

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

11X076

School Name:

P.S. 76 THE BENNINGTON SCHOOL

Principal:

LOUISE SEDOTTO

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 11X076
School Type: Community School Grades Served: K-5
School Address: 900 Adeo Avenue
Phone Number: 718-882-8865 Fax: 718-882-8870
School Contact Person: _____ Email Address: _____
Principal: Louise Sedotto
UFT Chapter Leader: Joanne Angelillo
Parents' Association President: Kaylin Maysonet
SLT Chairperson: Maria Cioffi
Student Representative(s): _____

District Information

District: 11 Superintendent: Maria Lopez
Superintendent's Office Address: 1250 Arnow Avenue Bronx, New York 10469
Superintendent's Email Address: Mlopez9@schools.nyc.gov
Phone Number: 718-519-2620 Fax: 718-519-2626

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 534 Network Leader: Ben Waxman

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Louise Sedotto	*Principal or Designee	
Joanne Angelillo	*UFT Chapter Leader or Designee	
Kaylin Maysonet	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Cara McDonnell	Member/ Staff	
Elizabeth Gerace	Member/Staff	
Sandra Rebelo	Member/ Staff	
Julie Porras	Member/ Staff	
Candice Pantano	Member/ Staff	
Karina Jimenez.	Member/Parent	
Dwight Vidale	Member/Parent	
Rosalind Brown	Member/ Parent	
Sylvia Grandison	Member/ Parent	
Cheryl Parris Member/Parent	Member/Parent	
Ignayra Lopez	Member/ Parent	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. 	
<ul style="list-style-type: none"> Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. 	
<ul style="list-style-type: none"> Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. 	
<ul style="list-style-type: none"> Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and 	

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

P.S. 76, also known as The Bennington School, is located in the Williamsbridge section of the Bronx. Our K - 5 school is organized heterogeneously and serves an ethnically diverse population. Our current enrollment includes 1046 general education and special education students who are primarily housed in the main school building. We also have a mini-school consisting of ten classrooms. Our student demographics are 4% Asian, 46% Black, 41% Hispanic and 7% White. English Language Learners make up 13% of our population and we also have 17% students with special needs.

As articulated in our school Mission statement, our school is committed to providing an environment where children are prepared to meet the challenges of the 21st century by becoming literate, caring and responsible citizens of the world. Through standards based instruction, we are creating critical thinkers and life-long learners are committed to preparing our students for College and Careers. **Vocabulary** is our instructional focus for the 2014-2015 school year. Students are expected to engage in rigorous tasks and daily instruction around the effective use of a wide range of tiered words.

For the 2014-2015 school year we are continuing our partnership with Education Through Music which provides a teaching artist which assists us in providing formalized music instruction to all students in grades K-5 in addition to a band and theatre program as well as on-going professional development provided by ETM throughout the school year. The YMCA Swim Program provides swim instruction to all of our 2nd grade students once a week. Our partnership with Target and their relationship with Alvin Ailey Dance Company provides our first grade students the opportunity to participate in a semester-long dance residency and culminating performance for students and their families. Food Bank of New York instructs our Kindergarteners on good nutritional choices and promotes healthy eating through participation in hands-on cooking experiences. Monthly workshops are provided for the parents of these students in order to inform and instruct them on the benefits of healthy eating as well. Participants receive free groceries to use in their homes.

Our strengths include maintaining a positive school climate and tone through our school- wide Bennington Buzz behavior system. As a school we are continuously evaluating the quality of school- level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the Common Core Learning Standards.

Throughout the 2013-2014 school year we put an increased emphasis on data and how classroom teachers could use the information to best meet the needs of their students. There was an increased reliance on assessment data to drive instruction for our students. Teachers were more responsive to student needs and were able to see growth throughout the school year. We also hired an outside math consultant to support teachers in curriculum mapping, demonstration lessons and professional development. Throughout the school year our professional development was tailored to meet the needs of our teachers. Using the Danielson Framework for Teaching, we analyzed observation data and determined that assessment was an area in need of development. We provided consistent professional development to teachers around assessment to improve the outcomes on formative and summative assessments through teacher feedback. Administrators planned for organized observation cycles, providing timely and actionable feedback requiring teacher reflections and follow up.

We experienced a significant drop in our ELA scores over the past few years. A significant challenge for us is ensuring that all students are reading on or above grade level before moving onto the next grade. Providing consistent, effective tiered interventions to meet the needs of our students is an area we will be focusing on moving forward.

There was a significant increase in our Math scores for the 2013-2014 school year.

Our focus for this school year is on adjusting and enhancing our current ELA curriculum for the purpose of increasing the number of students reading and writing on or above grade level.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to the Capacity Framework a successful classroom requires a strong curriculum—aligned to the Common Core— that challenges students, scaffolds their experience, and is enlivened by teachers who are engaged with their craft. The curriculum must meet students where they are and customize inclusive, motivating instruction. Rigorous instruction aligns practice and content to Common Core strategies within and across grades. Based on the 2013-14 school data 17% of our third, fourth and fifth grade students met State standards on the State English test; the average score at our school was 2.3 out of 4.5. 30% of our students met State standards on the State math test; the average score at our school was 2.6 out of 4.5. During the 2013-14 school year we implemented two new core curriculum programs, Ready Gen for ELA and Go Math. After a year of implementation for the Ready Gen program it is evident that our students in the primary grades are not learning the reading behaviors necessary to learn how to read before being asked to navigate through complex text. In grades three through five students the program does not include the explicit instruction necessary for students to also successfully navigate through text. After a year of implementation for the Go Math program it is evident that the built in tiered interventions assist teachers by providing them with additional resources to support their students resulting in an increase in the number of students on or above grade level from the 2012-13 school year.

Our school’s strengths are:

- Evidence of grade level coherence in the implementation of the CCLS curriculum and rubrics for assessing work.
- Questioning is scaffolded leading to higher levels of thinking enabling all learners to access the curriculum.
- Staff uses Danielson’s Framework as a tool to inform their instruction in increase their own expectations of rigor and quality teaching.
- Teacher Teams use protocols for examining student work pieces such as performance tasks, baseline assessments, and writing aligned to the unit of study to inform and adjust instruction.
- Teachers strive to engage all students in accountable talk during class, small group, and partner discussions. Accountable talk and question prompts may be used to support students of varied abilities.
- Teachers embed academic and personal behaviors into the school culture.
- School wide connectedness statements: Homework Policy, Grading Policy, Student Conversations, Vocabulary
- Learning Targets and Teacher Teams were disseminated to parents and staff

Our school’s needs are:

- To have an increase in the percentage of students reading on or above grade level in ELA.
- To include more explicit instruction in the teaching of reading behaviors.
- To continue to increase the percentage of students performing on or above grade level in Math.

Our priority need that will be addressed in our annual goal and action plan is to increase the percentage of students reading on or above grade level.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 there will be a 10% increase in the percentage of students who are reading on or above grade level. This will be determined by the Fountas and Pinnell leveling system administered in November 2014 and again in June 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • In Grades K through 2 teachers are collaboratively creating unit plans which include the CCLS standards addressed in the unit as well as using the backwards design to determine the reading behaviors, formative assessments and guiding questions which need to be explicitly taught throughout the unit. • In Grades 3 through 5 teachers are collaboratively adjusting the Ready Gen units which include the CCLS addressed in the unit as well as using the backwards design to include formative assessments, purposeful selection of guiding questions and explicit instruction for their students. • Incorporation of guided reading and professional development to assist teachers in the implementation of guided reading as well as an ongoing analysis of the Fountas and Pinnell assessments. • Teachers will incorporate ongoing assessments throughout the school year to monitor reading levels. • Leveled Literacy Intervention Program will be utilized in all grade 1 classrooms and ICT classes as a Tier 1 intervention. • Teachers will be explicitly teaching vocabulary. 	Grades K through 5	November 2014 through June 2015	Classroom Teachers, Literacy Consultant and Administration
<ul style="list-style-type: none"> • Self-contained teachers will continue to work collaboratively with the general education teachers to modify the curriculum to meet the needs of their students. • A supplemental literacy technology program (Waterford) was purchased for the 2014-15 school year and will provide opportunities to be assessed and receive additional supplemental instruction. • Our ELL teachers have been receiving ongoing professional development focusing on the four modalities and have been providing staff and parents monthly ELL tips and strategies. • Designated ELL students will also utilize the Waterford 	SWD;s and ELL students	November 2014 through June 2015	Classroom Teachers, ELL Teachers, Literacy Consultant, Waterford Staff Developer and Administration

program for additional ELL support.			
<ul style="list-style-type: none"> We will continue our monthly Coffee Fridays and have added Coffee Tuesdays during the Parent Engagement Time in order to have additional opportunities to meet with parents and share information about curriculum. We will also continue to provide differentiated parent workshops during our monthly PTA meetings at which time we highlight and share useful strategies and practices being used in the classroom and that can be reinforced at home as well. Monthly grade and school newsletters are distributed to keep parents informed about curriculum. 			
<ul style="list-style-type: none"> All staff is working collaboratively to increase the number of students reading at or above grade level. The school connectedness statements have assisted in being transparent and provide parents, students and staff with clear expectations. Protocols and structures have been put in place to ensure that there is a risk free environment where all parties can share ideas and thoughts on current practices and next steps. 			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Literacy consultant
- Fountas and Pinnell Leveling Systems
- Waterford Technology Program
- Leveled Literacy Intervention Program

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	X	Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

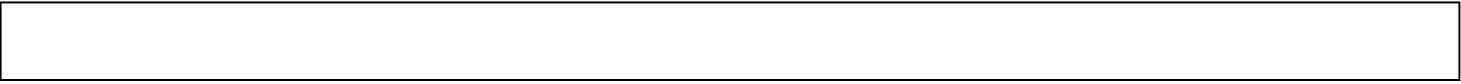
Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

January Benchmark Results from Fountas and Pinnell Leveling System.
An increase of 5% or more students should be on or above grade level .

