate the results at the end of the week, send the results to the administration for a data discussion at the beginning of the following week, and must use the results to design groups for small group instruction. These weekly assessments include reading and writing. The writing tasks are linked closely to the MOSL and students are required to complete short weekly writing tasks aligned to the CCLS and MOSL and longer tasks over a period of three weeks to a month (about 8 times a year). Additional assessments are the TCRWP which is administered three times a year. This involves all four modalities and is used to check progress and design targeted small group instruction.

Additionally, ELLs take the ELL Interim Assessment three times a year. The results are calculated and analyzed. Student are given individual goals based on their results with the hopes of moving their skills up along the continuum so they can achieve progress in English and on the NYSESLAT.

Students are required to complete listening tasks daily throughout the course of the school day. Teachers work to include practice understanding multi-step oral directions, which are a challenge for second language learners. In addition ELL students work at the Listening Centers to get more practice with listening to English and to gain familiarity with different types of voices which is helpful because different voices (outside of the teacher) deliver the information on the standardized NYSESLAT Listening Test.

Teachers favor using the Speaking and Listening Standards from the CCLS because it gives students opportunities to practice engaging in listening and speaking tasks. Students work in pairs or triads to discuss content related to their instruction in the class. The work in triads and pairs gives them practice in both speaking and listening. Teachers usually provide language frames for students to use to help with sounding more academic. The speaking tasks really help students with acquiring target vocabulary because they get to practice saying the words and they get exposure to the academic vocabulary. Teachers have checklists of skills that they create for their class where they can check off if students are meeting the learning targets for listening and speaking and also how often / if the students are participating orally. This helps with evaluating the skills.

The core literacy curriculum that the school is using has components for evaluating all four domains. Expeditionary Learning focuses often on just having the students talk and listen but not write initially. They also have opportunities for students to show their progress / knowledge on reading and writing content. Expeditionary Learning does incorporate speaking and listening into most of their units so students have tasks and assessments related to these two domains at least three times a month. The K-2 curriculum uses a Balanced Literacy approach which integrates all four modalities through shared reading and shared writing experiences. Students also apply listening and speaking skills when they are working with partners to Turn and Talk and do Think / Pair /Share. Students of both curricula also do oral presentations and projects that integrate the four domains. The Literacy Assessment (TCRWP) evaluates reading, writing, listening and speaking. Students are required to read stories, retell them, answer comprehension questions and write about their book. TCWRP is done three times a year. the Balanced Literacy assessments are mixed into the ends of the units and middle of the units so students take mid unit and end of unit assessment (twice a month). By making sure to include listening, speaking, reading, and writing in all facets of the school day, students get to see that language is integrated and the domains all cross over to help bridge learning in some way.

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).

a. Instruction for SIFE students includes giving the students every possible opportunity to fill in their learning gaps. SIFE students participate in the schoolwide Foundations block which focuses on the phonics and phonemic awareness development that is the precursor to reading in English. There are designated classrooms to host the students during Foundations. The teachers are certified ESL teachers or certified Special Education teachers. Students are also set up with computer programs such as Starfall that can give students more foundational skills that they did not receive since they did not have school. The Technology Teacher works with the teachers to show them appropriate and accessible computer programs for students who have missed out on prior school experiences and are working towards English acquisition. The school also has classroom libraries that are appropriate for SIFE students. The books are high interest but low level with topics that match the CCLS aligned grade level content. Additionally there are some ESL programs that have books, books with CDs, Cd Roms / technology, songs, phonics and word study components that integrate all the skills SIFE students need in order to catch up. One program is Amazing English. A certified ESL Teacher works in very small groups or one to one with each SIFE student, working to ensure that they are sequentially being presented with content that can help fill the gaps.

b. Newcomers are identified for targeted ESL instruction. They receive a minimum of 360 minutes of ESL instruction by a certified ESL teacher, but more if it is possible. They are worked with in very small groups that target the instruction they need. Instruction is scaffolded so that they are participating in grade level CCLS aligned work, but their instruction is broken apart into smaller parts at first so that they can learn content in manageable chunks. Teachers focus on building academic vocabulary and making sure the students feel comfortable with and motivated to use English. Newcomers also use the Rosetta Stone program to assist with English language acquisition. They are also invited to attend After School and Saturday School supplementary instructional programs. This gives them more time to engage in the target language. The students are provided with resources that aid with language acquisition and making content comprehensible such as bilingual picture dictionaries, and word wall vocabulary cards.

c. ELLs receiving service for 4-6 years show a need for intensive instruction in reading and writing since this is where the NYSESLAT shows their weakest areas to be. The ESL Teacher will push in during Reading and Writing (the Literacy Block) in order to be able to deliver small group instruction that specifically targets their needs. Word study, Guided Reading, and bridging the oral ability to the reading and writing, will be the focus of the instructional time. Students will also be taught strategies in addition to language and content. The strategies instruction will help to give ELL students another layer to their learning that just might be what was missing prior. The students' scores on the NYSESLAT, ELA and TCRWP assessments will be analyzed and cross referenced in order to really identify the students' needs and to coming up with a learning plan for them so they can finally have success. Students will also be encouraged to participate in After School and Saturday School programs. We are hoping that all of the work we are developing with our ELLs during the next few years, will eliminate the category in our school. We are hopeful students will meet the standards before they have received service for this amount of time.

d. Long Term ELLs will be closely monitored by the classroom teacher and the ESL Teacher. The NYSESLAT and other formal assessments such as the ELL Interim Assessments, the ELA, Math, Science and Social Studies tests will be analyzed by the school staff to formulate an appropriate educational plan for the Long Term ELLs. The data from these assessments will drive instruction in class, AIS groups, and at the After School and Saturday School programs so that learning can be aligned. Students will be mandated to attend the After School and Saturday School programs. They will receive targeted small group instruction from their classroom teacher, an AIS Teacher and the ESL Teacher. In addition to their mandated minutes of service, these students will receive additional one to one or small group support that focuses on language and content development, working to fill in the instructional gaps the students have shown. If interventions are not successful, a discussion will be made regarding whether students should be evaluated for Special Education services. Before doing this though, the school will work hard to provide instruction that targets the student's needs and will present the content in a variety of ways, utilizing all qualified personnel to help the students meet the standards.