Part 6b. Complete in **February 2015.**

<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				



Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our school promotes a classroom and school culture where students feel safe, supported and challenged by teachers and their peers.

Our school promotes a classroom and school culture where students feel safe, supported and challenged by teachers and their peers. Our comprehensive assessment of our schools academic program in response to this element of a Supportive Environment indicated that there is a level of conversation that is primarily on the literal level .

Our school’s strengths are:

- Teachers have established protocols with students for classroom conversations.
- Teachers include opportunities for student conversations on a daily basis.
- The school environment is conducive to learning.
- Effective implementation of the Bennington Buzz, our version of PBIS, ensures students are familiar with positive behaviors and these are consistently reinforced.
- The representation of all students on Grades 2 through 5 on the Sounding Board increases student voice and gathers their thoughts and ideas so all students are involved in shared decision making. Student Government members on Grade 5 are catalysts to implement student school wide projects.
- Students have an opportunity to be celebrated for positive behavior monthly by being selected for Student of the Month and/or Lunch with the Principal.
- Our Building Response Team and Safety Committee monitor and revise safety procedures to ensure the safety and staff of all students.
- To heighten students awareness of College and Careers teachers wear college t-shirts on Fridays and discuss college and career goals.

Our school’s needs are:

- Students need to engage in deeper conversations about what they are learning in all subject areas.

Our priority need that will be addressed in our annual goal and action plan is to improve the level of conversation to ensure that they are thinking and discussing more deeply about what they are learning.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-15 school year we will increase the number of teachers who are effective in Component 3b by 15%age points which will enhance the level of student discussion in the classrooms.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be</i>	Timeline <i>What is the start and</i>	Key Personnel <i>Who is responsible for implementing</i>

<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<i>targeted?</i>	<i>end date?</i>	<i>and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Our school promotes a classroom and school culture where students feel safe, supported and challenged by teachers and their peers. We will continue to articulate daily in our morning announcements our mission statement which states, “ Our learning community will provide an environment where all children are prepared to meet the challenges of the 21st Century by becoming literate, caring, and responsible citizens of the world. Through standards based instruction, we will create critical thinkers and life-long learners in preparation for College and Careers. “ • Teachers collaborated on grade level to decide on the discussion prompts that would be appropriate to introduce throughout the school year. Throughout the school year the teachers will discuss the effectiveness of these discussion prompts and which ones better assisted students to have deeper discussions about their learnings. By June, 2015 teachers will collaborate in vertical teams to revise and add to the discussion prompts for each grade. • Feedback to teachers based on Danielson Framework Evaluation as well as purposeful planning for professional development will continue throughout the school year. Best practices around deeper student discussions will be highlighted and shared with staff. • Through collaboration with our staff we will continue to share the vision that at P.S. 76 we believe that students learn best when: Tasks and expectations are rigorous and demand high order thinking. The needs of every student are met through differentiation, (content, process and/or product.) Student performance is monitored regularly through conferring, pre and post assessments. • Learning has purpose that is clearly articulated in student and teaching goals. 	All staff and students K through 5	November 2014 through June 2015	All staff and Administration
<ul style="list-style-type: none"> • Teachers will provide more explicit modeling using the discussion prompts and to design tasks which encourage students to use these prompts. • Teachers will scaffold the prompts by using prior grades discussion prompts as a resource. 	All staff and students K through 5	November 2014 through June 2015	All staff and Administration

<ul style="list-style-type: none"> Teachers will form partnerships so that a more articulate student is paired with a student who needs more support. Waterford Program will be used to provide additional exposure to the written and spoken language. 			
<ul style="list-style-type: none"> Parents will be provided with school connectedness statements on Student Conversations which indicate the expectation for teachers, students and parents. PTA , Coffee Fridays and Coffee Tuesdays will encourage the conversation between parents and students during the workshops 	Parents and Students	November 2014 through June 2015	All Parents and Students
<ul style="list-style-type: none"> Parents are provided with written follow up on the implementation of their suggestions and ideas from Coffee Friday and Coffee Tuesday. Actionable teacher feedback is followed up with teacher reflections via email or meetings. 	Parents and Teachers	November 2014 through June 2015	All Parents and Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> Literacy Consultant to support this work Waterford Program which provides exposure to the written and spoken English language for our SWD and our ELL's.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy	x	Title I Basic	x	Title IIA	x	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: <ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
Observation data will be analyzed in March to determine if there has been an increase in the number of teachers being rated effective or highly effective in the area of 3b: Questioning and Discussion Techniques. We will use this information to determine if our professional development has had an impact on teacher practice and to determine future professional development.				
Part 6b. Complete in February 2015.				
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our 2014-2015 ELA State Test results indicated a significant decrease in student performance. We contribute this result to the use of a new academic program, ReadyGen, which did not provide direct explicit instruction in teaching students how to read and write. In consultation with staff members it was determined that modifications were necessary to provide a more balanced literacy approach to teaching reading and writing. In order to adjust the curriculum, an increase in collaboration around the Common Core Learning Standards and backwards design was necessary.

Our school strengths are:

- Collaborative culture has been fostered over the years through scheduling time for professional learning communities and teacher teams to meet.
- Staff that values the importance of collaboration and seeks additional opportunities to work together.
- All staff is involved in the Inquiry Process. Inquiry Teams meet regularly to review and analyze student work to improve instructional practices and student outcomes.
- Common Planning time weekly during extended day.
- Weekly professional development with grade level/cluster teams
- Articulations provided during the school day for additional collaborative meeting time.
- Calendar Request changes as needed for Full Day professional learning.
- Additional ways to communicate with all staff; Daily Message Board, Weekly Crier sent via email, School Website with specific page for teacher resources.

Our school’s needs are:

- Opportunities for Inquiry Teams to share their findings with all staff members.
- Vertical Team meetings to share best practices.

Our priority need that will be addressed in our annual goal and action plan is provide time for readjusting and revising current curriculum to ensure that it is in alignment with the common core learning standards and includes explicit, engaging, and rigorous instruction.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Over the course of the 2014-2015 School Year, teachers will collaborate with administration and colleagues to modify and re-design our current ELA curriculum to improve teacher practices and student outcomes which will result in 75% of the students showing an increase in their overall performance on the End of Unit ELA assessments compared to the Baseline assessments administered in September 2014.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> Support Staff will attend network training with a focus on designing common core aligned curriculum and turn key information to all grade level teams. Teacher teams will collaborate to develop strong common core aligned rigorous ELA writing tasks and use a backward design model to develop Unit maps, which include common core learning standards, guiding questions, formative assessments, and learning activities. Literacy Consultant will work with administration and staff on incorporating reading behaviors into their unit plans and utilizing ELA State Test results to support targeted remediation and small group instruction. 	Classroom Teachers in grades K-5	November 2014 to June 2015	Administration, Support Staff, & Classroom Teachers in grades K-5
<ul style="list-style-type: none"> Self-contained special education teachers work with grade level teams that best match their students' functional level. All special education teachers will continue to work with one another to make additional modifications to meet the needs of their students' individual IEP goals. Our ELL support teachers will increase their collaboration with classroom teachers by providing tips and strategies to support ELL students within their regular classrooms 	All Staff	November 2014 to June 2015	Administration, Support Staff, & Classroom Teachers in grades K-5
<ul style="list-style-type: none"> Teachers collaborate to create grade level monthly newsletters that include information regarding the standards being taught for each subject area for each unit of study. Content area teachers and ELL support staff create their own monthly newsletters highlighting content specific information and resources to support student learning at home. 	Parents	September 2014 to June 2015	Administration, Support Staff, & Classroom Teachers in grades K-5
<ul style="list-style-type: none"> Agreed upon systems, structures, and protocols for team meetings. Shared responsibility for work products. 	All Staff	September 2014 to June 2015	Administration, Support Staff, & Classroom Teachers in grades K-5

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The following resources are needed to implement this action plan;

- Professional development opportunities from our Network.
- Literacy Consultant.
- Common Core Learning Standards.

- ReadyGen Program.
- Articulation time, prep changes and teacher coverages as needed.
- Professional Development time scheduled for collaborative planning.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	X	Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

In January 2015 we will analyze and compare our Beginning of the Year ELA assessment to our December End of Unit ELA assessment to determine student progress toward meeting this goal.

Part 6b. Complete in **February 2015**.

- | | | | | |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Feedback from our 2013-2014 Quality Review indicated that we need to ensure that all teachers consistently benefit from supervisory visits that result in clearly defined and actionable next steps for teacher development based on feedback linked to student outcomes.

Our school’s strengths are:

- As a pilot school for Danielson and in the first year of implementation in 2013-2014, administration met all compliance issues related to Measures of Teacher Practice.
- Teachers have been provided with on-going professional development on the framework for Danielson and have created resources for one another in each domain.
- Teachers continue to share best practices for each component that will be rated this year.
- Teachers receive verbal and written feedback in a timely manner.
- All observation data is entered into the Advance System, allowing administration to analyze the data for school wide patterns and trends to plan for professional development.
- Actionable feedback is provided to teachers with specific recommendations. Teachers are required to provide timely reflection on the implementation of the recommendation and its impact on student learning.
- For the 2014-2015 School Year staff is working with a coach from the Interschool Development Program for teacher effectiveness.
- Administration is committed to continuing to improve our observation and norming practices by participating in on-going professional development offered by our District Talent Coach.

Our school’s needs are:

- Analyze current Advance observation data and staff goals for improvement to determine focus areas for targeted professional development.

Our priority need that will be addressed in our annual goal and action plan is provide professional development based on the needs of our staff as evidenced by observation data collected.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-2015 school year, there will be a 25% increase in teacher’s rated effective or highly effective in in the area of 3d: Using Assessment in Instruction on the Danielson framework. We will analyze individual teacher progress, as well as, consistency of effective practices within this one area as a way of measuring the impact of our professional development on teacher practice.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • School leaders will analyze Advance observation data and staff goals for 2014-2015 to determine one component from the Danielson Framework most in need of improvement to provide professional development to all teachers. The professional development will include enhancing teacher effectiveness and instructional practices for this component in all core subject areas. • Future observations will include actionable feedback related to this component. 	All Staff	January to March	Administration
<ul style="list-style-type: none"> • Monthly newsletters will include ways that parents can assist their child at home within the area of focus. 	Parents	January to March	Administration
<ul style="list-style-type: none"> • Teachers will share best practices in a non-evaluative format. • Inter-visitations will be scheduled so that teachers can offer one another feedback. 	All Staff	January to March	All Staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Professional development time each week will be focused around assessment.
- “Winter Walk Through” will be conducted with a focus on assessment to norm evaluation practices and to identify patterns and trends across grade levels and school wide.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Observation data will be analyzed in March to determine if there has been an increase in the number of teachers being rated effective or highly effective in the area of 3d: Using Assessment in Instruction. Individual teacher observation data will also be analyzed to determine if there is consistency in the effective and highly effective rating. We will use this information to determine if our professional development has had an impact on teacher practice and to determine future professional development.

Part 6b. Complete in February 2015.

<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the results of our 2013-2014 School Environment Survey, 94% of parents are satisfied with the education their child has received at P.S. 76. 92% of the parents feel that the school offers a wide enough variety of courses, extracurricular activities, and services.

Our school’s strengths are:

- On average over 100 parents attend our monthly PTA meetings. Our PTA works collaboratively to plan informative and engaging workshops for students and parents. Student leaders co-facilitate each workshop.
- Monthly Coffee Friday and Coffee Tuesday meetings offer parents an opportunity to meet with Administration and other members of the school community to share feedback, praise, and suggestions to improve our school environment.
- Partnerships with outside community agencies allow us to offer various extracurricular activities to our students including dance, swim, cooking, and a band and chorus program.
- Collaboration with the New York Public Library Allerton Avenue Branch. Monthly calendar of events is sent home for parents. Teachers and students attend trips to the Library. Librarian visits our school and issues library cards to students.
- Partnerships with Astor Guidance and Jewish Board to assist parents in receiving counseling and guidance support.
- Monthly newsletters for parents in all content areas.
- School wide monthly newsletter for parents.
- School website with resources for parents, students, and teachers.

Our school’s needs are:

- To strengthen the parent leadership within our building.

Our priority need that will be addressing in our annual goal and action plan is to increase the involvement of parent leaders in our building.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the course of the 2014-2015 school year, there will be a 50% increase in the number of parent leaders who will volunteer to work with staff during PTA events.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal	Target Group(s)	Timeline <i>What is the</i>	Key Personnel <i>Who is responsible</i>
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<p>for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p><i>Who will be targeted?</i></p>	<p><i>start and end date?</i></p>	<p><i>for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Separate sign-in sheets for PTA executive board and SLT members will be available at executive board meetings and PTA meeting so that we can monitor parent attendance. • Follow up phone calls and emails will be made to re-schedule meetings at a time more convenient to the majority of the parents. • To collaborate and create a specific monthly focus for parents to take the lead at our monthly PTA meetings to ensure accountability and involvement. • To clearly delineate the roles and responsibilities of parent leaders. • Create a reflection sheet in which all members of the PTA executive board complete collaboratively at each PTA executive board meeting as well as all parents who attend the actual monthly parent meetings. • To encourage more parent leaders to be involved in our school community by creating Parent Ambassadors to promote more parent involvement. 	<p>PTA Executive Board Members and SLT Members and Parent Coordinator</p>	<p>November 2014 through June 2015</p>	<p>Administration and Parent Coordinator</p>
<ul style="list-style-type: none"> • To assign point persons from the PTA executive board and SLT to ensure that the planned monthly parent activities are scaffolded to meet the needs of the sub groups (SWD's and ELL's). 	<p>Parents of SWD's and ELLs</p>	<p>November 2014 through June 2015</p>	<p>Administration, Parent Coordinator and point person for SWD's and Ell's.</p>
<ul style="list-style-type: none"> • Review the monthly parent attendance at PTA meetings, PTC, Coffee Friday and Coffee Tuesday attendance to compare the monthly PTA topic to the parent attendance. 	<p>Parents</p>	<p>November 2014 through June 2015</p>	<p>Administration, Parent Coordinator</p>
<ul style="list-style-type: none"> • Parents are provided with written follow up on the implementation of their suggestions and ideas from Coffee Friday and Coffee Tuesday to encourage their collaboration. To collaboratively review the reflection sheets to drive our future planning. 	<p>Parents</p>	<p>November 2014 through June 2015</p>	<p>Administration, Parent Coordinator</p>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- PTA Executive Board and School Leadership Team members.
- Parent Coordinator
- Scheduling time for formal meetings and follow up time for staff and parent collaboration

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

In February, we will analyze the monthly parent attendance sheets, feedback forms, and meeting agendas that will include parent leadership participation for parent meetings conducted thus far to determine if there is an increase in parent involvement.

Part 6b. Complete in **February 2015**.

- | | | | | |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	<p>Leveled Literacy , Guided Reading and Foundations are provided to students struggling in reading and to students who need support to move reading levels; ELA Program – Gr 4 and 5 students attending achieved a score of 2.5-2.9 on the 2014 ELA exam Gr 3 students attending are performing at level 2 in ELA ELL Program – students attending have are designated as Advanced students on 2014 NYSESLAT Immigrant Program – students new to the country in 2014 attend this program</p>	<p>Grades 1-5 – teachers use a variety of strategies dependent upon individual student needs.</p> <ul style="list-style-type: none"> • Leveled Literacy Instruction (LLI) supplementary literacy intervention includes strategies to improve fluency, phonics, reading and writing including phonics, word work, repeated readings, guided reading, writing responses and on-going assessment and discussion on texts read • Guided Reading – support for small groups of readers as they learn to use various reading strategies (context clues, letter and sound 	<p>LLI – small group Guided Reading – small group Foundations – whole class ELA Program – 12-15 students in a group ELL Program – 12-17 students in a group Immigrant Program – 5-7 students in a group</p>	<p>LLI – during the school day daily Guided Reading – during the school day Foundations – during the school day ELA Program – after school ELL Program – before school Immigrant Program – after school</p>

		<p>relationships, word structure, etc.)</p> <ul style="list-style-type: none"> • Foundations – Self-contained classrooms; a phonological/ phonemic awareness, phonics and spelling program . Lessons focus on carefully sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling • Grades 3-5 ELA Program ELA strategies for comprehending complex text and responding to text-based questions. • ELL Program NYSESLAT support and preparation • Immigrant Program additional support in speaking, listening, reading and writing provided based upon 		
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		student need.		
Mathematics	<p>Go Math Tiered Intervention activities – students selected based upon assessment results and daily performance in math</p> <p>Math Program - Grade 4 and 5 students scoring between 2.5 and 2.9 on the Math State exam</p>	<ul style="list-style-type: none"> • Go Math Tiered intervention activities – Tier 2 and Tier 3 math intervention activities specifically designed to address student misunderstanding at different levels • Math Program Multiple strategies and additional support provided to assist students in problem solving and solving multi-step problems 	<p>Go Math Tiered intervention activities- small groups</p> <p>Math Program- groups of 12-15 students</p>	<p>Go Math Tiered intervention activities – during the school day</p> <p>Math Program –after school</p>
Science	N/A	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students struggling with social/emotional issues are serviced	At risk Counseling – provided by the guidance counselor. Strategies taught may include conflict resolution, peer mediation, reflection and coping skills	Individual or in small groups	During the school day

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.
We work with several Colleges to provide student teaching placements, field work experiences and observation experiences to both undergraduate and graduate level students. Potential candidates are observed in these positions and recommendations are made by cooperating staff for future employment. Newly hired staff members are assigned to teach in their license areas. At present all staff members have been identified as highly qualified.