e. Former ELLs at the school are closely monitored. They receive all the same testing modifications they received when they were ELLs for the first two years of their former ELL status. Sometimes former ELLs remain in an ESL class as they transition for their first year and move into a regular class when they are in their second year of Former ELL status. What the school does with each child depends on the needs and capabilities of the children and what their parents express is the program choice they want for their children. Teachers with Former ELLs are made aware of the students' statuses, they receive information from ARIS and the ESL Coordinator and they use this information to guide how they assess the students and to consider what instructional scaffolds they may need to put in to lessons knowing that there are former ELLs in the class. Visual support and hands on activities for these students help to make them successful. Most of the Former ELLs do academically well but it is noticed that they lack some academic vocabulary because the language in their home is not English so all they are getting is in school. As a result, teachers focus on continuous vocabulary development and activation of prior knowledge. This can be done whole class or in small groups. Word Walls are helpful tools for the students. These students also usually need work on reading fluency so fluency activities are part of their educational plan. Activities such as listening to books at the Listening Center and working with fluency kits help former ELLs build their fluency and approaching native like skills. The school is planning to equip all teachers with knowledge of working with ELLs. This will better ensure that students at any status can have success with the teachers in our school. Professional development workshops in house and through the Office of English Language Learners will be useful resources to equip staff with ESL methodology so former ELLs or not, all students will get instruction using best practices.

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 make their instruction very motivating, exciting, hands on, and achievable. Instructional strategies that incorporate best practices for ELLs and SWDs help to bring learning to life and allow students to experience learning in a way they can remember. Teachers plan integrated language lessons that incorporate language, content, and academic vocabulary development. Strategically planning to have lessons to include these aspects fosters success with academic content and English language acquisition. There are many opportunities for hands on and group products for students to participate in. Teachers teach the class specific content around the core curriculum and then divide the students in to groups that each have a task. Each group has to work together to create posters that catalog their learning and they present their work to their classmates. A variety of art supplies such as poster board, construction paper, scissors, paint, and glue, are available for students to use to demonstrate their learning. Students engage in cooperative learning with mixed ability groups and participate in jigsaw readings and other tasks that can help them learn through each other and at their level with appropriate content.

Teachers working with ELL-SWDs incorporate technology into their lessons. This helps to motivate the students, to keep them engaged, and to present them with an additional way to take in information that is not the traditional way (reading independently for example). They get to watch videos and short clips on the content they are working on and to get their information from Smartbook presentations. Since vocabulary development is always a goal, teachers find ways to help students access vocabulary. They find images and create files for their smartboards. They pre teach the vocabulary before students encounter it helping to foster success with vocabulary development and language acquisition. Videos are grade and age level appropriate. Technology teachers also have created a list of websites and an easy access portal for all teachers and students to access. The content on the sites matches the grade level curriculum and is CCLS aligned and is an additional effective way to bring instruction to life for this category of students. The school has purchased rights to the Rosetta Stone software. Select students are now using this program to help them have access to accelerating and achieving in their English language ability. Smart Tables are also available in some lower grade classrooms. The Smart tables have access to pre-requisite knowledge students should have at certain points in their schooling. Students can increase their basic skills and background knowledge by using the Smart Tables.

Teachers teach using visual literacy to elicit developing background knowledge and future knowledge. Visual literacy allows students to discuss what they are seeing in pictures (related to academic content). The students acquire new content vocabulary, get ways to express themselves, and can learn content through discussions first which then lead into acquisition of academic language that the students can write and read.

The above mentioned materials and strategies really set students on the right path for language learning and literacy in ways that suit their specific needs while still addressing grade level content.

ESL classrooms have computer stations and a Listening Center that can foster and develop language development. The Listening Center includes laptop computers with websites that have phonics for students who have a need for this, such as Starfall.com. Other websites such as PBSKids.org, which has full stories that students can read and follow along with, will also be utilized. Resources for websites will continue to be researched and shared with teachers so they can utilize the Listening Center as a center where the students can fill gaps they need to fill in order to keep up with their grade level requirements, to provide Tier 1 RtI in literacy, to help students gain exposure to core stories they should have read in prior grades and will need for their current grades, to build more fluency and vocabulary through listening to recordings that are fluent readers. Additionally The Listening Center will have a tape recorder with books on tape. Students who use The Listening Center will be asked to keep a log that includes what they did at The Listening Center. Items such as the date, the book or website they worked on, the amount of time spent at the Listening Center, what their focus was, and what they feel they learned. Additionally when possible the students will also include how they can apply what they learned at The Listening Center to their daily classwork. Teachers will be asked to create a schedule and protocols for how the students use The Listening Center. Ideally the schedule will include not just the highest need students but rather all of the students at certain points on a rotating schedule. Teachers will use current ELA data to a needs assessment and match those needs to the materials at The Listening Center.

The school makes sure the ESL and SWD classrooms have a variety of materials appropriate to the students' current levels including but not limited to the grade level core curriculum and additional materials that can scaffold the grade level curriculum. Materials will include but not be limited to: videos, manipulatives / realia, photo and picture cards and books on CD / tape and laptops. At the beginning of the school year, The ESL Coordinator conducts a needs assessment with the teachers to find out what materials their classroom is lacking. Then The ESL Coordinator finds the materials within the school and distributes them to the teachers. During meetings with teachers (both formal and informally), teachers will update The ESL Coordinator on what materials they need and the ESL Coordinator will try to find the materials and distribute them to the teachers. This will be done at least once a month, can be done on Fridays during 4th period when there is an ESL Common Prep, and informally as often as the teachers need something.

ESL and SWD classrooms have visual support in the form of an illustrated word wall, experience charts that show

evidence of what the students are learning with photographs or illustrations, and content area word walls where applicable. Anchor charts will be displayed as evidence of what students are learning and for students to refer to as needed. Professional development will consistently include this. At the first ESL Common Prep on September 27, 2013, the focus was strategies and procedures for implementing visual support in the classroom. Smartboards and document cameras in the classrooms also add to the visual support for learning.

Students will be exposed to grade level vocabulary and strategies the week before the specific content lesson through Shared Reading and Shared Writing. Big books, picture cards, songs, poems, and chants are some of the materials that will be used. This will preview the strategies, skills, and vocabulary required of grade level content prior to the unit of study. This should be done with every unit of study in ELA and with Expeditionary Learning for the upper grades. The same should apply for the Reading and Writing units in Grades K-2. Where ELA and content areas combine (much of the Expeditionary Learning content and at least 50 percent of the content in Grades K-2), this will specifically give the students opportunities to engage in shared, guided experiences with the content vocabulary—words that are higher than Tier 1 words, thus setting up teaching and learning so that students can be exposed to important prior knowledge / background knowledge that is required of the grade level content and curriculum. Research shows that background knowledge and the lack of it, is one of the main contributing factors to why people do not comprehend what they are reading. Using shared, guided strategies should help students be more prepared to approach content.