2b. 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).
Ongoing professional development each week will be provided with a focus on looking at student work and the Common Core Learning Standards. Administration is committed to observing all teaching staff and providing actionable feedback with a focus on student learning. Differentiated professional development is offered throughout the year to support teachers in growing and developing professionally. Staff and Administration participate in professional development offered by our Network and NYCDOE.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

Parents and students are invited to an Orientation in June for the upcoming school year. Children have an opportunity to meet their teacher and visit their classroom. Parents participate in an informational session with administration. Parents are given a packet of resources to help their child transition to Kindergarten. Parents then accompany their child on the first day of school and have an opportunity to meet their child’s teacher again and to hear about their expectations for the year.

4b. 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.

For the 2014-2015 school year a MOSL committee was formed to make recommendations to administration on the local and state measures that would be used to evaluate teacher effectiveness. All staff was presented with the recommendations. Professional Development was provided to all staff on norming scoring practices and on analyzing student work to plan for next steps in instruction.

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 (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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 <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , 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	758,441.00	X	10, 14, 17
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	211,124.00	X	10, 14, 17
Title III, Part A	Federal	16,304.00	X	10, 14
Title III, Immigrant	Federal	17,791.00	X	10, 14
Tax Levy (FSF)	Local	5,131,544.00	X	10, 14, 17, 20, 23

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.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

E P.S. 76
THE BENNINGTON SCHOOL
900 ADEE AVENUE
BRONX, NEW YORK 10469
Louise Sedotto
Principal

Candice Pantano
Assistant Principal

Maria Cioffi
Assistant Principal

Julie Porras
Assistant Principal

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 the school. **P.S. 76x** 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 the school and the families. The 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 the school community. **P.S. 76x** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC)

**P.S. 76
THE BENNINGTON SCHOOL
900 ADEE AVENUE
BRONX, NEW YORK 10469
*Louise Sedotto
Principal***

*Candice Pantano
Assistant Principal*

*Maria Cioffi
Assistant Principal*

*Julie Porras
Assistant Principal*

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

PTA Meetings, Workshops.

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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check my child's schoolbag and folder daily for notices, homework, tests, and quizzes;
- 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, school wide policies, and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 11	Borough Bronx	School Number 076
School Name The Bennington 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 Louise Sedotto	Assistant Principal Maria Cioffi
Coach	Coach type here
ESL Teacher Penelope McKown/ESL	Guidance Counselor type here
Teacher/Subject Area Mary Cullen/ESL	Parent Muna Mustafa
Teacher/Subject Area	Parent Coordinator Gloria Peralta
Related Service Provider type here	Other Jillian DiPalma/ES
Network Leader(Only if working with the LAP team) type here	Other Marian Hartstein/ ELS

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.	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1048	Total number of ELLs	135	ELLs as share of total student population (%)	12.88%
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-in	6	5	2	1	0	0								14
Pull-out	0	0	2	4	6	4								16
Total	6	5	4	5	6	4	0	30						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	135	Newcomers (ELLs receiving service 0-3 years)	111	ELL Students with Disabilities	21
SIFE	0	ELLs receiving service 4-6 years	24	Long-Term (completed 6+ years)	0

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. [i](#)

	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	111	0	14	24	0	7	0	0	0	135

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	111	0	14	24	0	7	0	0	0	135
Number of ELLs who have an alternate placement paraprofessional: <u>2</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	14	15	19	10	13	16								87
Chinese		1	1											2
Russian														0
Bengali		1												1
Urdu	1					1								2
Arabic	8	6	12	5	3	4								38
Haitian														0
French						1								1
Korean														0
Punjabi														0
Polish														0
Albanian				1										1
Other	2					1								3
TOTAL	25	23	32	16	16	23	0	135						

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)	20	8	4	3	4	3								42
Intermediate(I)	13	16	6	8	4									47
Advanced (A)	12	7	7	4	12									42
Total	45	31	17	15	20	3	0	131						

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	1	0	0	14
4	11	6	0	0	17
5					0
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	14	1	0	0	0	0	0	0	15
4	9	1	8	0	1	0	0	0	19
5									0
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	7	0	9	0	0	1	19
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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.
Our school uses the Teacher's College Reading and Writing Project (TCRWP) assessments to assess the early literacy skills of our ELLs. To answer this question, we looked at the October 2013 data for Independent Reading Levels, as measured by the TCRWP assessments. We looked at students in this year's kindergarten and first grade classes. Of the students in this year's kindergarten

class, twenty-one students scored at the Pre-A level. Two kindergarten students scored at Level A and two scored at Level B. When we look at the data for this year's first graders, we see that two students, who are new admits, scored at the "Pre-A" level. Two of our first graders scored at Level A and eleven scored at level B. In addition, we had three students score at Level C, two scored at Level D, one scored at Level E, and one at Level G.

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

Our kindergarten students are all assessed with the LAB-R. In the other grades, newcomers are assessed with the LAB-R, while students who are already ELLs are assessed with the NYSESLAT. At the beginning of this school year, in September and October, we administered the LAB-R to 32 new students. All of the students who were tested were found to need ESL services. Twenty-seven students scored at the Beginner/Intermediate level of English proficiency on the LAB-R. Five students scored at the Advanced level of English proficiency on the LAB-R. This data indicates that our school is receiving a greater number of students who are in need of ELL Support Services. We also have more new students with a Beginning level of English proficiency than students with an Advanced level of English proficiency. When we look at the overall NYSESLAT proficiency results, we see that sixteen students scored at the Beginner level, forty-seven students scored at the Intermediate level, and thirty-seven students scored at the Advanced level. In addition, nine students scored as Proficient in all modalities and tested out of receiving ESL services. Last year, we had 146 students taking the NYSESLAT in total. Of that number, thirty-nine were taking the exam for the first time. Of the remaining 107 students, 15 scored at the Proficient level in all four modalities and 41 students advanced from one level of English proficiency to the next or moved up within the same level. In total, 15% of our ELLs tested out of receiving services and 38% ELL students either advanced from one level of English proficiency to the next or moved up within the same level. As ELL students progress from year to year, we definitely see a higher percentage of Advanced level students, as well as Proficient students, in the upper grades. Throughout the school year, we receive many new students, with varying language proficiencies, from many different countries. Our data is constantly changing as these new students are admitted to our school.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 - a. Looking at the NYSESLAT test scores across the modalities, we see that most of the ELLs, throughout the grade levels, are less proficient in reading/writing than in listening/speaking. The ELLs writing and reading scores have been an area of concern for our school. Our school is providing additional support for all students in literacy within the school day through our Academic Intervention Support (AIS) program. We will examine samples of student writing and target areas of improvement during monthly teacher team meetings. In designing their schedules for push-in services, ELL teachers make it a priority to work with the ELL students during classroom instruction in reading and writing. The school also offers a software program, Imagine Learning, which is designed to enhance the development of English language skills, including vocabulary building. All 135 ELL students in our school are required to use the program for twenty minutes daily.
 - b. How does your school use information about Annual Measurable Achievement Objectives? Since we were 3% points short of meeting our AMO target and 1.7% points away from meeting our AMO 2, we have reconfigured the design of our ELL program so that our ELL students are being grouped for instruction by proficiency level, rather than by grade level. Due to the amount of beginning level ELL students on second grade we have created a homogenous class so that ELL support can push in multiple periods a day.
 - c. What does the data reveal? The data reveals that 62% of our ELL students made progress.
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. Looking at the scores of ELL students taking the ELA test in third grade (this year's fourth graders), we see that the greatest number of ELLs, thirteen students, scored at a Level 1. One student scored at a Level 2, and no students scored at Levels 3 or 4. In last years fourth grade (this year's fifth grade), the greatest number of ELLs, 11 students, scored at a Level 1. Six students scored at a Level 2 and no students scored at levels 3 or 4.

In looking at the NYS Math scores for our ELL students in last year's third grade, we see that all fifteen students scored at a Level 1 (one of the fourteen took the test in their Native Language). In last years fourth grade we see that ten students scored at a Level 1 (nine took the test in English and one in the native language). Eight ELLs scored at a Level 2 and one student scored at a Level 3. No one in fourth grade scored at Level 3 or 4.

When analyzing our NYS Science test scores for last year's fourth grade, we see that two students scored at a Level 1, seven students

scored at a Level 2, nine students scored at a Level 3 and one student, who took the test in the native language scored at a Level 4. As we look at the data across all three state exams, we see that the ELL students scored mostly in Levels 1 and 2 for ELA and Math whether the test was given in English or their native language. In Science, the scores of the students ranged from Level 1 to Level 3 when taken in English, with the exception of one student who scored at a Level 4 when taking the test in his native language.

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

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

5. 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](#).)

Our school uses data to guide instruction for ELLs within the Response to Intervention framework by providing students on each grade level with a period of Academic Intervention Support (AIS) every day. During this period, an AIS teacher pushes into the classroom to assist the classroom teacher in small group instruction. The classroom teacher and AIS teacher work collaboratively to analyze data and plan accordingly. Both the classroom teacher and AIS teacher are using formal assessment and data collection as well as informal assessments to plan for instruction with English language learners. In addition to the AIS period during the school day, thirty-six ELLs receive additional services after school on Monday and Tuesday. These students were selected for the after school program based on data collected from the 2013 NYSESLAT scores.

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

To ensure that a child's second language development is considered in instructional decisions, all teachers are required to differentiate within their lessons to meet the needs of the English language learners. Teachers must analyze their data on the ELL students and plan lessons to accommodate the varying language proficiencies in their class. In our school's self-contained ESL class, the teacher plans purposefully in all content areas in consideration of the second language development of her students. For example, in literacy, during shared reading or a read aloud, the teacher provides pictures that correspond to the vocabulary from the story that the students will need to understand. The vocabulary words and corresponding pictures are kept on display for the students to refer to on the word wall in the classroom. In writing, the teacher provides the students with individual word banks to help in the prewriting stage to plan what they will write about. The teacher uses strategies such as writing in sentences with repetitive patterns to reinforce language. In writing, she differentiates for students at different levels of English proficiency by providing different styles of paper for the students at each level. When the teacher performs reading assessments, she carefully selects books according to the students' schema. When the children retell the story, she allows them to say words in their native language if they do not know the word in English. She assesses the students based on their ability to read and understand, even if they cannot yet fully express themselves orally. In math, she considers their second language development by focusing daily on the English words for numbers and how to pronounce the names of numbers in English, particularly three digit numbers. The push-in ESL teacher and this teacher meet to plan collaboratively once a week, ensuring that there is cohesive instruction in this self-contained class.

In addition to planning purposefully with differentiation for ELLs, we have a school wide emphasis on vocabulary in which teachers are incorporating Tier two and Tier three words in all lessons for all students. Our administrative team sets high expectations for our students to expand their academic vocabulary by providing a "Principal's Word of the Week" each week. Every week, our principal introduces a new Tier three word to our students. The students are encouraged by teachers to use this word in their work and every day conversations. Students are recognized for successfully using the word of the week.

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?

Our school does not have a dual language program.

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

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

We also measure the success of our program by looking at how well the student is progressing and performing academically. We look at classroom and standardized assessments to measure academic performance. We also consider how many students pass the NYSESLAT each year, and we also monitor data to see how the students advance through the levels of language proficiency. In 2010,

twelve of 142 ELLs tested as Proficient in all areas of the NYSESLAT. Thirty students advanced by one proficiency level, and six students advanced by two proficiency levels. In 2011, of the 133 students who took the NYSESLAT, fifteen tested as Proficient in all four modalities of English. Twenty-nine students were taking the NYSESLAT for the first time. Of the remaining 102 students, fifty one students advanced from one level of English proficiency to the next. In total, sixty-four percent of our ELL students either tested out of ELL services or advanced from one level of English proficiency to the next. In 2012, 13 of 137 ELLs tested as Proficient in all areas of the NYSESLAT. Twenty-five students advanced by one proficiency level, either from Beginner to Intermediate or Intermediate to Advanced. Six students advanced by two proficiency levels moving from Beginner to Advanced. This past year, 2013, we had 146 students taking the NYSESLAT in total. Of that number, thirty-nine were taking the exam for the first time. Of the remaining 107 students, 15 scored at the Proficient level in all four modalities and 41 students advanced from one level of English proficiency to the next or moved up within the same level.

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](#).)

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

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

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

All of our students who are LEP/ELL entitled are administered the New York State English as Second Language Achievement

Test (NYSESLAT). The NYSESLAT is administered annually in the spring, during the months of April-May. Students are assessed in the four modalities (Listening, Speaking, Reading and Writing) in order to measure their progress in developing full proficiency in the English language. The NYSESLAT is the only assessment which can determine if the students are eligible to continue receiving LEP/ELL services. When students are fully proficient in all four modalities as assessed by the NYSESLAT, they are no longer eligible for ELL support services. At this point, a Non Entitlement/Transition letter is sent home to the parents. Copies of these letters are kept on file at the school also.

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.

At P.S. 76, we strive to ensure that parents fully understand all three ELL program choices which are offered by the NYC DOE: Transitional Bilingual Education (TBE), English as Second Language (ESL) programs, and Dual Language. The school adheres to the state requirement of placing ELL children in an appropriate program within ten days of their enrollment in the school. Therefore, we make every effort to inform parents of their program choices in a timely manner and in a language which they easily understand.

At the beginning of the school year, the ELL Support teachers, Penelope McKown, Marian Hartstein, Mary Cullen, and Jillian Dipalma, in collaboration with the Parent Coordinator, Gloria Peralta, hold a Parent Orientation meeting, where parents are informed about program choices for their child. At these sessions, parents are informed about the processes of identifying, placing, and assessing English Language Learners according to NYS education regulations. The meeting is conducted by the ELL Support teachers, Penelope McKown, Marian Harstein, Mary Cullen, and Jillian Dipalma, with the assistance of the Parent Coordinator, Gloria Rivera Peralta, and the school's administration. The Principal, Mrs. Louise Sedotto, and an Assistant Principal, Mrs. Maria Cioffi, attend the meeting and welcome the parents to the school. During the orientation sessions, parents view a DVD which further explains and demonstrates program choices. This DVD is shown in several different languages to insure that parents are fully informed of the program choices for their children. At the beginning of the meeting, parents are required to sign in on a sheet of paper with spaces for their names and the names of their children. They are given copies of the ELL Parent brochure, in English and in various languages depending on the needs of the parents. Parents watch a brief PowerPoint presentation which includes a welcome, the agenda of the meeting, and a flow chart which explains the ELL Identification Process. Paper copies of the agenda and sign-in sheets are retained at the school. At the orientation meeting, parents are also informed about the curriculum, academic expectations, assessments, specifically the NYSESLAT, and ways they can support their child during the school year. The Parent Coordinator, Gloria Peralta, also speaks in English and Spanish about her role as a resource and support to the parents. Parent volunteer translators are available at this meeting to make sure that all of the parents understand what is being said.

After the DVD is viewed and discussed with the parents, and after a question/answer session, parents are given the Parent Survey and Program Selection Form to complete. Parents will then decide which program is suitable for their children and mark their choice on the form. If P.S. 76 does not have the program the parent requests, he/she is offered a list of city schools which do offer Transitional Bilingual Education programs and a list of schools which offer Dual Language programs.

At the orientation session, we strive to collect the Parent Survey and Program Selection Form before the parents have left the meeting. This helps us insure appropriate programming within the ten days of enrollment. If parents are unable to attend the first orientation meeting for ELL parents, they are contacted by telephone to see when they might be available to come in to view the DVD and complete the Parent Survey and Program Selection Form. This year, two additional orientation meetings, one in the morning and one in the afternoon, were also scheduled to help meet the needs of the parents. If parents are unable to come to the school for any of the three meetings, the forms are sent home for completion and signature before being returned to the school. We will hold several orientation meetings to accommodate the needs of the parents. If a new ELL is admitted after the first few weeks of the school year, we will arrange a special time for the parents of that child to view the Orientation DVD and to make their selection of program using the Parent Choice Survey. Follow-up phone calls will be made to insure that the parent completes the Parent Survey form. We will rely on Gloria Peralta, our Parent Coordinator, other school personnel such as Spanish-speaking teachers and paraprofessionals, and parent volunteers as interpreters to make sure that the information is communicated in a language which is easily understood by the parents. The ESL Coordinator, Penelope McKown is responsible for the distribution of the forms and for insuring that they are completed and returned in a timely manner. The Parent Coordinator, Gloria Peralta Rivera, may assist when a Spanish speaker is needed, as may a parent volunteer translator when other languages are needed.