Students create shared writing products and projects that support classroom learning and the curriculum. Products such as posters, group writing pieces, models, and art projects, will be work seen in ESL classrooms. Shared writing products will be developed both with the teacher as a whole class or with small groups, and with groups of students working to immediately practice and apply strategies the teacher has exposed students to. Their shared writing pieces can serve as anchor pieces that lead them towards independent products with more rigor. Teachers will decide which style works best with their groups of students and The ESL Coordinator will use classroom observations and time spent in the classrooms working with the students, to help teachers plan how often and which type of shared products work within the teachers' class structures. Sometimes the shared products will incorporate art or poster creation. Teachers will be asked to look at their units and think about where shared writing products, art projects, and posters can best fit. There should be at least one product each week.

- Teachers will provide students with word lists and sentence frames as they work towards independent products.
- Teachers will create small groups for needs based small group instruction.

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?

The school scheduling allows for ELL SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment. There is no IEP ESL self contained class. ELL SWDs with IEPs are integrated into the regular classroom with the exception of four students who are in a self contained Special Education class, but the class is not only ELLs. There are ELL-SWDs in ICT classes. Those students are placed in these classes after it is seen that with appropriate interventions, their current program is not helping them to make benchmarks at the rate they should be reaching them. As with any time students with IEPs are being discussed, parents are invited in for a meeting to discuss the child. In addition, the classroom teacher, and members of the School Based Support Team and any other service providers are present at the meeting to discuss their findings in the child. Together the team comes up with a plan that will best support the child. Once this is decided to be an ICT class, the student can be placed in the class as soon as the parent agrees and all of the paperwork is finalized with a seat for the child. When it is possible, ELLs in ICT classes will have one Special Ed Teacher and one ESL or Bilingual Teacher in the class so that all of their needs can be met. Other ELL students with IEPs work with appropriate support in their mainstream grade level classroom. There are support personnel who push in to their classes to help support their goals and to give them small group instruction. The teachers who push in are the Math Coach, the IEP / SETTS Teacher, and an ESL Teacher. ELLs receive push in support during the Literacy block from the ESL teacher. The Math Coach pushes in during the scheduled math block, and the SETTS Teacher usually pushes in during Writing time. Matching the specialists to the subjects they push in to the classroom for, really maximizes learning for the students and allows the students to work towards meeting their goals. The curriculum has scaffolds that are recommended for ELL and IEP students. Teachers teach using those recommended scaffolds which involves the students in manageable chunks of the grade level curriculum but with strategies that can help support their content and language acquisition. Graphic Organizers are used to help the students track and organize their information. Anchor charts with pertinent language frames and academic vocabulary are displayed as evidence of learning for the students to refer to. A multi sensory approach is used to deliver content to students. Students have access to books on CDs and on the computer so they can engage in the content reading by following along to a CD and just listening, if reading / decoding is difficult for them. Teachers schedule the students for their time to listen to the current book and they also provide them with copies to take home. Students who receive Speech and Language get pulled out and work

with the Speech Teacher in the Speech Room. The work that is done is aligned to the CCLS and the core curriculum and also helps work the students towards meeting their English proficiency goals. Students are given weekly ELA assessments and exit slips that check their understanding of ELA content. If they are faring poorly, instruction is geared to help them improve. Best practices are used to deliver the content to the students based on the IEP goals. Classroom personnel that service the students meet to discuss the students' progress and next steps for them to help them achieve their goals. Teachers who need development in specific areas in order to have better results with the students, get to participate in school inter-visitations with expert teachers. Their schedule is switched on those days to accommodate opportunities to observe and apply best practices. All service providers work together to help the students achieve their IEP and English acquisition goals and follow the CCLS aligned units of study that the school is using.

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

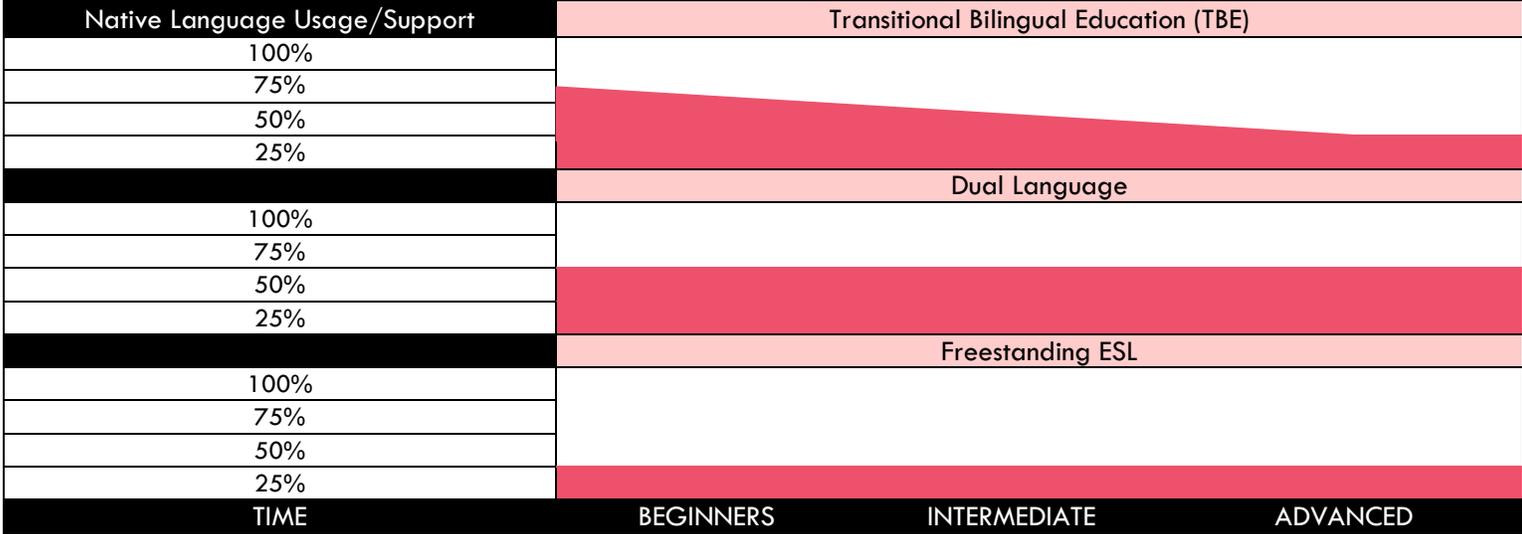
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	Beginning	Intermediate	Advanced
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.

Intervention programs for ELLs target all ELL subgroups and focus on the students in Grades 3-5 and a handful of students in Grade 2. These students are required to come to the Extended Day Morning Tutoring sessions three days a week. These sessions use data to drive the instruction. Wherever the students show weaknesses in the data, the skills are targeted to be worked on in small groups during the tutoring time. The data is based on classroom work and weekly classroom assessments in ELA and Math. This is outside of the regular school day. Instruction is delivered in English, the content focused on is English and Math, and the native language is brought in as applicable to draw students' attention to cognates with academic words (especially in Math). The school offers additional interventions for ELLs and follows the RtI framework. Classroom teachers must first work with students who they identify as struggling. They deliver instruction using best practices and scaffolds for ELLs that can help make the content more comprehensible. Small group instruction in areas designated as needed areas to focus on, are the center of the instructional time. Staff development workshops related to this area aid the teachers in their delivery of the content in ways that are helpful for struggling students that require interventions. The school incorporates technology interventions for students. Students who need additional assistance in phonics and decoding use websites such as Starfall.com to help with seeing and hearing the sounds of the English alphabet and language. Foundations is also used to help with targeted phonics and phonemic awareness. Additionally the school uses Rosetta Stone English to assist students who need more targeted time on acquiring the specific aspects of English that Rosetta Stone programs offer. The Math Coach works with students who are having difficulty in Math. He pushes in and provides small group support to the students and presents content using models, visuals, and in other manners found to be effective with ELLs. Instruction is in English but attention is paid to cognates and the students have bilingual picture dictionaries for language support as well. Supplemental materials that are recommended for intervention from the Go Math series are the materials that are utilized. In addition there is a heavy focus on using manipulatives. The school also uses Inquiry Team time, which is weekly by grade and then combined grades for the ESL Inquiry, to look at the data and see what instructional shifts need to be made so students can progress. Teachers target skills to address where students are showing weakness and work together on appropriate interventions that they can incorporate into their teaching time with the students. Additional interventions the school offers are in different tiers in the RtI model. The Speech Teacher works with students who could benefit with help processing and expressing target language. She works them in to groups with students that have similar goals. The ESL Coordinator works with students in small groups. The struggling readers get Guided Reading four times a week and word work that is integrated to fit with the language within the Guided Reading books. Materials from A to Z Reading, Award Reading, Wright Group, Rigby, and Amazing English, in addition to some books that have specific practice in reading comprehension skills such as finding the main idea and identifying the theme. P.S. 376 strongly believes that ELLs can and will achieve if instruction is delivered in ELL friendly ways and in an engaging manner. The staff work together to analyze data, identify ELLs in need and to deliver intervention services so all ELLs can succeed. When the school receives a brand new ELL student who has no English at all, the student is set up with some computer programs that can target basic English acquisition. Additionally the students are able to utilize the Listening Center to help follow along with some reading of English books. The student is also a candidate for Rosetta Stone. If the child seems to be a SIFE student, arrangements are made to help the students acquire basic skills that they lack through the use of all available school personnel such as The ESL Teacher and The SETTS Teacher.

The school is heavily focusing on improving writing for ELLs. This has been done through The Socratic Method which relies heavily on oral language first, to carry over into improvement in student vocabulary and writing. All students at varying levels are being taught to define and support an opinion using text evidence in a variety of ways. Focusing first on developing background knowledge and academic vocabulary through the use of oral and visual means, can hopefully help to provide students with interventions they need.

There will be a heavy focus on professional development. The school will use in house personnel such as The SETTS Teacher and The ESL Coordinator, and outside personnel such as The Literacy Consultant and The Socratic Seminar Facilitator to help students reach higher skills. In addition to focused staff development, teachers will be sent to workshops that will help to support teaching our struggling learners to be armed with more strategies. Additionally, the school will be using cluster teachers to help provide RtI to some classes. We are trying to make a variety of personnel available to support our students.

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

Recently the school restructured the Inquiry Team structure to create a separate ESL Inquiry Team. This is because there seemed to be a growing need to give ESL Teachers the opportunity to come together and discuss their students outside of the discussions that are occurring at each grade level. When the ESL teachers are mixed in with their non ESL teacher colleagues, the conversations focus more on the general curriculum without a specific focus on strategies that work for ELLs. This has proven to not be an effective

structure unfortunately. When the school received notification that the AYP for the previous school year was not met, we realized that we needed to look into what was currently being done for our ELLs and to figure out where the gaps were, what needs to be added, tweaked, or completely changed since we did not get the results that we need and that our ELL students deserve. So we started with The Inquiry Team process and will build from there.

When analyzing the NYSESLAT scores and how ELL students fare in general with the classroom tasks, we noticed that there is success with the Kindergarten ELLs, and pockets of 1st Graders and 2nd Graders. The challenges are greater for students in Grades 3 and higher and ELLs with IEPs. The lower grade ESL program is so print rich and there is a lot of oral language and shared reading during the course of the week. We believe this is one reason why the lower grade ELLs achieve better than the upper grade ELLs. The literacy strategies utilized and the print rich classroom environment is effective with meeting both content and language needs. ESL students are held to the same standards as English proficient students and for some students, this is certainly a challenge. However the school has been using Inquiry Team time to really look into the strategies that work. The time has also been used to deeply analyze data to see how and if students are progressing. If the students are not progressing, immediate plans are made for interventions. This new format is showing more success. The teachers of ESL classes are feeling more comfortable with their delivery of the curriculum. This is because they have time to analyze, discuss, and share best practices among each other. We are hoping that we can really align the ESL classes and follow a vertical curriculum planning structure that follows the CCLS and capitalizes on the frequent communication among the ESL teachers in order to foster greater results for ELLs at all grade levels. The strategies that work in the lower grades can be modified and incorporated into the upper grade classes as well. Since all the teachers are involved in sharing the happenings and structures in their classrooms, all ESL classes can build on what was done in previous years really leading to effectiveness with content and language development. Another layer has been added to the work during Inquiry Team time. The school has also scheduled a weekly ESL Common Prep. During this time, some work from Inquiry Team is continued. In addition, the ESL Coordinator provides weekly professional development during this time so that teachers can continue to get on the same page with planning and delivery of instruction which should really ensure for greater effectiveness. There is a focus on strategically planning for language development simultaneous with content development with resources from SIOP and OELL workshops and through the use of the CCLS Language Standards. Utilizing this combination of professional dialogue among teachers of ELLs will really bring a heightened awareness about what classrooms really need to make our ELL program more successful.

Even though all teachers are really teachers of ELLs, not just students with the identified ELLs in their classes, we feel that if we start with a targeted group of professionals and this group has success that they can share with other colleagues, then we will all be arming everyone with strategies for teaching ELLs.