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

Entitlement letters, translated into various languages as needed, are sent home with the children to invite the parents of the newly identified ELLs to the meeting. Due to the importance of the information shared at this meeting, follow-up phone calls are made to

insure that the parents have been made aware of the meeting and the need to complete the Parent Survey and Program Selection forms.

Because we often have so many new ELLs in our school, we schedule several orientation sessions at the beginning of the school year. To help fit the schedules of our parents, we usually have orientation sessions in the morning, after school, and in the evening. To help us keep track of which parents will be attending which sessions, we also send home a tear-off response form. This allows us to track the responses of the parents and to plan effectively for each orientation session. If these response forms are not returned to the school in a timely manner, we follow up with phone calls with translators if necessary, or we may send a copy of the Entitlement Letter home again. We also enlist the aid of our Parent Coordinator, Gloria Peralta, or classroom teachers, to speak with parents at dismissal time to check on the whereabouts of the response forms.

The originals of the Entitlement letters are sent home with the students and copies are kept in the ELL Department files. The completed Parent Survey and Program Selection forms are also kept on file at the school. The original document is kept on each student's cumulative folder and copies are filed in the ELL office. When students are continuing to receive ELL services, their parents receive a Continuation of Services letter. These letters are sent home with the students, and copies of the letters are kept on file at the school in the ELL Support room, which is able to be locked so that materials are kept secure.

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.
At P.S. 76 we honor the parents' choices as indicated on the Parent Survey form. We provide the form in multiple languages from the DOE website and we have translators present at orientation meetings to insure that parents understand the important choices they are making in selecting a program for their child.
The ESL teachers work together to determine in which instructional grouping a new student will be placed. An email is sent to the Administration, other ELL teachers, the Parent Coordinator, and Testing Coordinator when a new ELL is admitted and placed in an ESL instructional group. This email indicates that a new ELL has been admitted or identified and which ELL Support teacher will be servicing that child. This notification of a new student insures that all ELL children are being serviced.
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.
Planning for the administration of the NYSESLAT is taken very seriously at P.S. 76. The ELL teachers work with the Testing Coordinator to devise a schedule so that every child takes all parts of the NYSESLAT. ELL teachers also consult ATS reports and ARIS to double check that all identified ELL students are included in the testing schedule.
During the days of the NYSESLAT testing, the ELL teachers use a checklist to be sure that each child is tested in each of the four modalities. At the end of each testing day, the four ELL teachers meet with the Testing Coordinator to review the day's progress and the steps that need to be taken in the testing process for the next day. Student absences are carefully noted and adjustments are made to the testing schedule to be sure that no student is missed or omitted from the testing.
ELL teachers administering the test adhere strictly to the rules for giving the NYSESLAT. A schedule is carefully devised so that for the Speaking part of the exam, ELL teachers are not testing the students they teach. We also take care to see that ELL teachers are not scoring the Writing tests of the students they teach.
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. 
At P.S. 76, based on parent selection, we currently offer a freestanding ESL program in which instruction is delivered in English, using both push-in model and pull-out models. This year, for the first time, we also have a self-contained ELL class with twenty-five second graders. All of our programs are aligned with the parents' requests based on the Parent Survey and Program Selection forms. During the 2009-2010 academic year, one parent chose a program other than the freestanding ESL. In the 2010-2011 academic year, one parent also chose a program other than freestanding ESL. In the 2011-2012 academic year, the parents of one child chose a TBE program.
During the 2012-2013 school year, forty students took the LAB-R and were identified as ELLs. All of the parents of these children selected freestanding ESL as their program choice. So far in the 2013-2014 school year, we have had thirty-two children take the LAB-R exam and be identified as new ELLs. All of the parents of these children selected the freestanding ESL program as the program of choice for their children.
For those parents who do not wish to have their children enrolled in the ESL program, we retain a list of names and we have advised those parents that we currently do not have enough children for a TBE or dual language class, based on how parents have completed the Parent Survey and Program Selection form. We also provide parents with a list of schools in the city that offer TBE

or dual language programs.

Communication with the parents, if they do not speak English, is done by our Parent Coordinator, who is fluent in Spanish, or by a parent volunteer translator for the other languages spoken by our parents. We have observed that the trend in our school is for parents to select ESL as their program of choice. With our multiple parent orientation sessions and associated materials in each parent's native language, we insure that not only is parent choice being honored, but that parents are fully informed of their rights and choices.

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])?

We have a freestanding ESL program for students in grades K-5, with four full-time licensed ELL teachers. We service a total of 135 students. ELL students at P.S. 76 speak nine languages; they are Arabic, Albanian, Bengali, Chinese, French, Fulani, Hindi, Spanish and Urdu. Currently there is one teacher for ELLs in Kindergarten, one teacher for ELLs in grades 1 and 2, and two teachers for ELLs in grades 3-5. We use a variety of program models to accommodate the varied needs of our students as well as the layout of our large, sprawling buildings. Kindergarteners and first graders, whose classrooms are located in a separate building next to the main school building, are serviced using push-in methods.

Because of the large number of Beginner and Intermediate ELLs in the second grade this year, we created one self-contained class of second graders. All of the Beginner and Intermediate students in that class receive push-in services during the day. The large number of Beginners in that classroom has resulted in several small Beginner and Intermediate groups that are serviced every day-- some multiple times each day-- in order to meet their mandated number of minutes. A small number of Advanced students in that class are pulled out and serviced with other Advanced students on the grade.

With the exception of our students in a self-contained Special Education class, our students in grades 3-5 are pulled out for ESL instruction into one of two dedicated ESL classrooms. For students in the self-contained class Special Education class however, we feel that it's in their best interests to service them in their own classroom, an environment in which they're familiar and comfortable. Regardless of the model, ELL groups are always formed by proficiency level within each grade, and instruction

is always given in English.

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)?

Two additional licensed and certified ESL teachers, one full-time and one part-time, were hired at P.S. 76 in November of 2012, bringing our total number of ESL teachers to four. This year, we have four full-time ESL teachers. Great care is taken when scheduling ESL instruction at the beginning of the school year to ensure that all ELL students receive the mandated number of instructional minutes. This year we have organized the groupings and schedule according to proficiency level to ensure that we are in compliance with the mandated ESL minutes and in order to better meet the needs of our ELL students.

Beginner and Intermediate students receive ESL instruction for one fifty-minute period every day. Advanced students receive ESL instruction for one fifty-minute period three times each week. In addition, every ELL student in the school receives additional instruction through our ESL software program, Imagine Learning English, five times weekly, for thirty minutes each day. This program gives them differentiated instruction and review in speaking, reading and listening in English. Imagine Learning English is a research-based program which was designed in accordance with the Report of the National Literacy Panel on Language-minority Children and research found in many scholarly articles. Students use the software on a computer independently, and their usage of the computer is supervised by a classroom teacher. Finally, during our extended day program, students who still need additional instructional time to comply with their mandated minutes are given one additional hour of instruction immediately after school on each of two school days.

While all ESL instruction is given in English, we strive to use multiple methods to connect with the children in their native language. New York City Department of Education translators in Spanish, Arabic and French are used to translate state tests for the students. Our school library has a growing collection of books in Spanish and Arabic, which the students are encouraged to borrow and read. Collections of books in various languages are also available in our ESL rooms, and used with not only students brand-new to the country, but with those who are increasingly comfortable with English as well. Two of the ESL teachers here at P.S. 76 speak some Spanish, and two speak some French. Those languages are called into service often to ease the way for brand-new students. While none of the ESL teachers here speak Arabic, our teachers have made connections within the Arab community and have enlisted parent volunteers who come to the school to help with translations and to help with acclimating new Arab students. We are able to access a selection of leveled readers in Spanish and French through our school's subscription to Reading A-Z.com. We use these native language texts and their English counterparts to instruct those children who are literate in French or Spanish. Reading A-Z also offers an extensive collection of graphic organizers which help the ELLs with planning, classifying and writing information. There are also many picture-based activities which can be printed out to help those children in the beginning stages of learning English. We also have a lending library of English-Arabic and English-Spanish dictionaries which teachers use in classrooms with new ELLs.

P.S. 76 is a diverse community, and the ESL teachers make every effort to not only honor that diversity but to celebrate it. Lively discussions in ESL often center around the customs and holidays of our students' native cultures. Children are encouraged to discuss how their own families celebrate their family's holidays here in New York, as well as back in their native land. Books are read describing the different cultural traditions, and students are encouraged to speak and write about their own cultural experiences.

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.

Where the pull-out model is used, teachers work with small groups of children. Our goal is to teach English through the content areas using ESL strategies and carefully selected materials. Using curriculum maps as well as information gleaned from discussions with classroom teachers as well as grade level meetings, ELL teachers will pre-teach vocabulary and some basic concepts that will be used in a unit of study within the classroom. Using materials that enable ELLs to more easily access content information, ELL teachers might use computers to engage student involvement, agreed-upon rules of discussion for classroom debates, and leveled fiction and non-fiction books that will both enhance the students' background knowledge and provide another point of access to the challenging content material taught in the classroom.