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

P.S. 376 is constantly looking to increase the programs we offer to ELLs. The school is bringing in a new after school program that offers homework help, enrichment, sports clubs and arts activities. The program runs every day of the school week until 6 p.m. Students will have the opportunity to apply language in a variety of educational and motivating ways through this program. Additionally the school is adding two layers to the current professional development for ESL Teachers. There is a separate ESL Inquiry Team. There is also an ESL Common Prep scheduled for every Friday where the ESL Coordinator delivers professional development to the teachers and also extends the work that is being done in Inquiry Team meeting time. Additionally the school is working diligently to analyze and improve data and to bring in necessary interventions in a timely manner for students who need it. The school is working with an outside ESL consulting company. The consultants are working with the administrative cabinet to provide professional development and deep data analysis. The data analysis will be worked into the professional development so that all teachers in the school can be data savvy which can only result in more success with our ELLs and all students. Weekly data meetings with teachers and the administration are also occurring. These meetings focus on the results teachers get on classroom assessments and what needs to be implemented to foster (more) success for students. The school will offer a musical theater workshop for ELLs which will result in an end of the year musical production that is presented by the ESL students of P.S. 376. Additionally the school has a partnership with The Brooklyn Public Library and the DOE. This partnership is a program that provides the school with access to all of the materials at The Brooklyn Public Library without having to physically go there. Ordering of materials can be done right at the school or from any computer once administered a library card that delivers program access. This wealth of resources and the ease in obtaining them can really foster success for our students. We will continue to consider additional programs that will be suitable for ELLs and look forward to expanding what we offer each year.

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

The school does not plan to discontinue any programs / services for ELLs because we care deeply about our ELLs. We will only add to programs to give them more whenever possible but we will not discontinue anything.

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

ELLs are afforded equal access to all school programs all the time at P.S. 376 and additionally there are supplemental programs offered that give ELLs priority over the rest of the student body, in order to ensure their academic success. All classrooms are

equipped with the latest computer technology, Smartboards and document cameras. ELL classrooms also received brand new computers and Smart tables in order to enhance The Listening and Technology Centers in ELL classrooms. School wide and grade wide programs such as the nutrition program and visiting artists always include ELL classrooms. Students also participate in all assembly programs and regular day programming. Additionally ELLs are invited to participate in after school enrichment programs that include dance, technology, and journalism. Additional programs are offered as of the school year 2013-14, such as Homework Helper and Sports and Arts Clubs through a special grant the school received. ELLs are invited to participate in the programs just mentioned (Title 1 and Grant Awarded programs) and additionally there are Title III After School and Saturday School Programs, specifically for ELLs, Giving ELLs equal access to programming is of the highest priority at P.S. 376. Every effort is made to give the students ample opportunities to practice and increase language. The school is consistently looking to increase programs offered to ELLs and the rest of the student body in order to keep up as a 21st century school. ELL students get all of the same notices and dates of school events that non ELL students get. Parents of ELLs are included in all school meetings. ELLs are invited to participate in Extended Day morning tutoring sessions and all after school programs. They are encouraged to apply for all special school programs such as a Robotics Club. Additionally they are considered for all school productions (dance, music, band) and extra curriculars that that school offers. They also participate in the Ballroom Dance Competition. ELLs are of the highest priority at P.S. 376 and will continue to be included in all programs we offer.

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

P.S. 376 is The School of Technology so technology plays a huge role in academic and content language development. Every grade gets scheduled for Instructional Technology several times a week. The programming in the technology lab correlates to grade level CCLS aligned classroom work. Examples of this include sites with information on penguins in Kindergarten, science topics such as living things and how plants grow in 3rd Grade, virtual field trips and colonial America content in 4th Grade and immigration content for 5th Grade. This correlates to the classroom instruction and enhances ELLs understanding of grade level materials because it is interactive and visual. The school has a Portaportal.com page which includes all the links for the content used in Instructional Technology and it serves as an additional resource to classroom, cluster and support personnel. The site allows for all teachers to access materials that can enhance and deliver instruction through the use of technology. All classrooms are equipped with Smartboards and document cameras. The document cameras allow for all content to be made visible even when it is not on the computer because it allows for displaying of anything. This visual support really helps with Read Alouds and other information that teachers want their ELLs to be able to see as it is being said. Smartboards have accompanying programs that match the grade level materials, even the test preparation materials have smartboard components. The math program also has e-tools. The Smartboards are utilized often as a resource because they enhance instruction by making learning more interesting and by providing much needed visual support. Other technology support for ELLs includes ABC Match, Brain Pop Junior, Pictures Match, Starfall Reading Games, Discovery Education videos, English Club Games, ESL Games World, Nat Geo Games, Scholastic News, Time for Kids and Spelling City. Any materials that the school orders for the core curriculum are required to have smartboard components because of the visual support and enhancement of understanding we know this aspect can give to the education of ELLs. Additional materials are utilized to support ELLs. StoryPlace has capabilities in Spanish which is useful for bridging the knowledge students have in their native language with the new content they are learning in English. (It is a computer website). Additionally teachers bring in realia, videos, multiple data sources (magazines, encyclopedias, intervention resources, high interest lower level reading materials) to provide ELLs with a variety of resources they can use to access information. All ESL classrooms are also equipped with Listening Centers. The combined materials result in the enhancement of learning for ELLs and will continue to be expanded upon as they become available.

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

P.S. 376 recognizes the importance of incorporating the native language into instruction for ELLs even though the school does not offer a bilingual program. Students receive native language support through the availability of resources that have their native language and English. Bilingual (Spanish / English) picture dictionaries, native language literature in the classroom library, and books on tapes and CDs in the native language for use at The Listening Center, are all made available to the ESL students. Additionally teachers have some bilingual content glossaries (Science, Social Studies, and Math) that are utilized in the upper grades. Teachers also instruct students on cognates where applicable and capture their teaching with Cognates Word Walls. StoryPlace.com is a computer website that has capabilities in both Spanish and English. Additionally many teachers speak the students' native languages and they incorporate it when it is necessary and useful for the students. Students are also allowed to speak in their native language when they are working on completing classroom tasks. Even though students may be producing products in English, the students engage in their native language with each other during the creation process. The use of the native language as a bridge to new learning and prior learning is welcome and valued in the ESL classroom.

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

The resources correspond to the students' age and grade levels because the content of the resources is based on the grade level CCLS aligned curriculum. The materials are aligned with the CCLS ELA and Math standards and also with the New York State

Science and Social Studies Standards. Books in classroom libraries are high interest books in their design and content, yet the content is at reading levels that are appropriate for allowing ELLs to access the language (they are described as high interest, lower reading level texts). All classrooms have a variety of highly supportive technology based and non-technology based materials which are on the topics that are part of the curriculum in the class and that are of interest to students in that particular age group. The Listening Center Resources also match the curriculum content and allow ELLs to access grade and age appropriate level information without having to worry about the decoding of the words as much as if they were reading independently. Additionally they add to students' acquisition of English fluency. The visual nature of computer websites and videos enhance understanding in motivating and interesting ways and match the content of the curriculum. The school values the use of a systematic approach to incorporating instructional materials that are enticing to ELLs and will only serve to enhance instruction and increase content and vocabulary development, rather than using materials that do not match the students' ages and grade levels. The careful and deliberate choices in materials that have English and the native language support ELLs benefit from, is a successful component of ELL programming choices at P.S. 376. Resources are a huge part of being able to deliver content in ways that are appropriate and comprehensible for ELLs. Additionally the way the school uses support personnel to deliver intervention to ELLs is also very successful. The school will only continue to expand resources and programming offered to ELLs as the years progress.

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.

The families of newly enrolled ELL students have the opportunity to meet with the principal, assistant principal and ESL Coordinator before the school year is in full swing. If the preliminary information on file at the school shows a language other than English is spoken in the home, The ESL Coordinator schedules individual appointments with parents inviting them to come in, visit the school and to look at some of the ELL programming. Parents are given the opportunity to walk through the building to see instruction in action. Additionally, at registration and an orientation in June, parents of potential ELLs are given additional time outside of the regularly scheduled meetings, in order to get oriented with ELL programs offered in New York City and to allow for any additional questions and answers parents may have about ELL status and what that means for the education of their children. Once the school year is underway, and there are newly enrolled ELLs beyond the beginning of the school year, those parents are supported in the same manner and are given opportunities to meet with The ESL Coordinator upon registration. At this meeting, parents are introduced to one of the ESL support staff that is available in the school, and they have opportunities for questions and answers. Additionally, the school offers a Back to School Day during a Saturday in September. Community Based Organizations are present at this event, as well as school personnel. The event offers information in the parents' native languages, about the support services offered to new immigrants. In addition, there are some organizations that come set up tables at the school on the days when there are ELL Parent Orientations offered in September, providing additional information on community support for the families.

18. What language electives are offered to ELLs?

Since this is an elementary school, the program for all students, including ELLs, does not include electives. The school is looking into ordering Rosetta Stone licenses for use in classrooms to provide language instruction in languages in addition to the native language and English.

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)?

N/A

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. The professional development plan for all ELL personnel at the school provides opportunities for teachers to reflect on their practices, learn what is current, refine what they have been doing, and to discuss and enhance knowledge on strategies specific for success with the instruction of ELLs. Teachers work with a Literacy Consultant and a Literacy Staff Developer in order to be able to engage in high quality literacy instruction for ELLs. These are school based professional development workshops. Additionally on the schoolwide professional development days (November and June), ESL teachers are in a cohort together. Workshops on those days reflect what is current with the chancellor's requirements for all students, with an eye on what additions need to be considered when working with ELL students. The focus has been on writing (based on CEP and PPR goals) and will continue to focus on writing with additional attention paid to what the city and state require. Every Thursday the ESL Teachers meet for ESL Inquiry Team where they explore and present best practices that revolve around the analysis of data. On Fridays, there is an ESL Common Prep period where teachers are given an extension of the work time conducted in Inquiry Team meetings with additional presentations on best practices and strategies that work for ELLs. These two meetings (Inquiry and Common Prep) are facilitated by the ESL Coordinator. Workshops on math are offered monthly through the network and also are site based with presentations by The Math Coordinator (for the site based workshops). Professional Development in math focuses on the use of models, manipulatives and other visual strategies that can enhance understanding for ELLs. There are also technology workshops offered on site with the ESL Coordinator and Instructional Technology Teacher. The workshops focus on familiarizing teachers with websites that can help ELLs with language acquisition, development of content knowledge, and phonics. ELL Teachers not only engage in professional development with the other ESL Teachers, but also with the entire staff. They work with their grade level teams and the administration, and specialists in the school community, always with the mission to provide high quality instruction for ELLs with research based best practices. ELL Teachers also participate in professional development outside of the school building through OELL. These workshops also provide information and resources on best practices for ELLs and working to help ELLs meet the requirements of the rigorous Common Core Standards. Go Math provides professional development sessions for teachers using the program. Our teachers participate in off site Go Math workshops also.

2. The Common Core Learning Standards and working to implement an appropriate standards based curriculum, is consistently at the heart of all professional development that the teachers participate in. Finding a way to create rigor yet in a manner that makes content comprehensible to ELLs is part of the focus at the ESL Inquiry Team and ESL Common Prep times, both site based work. Additionally the ESL Coordinator plans professional development for the teachers that focuses on looking at the CCLS Language Standards and the Speaking and Listening Standards, both vital for understanding how to create and carry out standards based lessons with considerations for special attention to what ELLs need more of a focus on than English dominant students, such as The Language Standards. The teachers work to unpack the requirements for each grade and to understand the sequential nature of the standards. Teachers are also working with The Writing Standards and a book "6+1 Traits of Writing" for professional development that revolves around the CCLS aligned MOSL pre-assessments. This in depth work with the standards helps teachers understand more specifically what language objectives need to be present in their lessons. All ESL Teachers all receive ongoing professional development on site that focuses on aspects of CALLA Method and SIOP, where teachers plan lessons to always include language and content objectives. Additionally for the ELLs who are ready for the next step, strategies instruction is incorporated, strategies that have been proven successful with ELLs such as ways to categorize language. The school works with an outside ESL Consulting company that works with the administration and the teachers on analyzing ELL data and implications for the instruction of ELLs. Additionally the Office of English Language Learners (OELL) offers workshops that are aligned to the CCLS and ESL methodology. Teachers get to choose which workshops they want to attend and are asked to attend at least three workshops per year. Some of the teachers are currently participating in a cohort that focuses on Reading and Writing Non Fiction for ELLs, a series of four workshops that deeply explore how to achieve the CCLS aligned reading standards with content that is challenging due to the heavy use of academic language. Teachers are expected to turnkey what they learn at outside workshops and also to complete Professional Development Reflection sheets, which encourage teachers to apply strategies that they were presented with and to reflect on how they can tweak instruction to be even more meaningful for ELLs. Site based professional development (at the school) expands on what the outside workshops present and additionally brings in the benefits of visual literacy and oral language as successful tools for ELL instruction that is standards based. There is also a room on the third floor that is dedicated to ESL staff development. This room has resources teachers can check out for use with supporting the CCLS curriculum with ELLs (ELL friendly resources) which includes both student and teacher resources. Additionally the room has charts that highlight the work that has been done throughout the year at site based professional development workshops run by The ESL Coordinator and display boards that provide CCLS resources and current information on ELL policies, procedures and