All ELL teachers at P.S. 76 rely on the Common Core Standards when preparing their lesson plans. Classroom discussions are emphasized, and higher-level thinking questions incorporated into every lesson plan and asked at every lesson. As ESL teachers, we are aware that language is an invaluable tool for thinking and for making meaning within the content areas. We integrate explicit vocabulary instruction into our regular ESL classes, putting particular emphasis on Tier II words, and when appropriate, Tier III words. (This year, the citywide expectation emphasizes vocabulary, so we have created Tier Word Walls in every classroom, listing words we've used in lessons that fall into Tier I, Tier II and Tier III.) We create opportunities for students to talk about content

with their fellow students, whether through “turn and talks” in pairs, or through whole group discussions. We use lots of visuals: realia, video clips, photos from magazines, books or the internet, to reinforce concepts and new vocabulary. We use manipulatives and hands-on materials such as counters, ten-frames, and counting cubes when teaching math. When students are writing, we use carefully-selected graphic organizers to help them organize their words and thoughts.

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

At the beginning of the year, all new students who are native Spanish speakers are given the Spanish LAB test. We use that data to determine if they have literacy in their native language. We use licensed, Spanish-speaking teachers to give the Spanish LAB. Throughout the year when necessary, we use Department of Education translators to translate state tests into Spanish, Arabic and French.

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

There are multiple opportunities for informal assessments during the course of each ESL lesson. Class discussions, partner reads, listening in on ‘turn and talks’ provide opportunities to assess each child’s progress in oral expression. Assessing listening comprehension is also done on an almost daily basis throughout the day’s lesson: watching to see how well a child can follow verbal directions and how well she reacts to and participates in picture walks and read aloud’s provides numerous opportunities for informal assessments. Leveled reading scores are taken at the beginning of the year, and Fountas and Pinnell levels are taken every month thereafter by the classroom teacher. Writing is done throughout the year in ESL classes, providing immediate and concrete evidence of progress in organizational and writing skills. The New York State ELA test in the spring provides additional information about the reading and writing skills of our ELLs. The ELL teachers also use NYSESLAT samplers from the previous year to assess the four modalities of their students over the course of the year. Giving our students this evaluative and state-approved test not only gives the students preparation for the real NYSESLAT at the end of the year, it provides valuable assessment information when given in the fall, winter and then spring as well. In addition, Imagine Learning English, our computer-based program, assesses all four modalities and provides periodic evaluative reports. These reports help focus instruction and determine next steps.

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) At P.S. 76, instruction for ELLs is differentiated according to the needs of the students and the level of their proficiency in English. We currently do not have any children who have been designated as SIFE. If we do have any SIFE children admitted, we would take the following steps to ensure that the child is appropriately serviced as an ELL with interrupted formal education. SIFE children will spend extra time using our ELL software program, Imagine Learning English, which provides one-on-one individualized training in vocabulary development, phonemic awareness, letter recognition, listening comprehension, reading fluency, and conversational skills. This program also provides assessments which allow teachers to see the strengths, weakness, and areas of mastery of the students. ELLs who have been designated as SIFEs will also receive AIS services, as appropriate, if their reading scores are below grade level. Guidance counselors are available to support the SIFE children, should they need special help in adjusting to the new school or their new country.

b) This year, one of our ELL teachers created a collection of resources to be given to classroom teachers for beginner English language learners to be used within the classroom. This includes flash cards to be given to beginner ELL students as well as worksheets that can be completed independently or with a partner during class time. These resources can be used within the class or taken home for extra practice, and are designed to enhance phonetic awareness and increase English language proficiency.

Newcomers in grades K-2, who have been in this country for less than three years, also will spend extra time using the Imagine Learning English software. If the child has literacy skills in the native language, efforts will be made to provide age-appropriate books in the native language for independent reading during Readers Workshop. The ELL Support room has a collection of story books and children’s classic books which are available in Spanish, Urdu, French, Arabic, Bengali, and Punjabi. Our subscription to Reading A-Z.com provides many leveled readers in numerous foreign languages in addition to English. Dictionaries in English and the native languages, including picture dictionaries, are also provided for newcomers. The ELL teachers and other push-in support teachers, along with the classroom teachers, provide instruction in test-taking strategies to ELLs who must take the ELA exam after having been in this country for only one year. Selected newcomers, long-term ELLs, and ELLs who have been in this country for 4-6 years will also use the Imagine Learning English software to develop their language skills. The ELL teachers will also work closely with these children to prepare them for the NYSESLAT exam, using workbooks which have been especially designed for practice in the speaking, writing, listening, and reading portions

of the test. Where appropriate, some students in grades 3 and 4 who read below a Level J use a strategic guided reading program called the Fountas and Pinnell Leveled Literacy Intervention (LLI) program. Students in this program are offered intensive support and are taught in small groups by paraprofessionals from our Academic Intervention Services program.

c) We service all of our ELLs until they pass the NYSESLAT test, regardless of how long they've been in an ESL program. For those students who have been in ESL for more than four years, we try to focus on their writing as well as their reading and comprehension of academic non-fiction. Frequently, we will try to give them extra attention during our after-school programs in an effort to give them the boost they need to pass the NYSESLAT in the spring.

d) We are aware that long-term ELLs are at risk for not finishing high school, and we strive to insure that these students will receive the support and instruction they need in order to succeed. Two years ago, staff at P.S. 76 have begun a program to familiarize students with colleges. Teachers have posted college banners and signs outside their rooms with information about the colleges they attended and pictures of the college mascots. There is a bulletin board prominently displayed in our school lobby with a map marking where all our staff attended college. On Fridays, teachers wear a T-shirt or sweatshirt with the emblem of the college or university they attended. Teachers are also encouraged to speak to their students about the colleges they attended. In this way, we hope to promote interest in pursuing a college education and to encourage our students to stay in school. In addition, our long-term ELLs frequently make up part of our after-school program, receiving a total of two extra hours each week of English language instruction. Finally, our long-term ELLs, like the rest of the ELLs in the school, spend 20 minutes each day on Imagine Learning English, our computerized English Language Learning program.

e) While we don't service most ELLs who have already tested proficient on the NYSESLAT test, we make sure to give them the testing accommodations they are entitled to: time and one half on all state tests, as well as testing in a location separate from the rest of their class. Occasionally, if we determine that the student can still benefit from the support, we will have that student continue to use Imagine Learning English, the computer program used by the rest of our English Language Learners.

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?

Whatever the grade and whatever the ESL program, we strive to stay true to the grade level of the students we're teaching. We use grade-appropriate materials, whether books or pictures, visuals or media. We use materials that are related but not identical to the materials used in their classrooms so that the students can more easily access the content information being provided by their classroom teachers. This year, there is a school-wide effort to make sure all teachers and support staff are employing the same instructional strategies in their lessons. For example, each classroom displays a poster with the RADD acronym, standing for Restate, Answer, Detail, Detail.

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 ELL teachers also provide support to those students who have been identified as having special needs. When ELL teachers push into self-contained classrooms, they work with very small groups of students and therefore are able to give each student a great deal of individualized instruction. They also write and monitor progress on specific ESL goals which are included as part of the students' IEP documents. ELL teachers are careful to record the service start dates for these students on SESIS. We also keep in our files the names, first attendance dates, and confirmation numbers of the special education ELLs. ELL teachers have been trained in using SESIS, the creation of ESL goals for IEPs, and for generating progress reports on these ESL goals. We currently have twenty-one ELL students with IEPs.

ELL teachers do push into all self-contained and most ICT classes to provide services to students with disabilities. We do not remove the students from self-contained classrooms for ESL services. Not only are their needs best met in their own rooms, but it allows us to provide ESL services in the least restrictive environment. Using ESL methodologies and scaffolding techniques, the ELL teachers reteach the classroom teacher's lessons to small groups of LEP students. Grade-level materials and instructional techniques are used to teach the ELL students, as they are used with all the special education students.

Our school uses curricular, instructional, and scheduling flexibility in a variety of ways to meet the diverse needs of ELLs with disabilities. In addition to push-in teachers to provide ESL services, other push-in teachers provide targeted assistance in literacy and math. Depending on their individual needs and as stipulated in their IEPs, students with disabilities may also receive other services such as speech therapy, physical therapy, occupational therapy, adaptive physical education, music therapy, and individual and group counseling. Within the school, we have a Child Study Team which meets on a regular basis to discuss the special needs of students who may be at risk or in need of special education services.