methods that work (much of which was taken from the OELL website). The Pupil Personnel Secretary keeps a log of the professional development teachers participate in and also stores the reflection sheets. Additional training related to the CCLS is math workshops that revolve around the standards. There are mostly professional development workshops offered by the network in our school building. The current focus is on using mathematical models. The ESL Coordinator and Math Coach are collaborating to provide a series of 4 workshops for teachers that focus on this and the implications for ELLs. Such items addressed include words that are homophonically similar in math that ELLs may confuse, and looking at math logic and the implications for ELLs and math instruction when it comes to talking about Math. Additionally there has been a push and a focus to include the strategic incorporation of the Speaking and Listening Standards through the use of the Socratic Seminar. All teachers have had opportunities to have training, debriefing, and sessions in designated lab site classes that can help with integrating the Socratic Method to improve student writing.

3. 5th Grade Teachers participate in workshops that pertain to helping ELLs develop independent work habits in order to prepare students for differences they will encounter in middle school. Additionally students and teachers have opportunities to work with the Guidance Counselor in order to learn about strategies that can assist them with the demands of middle school. Additionally every effort is made to match ELL students with appropriate middle schools that can address their language, social, and emotional needs. Classrooms are structured to allow for multiple opportunities to engage in group work with peers and in small group instruction, similar to what the demands of middle school are. Teachers receive ongoing professional development both on and off site on the topic of preparing students to transition to middle school. These combined efforts have fostered good experiences for our ELLs as they continue on to middle school.

4. The 7.5 / 10 hours of ESL professional development is delivered to the teachers mostly through outside workshops run by OELL. The workshops are all common core aligned and there are specific offerings that are really useful for newer teachers. Workshops such as "How to Navigate ELLs through the Common Core Curriculum" and "The Nuts and Bolts of ELL Programming", really narrow in on items that are of particular interest to newer teachers by bringing together a network of support from around the city with teachers all in the same situation. Specifically the school has sent teachers to a workshop for new ESL Teachers-- strategies and support for first year ESL teachers.

Supplementary workshops are provided at the school on topics related to helping ELLs meet the CCLS and how to modify and scaffold curriculum for ELLs. Since ESL professional development is planned as an ongoing process throughout the year, every school year, the school meets the requirements annually since methods for ELLs are really best practices for all teachers and every workshop and core curriculum material the school engages in always has components related to the instruction of ELLs. The school also believes in needs based professional development and plans workshops throughout the year based on trends in student performance, what the city wants, and what the data shows. This means additional hours are met through these workshops. Teachers participate in Lunch and Learns several times throughout the year to enhance their curriculum and instruction to meet the needs of ELLs. Professional development on best practices for ELLs will continue to be at the heart of the school's planning for workshops to provide both in house and through outside providers. The ESL Consultants from an outside agency are sometimes part of delivering professional development to all staff as well. A core team of ESL professionals within the building is being trained and prepared to be responsible for designing and implementing ESL professional development for all teachers so all teachers can be armed with best practices, not just the ESL certified staff.

Currently there are two ELL specific professional activities that can count towards the 7.5 hours. There is an ESL Inquiry Team which meets weekly to discuss best practices for Math and ELA instruction for ELLs as teachers analyze student work. Additionally every Friday, there is an ELL Common Prep period where teachers meet for professional development weekly on a variety of topics. Topics include but are not limited to: Incorporating Oral Language and Visual Literacy, inter-visitations to other ELL classrooms and debriefing to see what to add to our own classes or what to change, Math and the language of math and implications for ELL confusion, and The Socratic Seminar.

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. ELL parental involvement is highly encouraged and is at the core of ELL students' success in school. Parents are invited to participate in all school meetings run by the PSA, Parent Coordinator, and CBOs. Additionally workshops that are specific to ELL parents are scheduled each year, a minimum of three are always included in the annual school calendar that is planned in the June prior to the following school year and is added to and revised based on recognized parent needs and requests. Specific ELL parent workshops that we always schedule are: Getting Ready to Read, Preparing for and Understanding the NYSESLAT, and The Newcomers Parent Orientation. There are Title 1 academic workshops in all content areas, multicultural assembly performances, enrichment club culminating performances and a Back to School Blast (resources on health and community resources for parents) that ELL parents are involved in, This participation in school events really fosters positive experiences for ELL families and helps ELL students and parents to feel comfortable and welcome in the school community, a goal we always have and pride ourselves on at P.S. 376.
 2. P.S. 376 partners with a variety of Community Based Organization in order to offer programs and workshops that meet the needs of (ELL) parents. The Office of Adult Education offers ESL classes to parents. The program is run in the school daily in a classroom designated to this purpose on the first floor. B.E.O.C. also offers GED classes to parents. Brooklyn Public Library provides on site adult library card registration and resources on programs for children and families. Students also participate in a partnership program with The Brooklyn Public Library extending the benefits to be something that parents and children can share with each other and benefit from. Wycoff Hospital provides parent workshops on topics such as breast cancer and health screenings. Health Plus provides parents with free or low cost health insurance and health workshops. Bushwick Psychotherapy Center provides workshops and family counseling. Additionally a variety of other agencies are present at the September back to School Blast event which provides families at the school with information in the neighborhood and surrounding community. Some of the agencies present besides the ones already listed include but are not limited to CAMBA (immigration support), Family Justice Center (information on domestic violence) and Childer Services. The school is constantly looking to increase involvement with CBOs because of the variety of free or low cost programs and information that are provided which are useful for ELL parents.
 3. The school has a Parent Coordinator that reaches out to our ELL parents on a regular basis through PSA meetings, workshops, letters, flyers, monthly calendars, a designated bulletin board inside the school and with an LCD sign. Through these methods, the school works with the parent coordinator and the parents to evaluate their needs. The school also recognizes the concerns parents have with the increasing demands of the Common Core Standards and the requirements for ELL testing as stated in NCLB. As a result of the frequency of questions and concerns the parents have shared, the school has extended the workshop topics they offer to focus on how the CCLS affects ELLs and standardized testing and the curriculum. The ESL Coordinator provides workshops on getting ready for the NYSESLAT. The Speech Teacher provides information on Common Core Writers. The Math Coach provides workshops on standardized math tests, the new math curriculum, and how periodic assessments help the school. The combined efforts of the specialty staff at the school really serves to meet the (changing, ongoing) needs of ELL parents and students.
 4. The PSA and Parent Coordinator work together to bring workshops, activities, and events to increase parental involvement at all levels. The amount and types of programming offered appeals to a wide variety of the diverse needs of ELL parents and as community members in general. The school also works as a team to bring a Strength of a Woman program for mothers and a My Hero and Me program for fathers. The school also runs social events for the community such as a monthly movie night. The nature of the social and academic programs provided for parents allows the school to foster strong academic support for families as they navigate the complexities of the increasing rigorous curriculum for students, along with programs that strengthen family relationships. At P.S. 376, our programs offer families opportunities to learn to support their children academically and to gain personal and professional growth. Parents are at the heart of the school community and the school will continue to value involvement and seek to continue and strengthen involvement.

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.

Part VI: LAP Assurances

School Name: 376K

School DBN: 32376k

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maria Vera-Drucker	Principal		12/19/13
Natalie Perez	Assistant Principal		12/19/13
Tashi Mieses	Parent Coordinator		12/19/13
Nicole Levin	ESL Teacher		12/19/13
	Parent		1/1/01
Julio Jimenez	Teacher/Subject Area		12/19/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 32K376 School Name: P.S. 376

Cluster: 4 Network: 412

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

The school utilizes various resources to find out pertinent data about the student and parent body of P.S. 376. The ATS system reports that are used include the RHLA, UPPG, RESI and the home language and the NYCDOE preferred language of communication information that is inputted as part of a student profile into the system. Additionally the school refers to the blue emergency card data and other pertinent information in cumulative files that indicate the language of communication in the home. Additional information is accessed from the HLIS forms and the ELPC screen. All phone calls, conferences, and written communication sent to the families will be / is in the preferred language of communication. The school has a bilingual Parent Coordinator who is available and utilized to translate for all parent workshops and meetings. Additional personnel in the building include The ESL Coordinator, Math Coach, Speech Teacher, and Psychologist-- all bilingual pedagogues. Parents receive translated documents the same time as documents are sent to English speaking families. Translations are available at all meetings and events, in addition to via phone calls and written notifications.

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.

At P.S. 376, we have 170 current ELLs. Out of the current ELLs 167 of them are Spanish speaking and request that communication be sent home in Spanish. 3 families have students who are native Arabic speakers. Written materials are sent home in Arabic whenever possible. The fathers in these families also speak, read and write English so oral communication is done in English as per the family's requests and if desired, the school utilizes help from the DOE translation and interpretation unit (to date this has not been necessary). Out of the student body of 640 students, even though only 25 percent of the school population is identified as an ELL, many students in the remaining percent are former ELLs or were never identified as ELLs but they have parents where Spanish is the preferred language of communication (about 80 percent of the total school population). This data makes the school aware that any written notification from the school and any oral communication (meetings and phone calls) must be bilingual (Spanish and English). The findings were reported to the school community

through several resources. The Payroll Secretary shares information on students' home languages when students register and the HLIS forms are reviewed by The ESL Coordinator. Information on the home language is inputted into the school computer system (ATS) and is shared with all pertinent personnel in the building and all community based organizations that partner with the school. This includes pedagogues such as the classroom teachers (information is in the students' cumulative files and is given to teachers with their class lists so they are aware of the parents' language needs), the school psychologist, and The Parent Coordinator, Additionally the PSA members and board are made aware through meetings with the Parent Coordinator in order to ensure that all programs and meetings they run, offer the required translations. The school community pays careful attention to the findings in order to ensure equity of programming to speakers of all languages and all parties involved place high importance on translation and interpretation needs.

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.

All documents sent from the school, both official from NYCDOE directly and with programming unique to the school, are prepared and sent home in English and Spanish at the same time. There is never a delay because a document needs a language other than English. One side of the document is always in English and the other is in Spanish. The Arabic speaking families also have English speakers in the home so they are not in need of translation services at this time according to their requests as captured in school data. However whenever translations are available the school sends the documents home in English and Arabic. Programs such as Google Translate are useful in providing written communication in languages that pedagogues do not know. The school utilizes in house personnel such as The ESL Coordinator and The Parent Coordinator to help with translating the documents into Spanish and arranging translations via Google Translate. Additionally the personnel in the office is bilingual and can assist with needed Spanish translations for written communication as well.

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.

The school makes translators available at every school program, meeting, and conference. For Parent Teacher Conferences at least three translators are designated to translate for each floor. Additionally much of the staff is bilingual and can do their own communication in Spanish without the aid of a translator. The Parent Coordinator is bilingual and is present to translate at all school events and meetings including PSA meetings, school assemblies, parent teacher conferences, meetings with teachers outside of Parent Teacher Conference nights, and all other type of school programs. Additionally all CBOs that have programs with our school have bilingual staff that can provide oral services in Spanish. The board of the school's PSA has many officers that are bilingual and they provide oral services at both informal and formal parent gatherings. If necessary the school uses the DOE translation unit for languages that pedagogues do not speak. There is an office designated in the school to hold meetings that need translators and designated personnel to deliver oral translation services. Additionally the school psychologist is bilingual so all IEP meetings, annual reviews and triennials are conducted with oral interpretation / translation services if needed. The availability of so many personnel in our own school community that has knowledge in the dominant native language in the school community really enhances participation in school programs and the experience at the school.

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>.

P.S. 376 is committed to following Chancellor's Regulations Section A-663. We follow this by determining the home language of the family within 30 days of a student's enrollment. The school maintains appropriate records in ATS to ensure that we are following the regulation. We provide language translation and interpretation services to parents who require this. Parents have the right to choose a family or community member of their own or to utilize the translation and interpretation services offered at the school. The school respects parents' preferences. The school hires a bilingual Parent Coordinator and ESL Coordinator so that translation and interpretation of written documents and at meetings can be conducted in Spanish. If it is necessary the school budgets for outside agencies to provide translation services when the language is not one of the nine most common languages. The school also utilizes Google Translate to translate documents. All communication is sent home at the same time as English notification is sent with no delay occurring because of the translation needs. Any documents with health, safety, legal and disciplinary matters and entitlement to program placements in Special Education, ESL or non standard academic programs are delivered to parents in their home language either through use of the school personnel or The DOE Translation Unit. The Parent Coordinator participates in periodic trainings that focus on the delivery of translation and interpretation services in order to ensure the school's compliance with this regulation. P.S. 376 is highly committed to providing parents of all languages with information on school programs so that maximum participation and knowledge can occur among all and can ensure for happiness and success at the school.