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

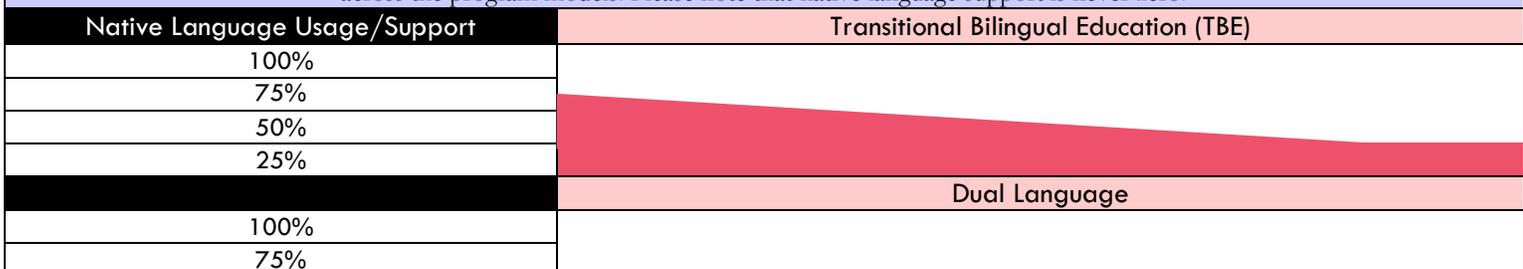
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Targeted academic intervention services (AIS) include push-in support by literacy teachers and paraprofessionals if the child scores below a certain level in reading. A literacy support teacher pushes in for one period five days a week and provides small group Guided Reading instruction and one-on-one conferencing to at-risk students. When the AIS literacy support teacher works with a small group for Guided Reading, the teacher will preview some of the words which may be challenging to the ELLs and provides them with the meanings of the words and how they might be used. This helps increase the vocabulary of the ELLs. Certain ELLs also receive support from the SETSS teachers, as appropriate. All instruction from support personnel is delivered in English.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program is a combination of the push-in and pull-out models. The age and layout of the buildings of P.S. 76 dictate some of these decisions. Most of our Kindergarten and first grade classrooms are housed in a modular building unit behind our main building. There are no available rooms in that "mini building" to service children who are pulled out of their classroom for special services. Hence, we push into those classrooms in the very young grades. This has the added advantage of keeping those young children in environments in which they're comfortable and ready to learn.
- In the upper grades however, our older students can be easily distracted by the activities going on in the classroom so we have dedicated ESL rooms available to service them on a pull-out basis. Another advantage of this pull-out model is that when these students find themselves in a relaxed, small group setting, they're much more willing to converse and ask questions than they often are in their primary classroom where they're surrounded by native English speakers. It's a low-risk environment that encourages conversation.
- Push-in or pull-out, however, ESL teachers make an effort to support the math curriculum by using ESL methodology to teach math vocabulary and concepts appropriate to each grade level. The majority of our fourth and fifth-grade ELLs receive two additional hours of ESL instruction in our after-school program every week. LEP students at all grade levels use the Imagine Learning English computer program to supplement their ESL classes.
11. What new programs or improvements will be considered for the upcoming school year?
- This year for the first time, students in grades K-2 will be learning the foundations of reading and spelling through the Foundations program, by Wilson. This is a widely-recognized program that teaches letter formation, phonemic awareness, phonics, vocabulary, fluency and comprehension by using structured, step-by-step methods. Students in grades K-five will be using the Ready Gen reading and writing program, a program designed to address the Common Core Learning Standards, as well as the New York City Department of Education's specific requirements. The Ready Gen program comes with tips and strategies for teaching English to ELLs, as well as special vocabulary enrichment component and a Response to Intervention component directed to teachers of ELLs. All students will also use Go Math, a focused elementary math program designed to address the Common Core Learning Standards in Math, and again, endorsed by the New York City Department of Education. This program comes with language support in the form of differentiated instruction and leveled activities to use with ELLs. Each lesson in go math also includes an enrichment part as well as a Response to Intervention part for additional differentiation. Go Math uses manipulatives and other hands-on materials to enhance instruction, a valuable component for ELLs.
- This year, all LEP students in grades K- 5 will use the ESL software program Imagine Learning English, five times each week, for a minimum of 20 minutes each day. In the past this program has been available to selected ELL students, but this year, all LEP students will use it. This program gives them differentiated instruction and review in speaking, reading and listening to English. Imagine Learning English is a research-based program which was designed in accordance with the Report of the National Literacy Panel on Language-Minority Children and research found in many scholarly articles. Students use the software on a computer independently and their usage of the computer is supervised by a classroom teacher.
12. What programs/services for ELLs will be discontinued and why?
(Maria Cioffi needs to help out with this information.)
- I Ready
 - The Fountas and Pinnell Leveled Literacy Intervention program (LLI) will still be used for struggling readers, but will be used more selectively than in the past. Instruction with this program includes strategies for improving reading as well as a writing component.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- At P.S. 76, ELLs are afforded equal access to all school programs. ELLs are able to participate in after school programs in music, drama, athletics, and a variety of activities such as singing in the school choir, joining the cheerleading squad and the school band. Our brand-new school newspaper, 76 Voices, boasts one ELL student on its staff; we hope to see more in the future.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- PS 76 has a new Technology class this year, where selected classes in grades K through 5 are taught basic keyboarding and computer skills once each week. In this class, children in grades K, 1, and 2 use specially designed interactive software to support their reading and phonics skills. The programs and games used reinforce sightword recognition and phonemic awareness. These programs are particularly valuable for LEP learners because there is an audio component to the programs, and students can not only read, but can hear the sounds and words as well.
- In grades 3-5, students in the Technology class learn to use the computer as a research tool. They will be doing online research in social studies topics such as the Mayan Indians (for 5th graders), the Iroquois (for 4th graders), and the Culture of Japan (for 3rd graders). After students complete their research, they will create a powerpoint presentation on their topic.
- In addition, all ELLs in grades k-5 use technology when working with the language development software, Imagine Learning English. They also have access to computers for educational games and activities in their classrooms. All classrooms in P.S. 76 are equipped with a Smartboard, and the ELLs benefit from the visually appealing features of this type of technology. Teachers use a variety of hands-on activities, such as games and other manipulatives to reinforce math concepts during their Math block. The ELLs also benefit from using the school's extensive resources in our new library, including a wide variety of leveled, high interest fiction and non-fiction books available in multiple copies for use in small-group instruction.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In both our push-in model and our pull-out program model, instruction is always given in English. However, we have Spanish-speaking school aides in those Kindergarten classes with Spanish-speaking ELLs. In our self-contained special education classes, we have Spanish-speaking alternate placement paraprofessionals to assist our Spanish speaking ELLs. When newcomers use the computer program Imagine Learning English, they receive initial instruction in certain native languages which are available as part of the software. Native language support also is available when newcomer LEPs with literacy skills in their original language are given independent reading materials in that language. Students taking certain assessments, such as the state math and science exams are able to take these exams in their native languages.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Our push-in model as well as our pull-out model of ESL instruction insures that our program supports the students in an age-appropriate way. When ESL teachers push in to the classroom, the children remain in their own classroom where instruction is appropriate to the grade level and age of the students. When students are pulled out, they are grouped with students in their own language proficiency level, within their grade level. Second graders learn with second graders. Fifth graders learn with other fifth graders.
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.
- When new ELLs are enrolled, we give them information about program choices at our Parent Orientation meetings. At those meetings, we introduce the parents to the school's Parent Coordinator, who speaks briefly about services she can provide to help new families. When a new ELL is added to a class, the classroom teacher frequently assigns another child who speaks the same language to be a "buddy" to the newly arrived student. This "buddy" helps in familiarizing the new child with the classroom routine and with the location of important places, such as the gym and lunchroom, in the school.
18. What language electives are offered to ELLs?
- Although no language electives are offered in our school, we honor the many different cultures of our students by including songs in various languages in our concerts and plays which are performed for parents.
19. For schools with dual language programs:
- How much time (%) is the target language used for ELLs in each grade?
 - How much of the instructional day are 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)?

Paste response to questions here:

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.

The four ESL teachers at PS 76 participate in various professional development activities at PS 76 and other locations. As part of professional development at school, the ESL teachers have recently taken an extensive workshop about the Imagine Learning English Program, which is used by every ELL at PS 76. This year, the four ESL teachers are working closely to monitor data generated by ILE, since using this ILE program is part of our ESL compliance, and data results are discussed with classroom teachers.

In terms of other Professional Development this year, two of the teachers have attended a workshop on reading and writing non-fiction, as well as a workshop on the LAP.

This summer all four teachers attended a Ready Gen workshop; one of the ELL teachers also attended a Go Math workshop. One teacher attended a two-day SIFE workshop. Two teachers attended a Metropolitan Museum of Art workshop on using Arabic art in the classroom, and one teacher attended a four-day writing seminar at the Windward School in White Plains, NY.

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

The ESL curriculum is closely aligned with the Common Core Learning Standards. All lesson plans target a Common Core Learning Standard, and the teachers design their lessons with one of the learning standards as a focal point. The ESL teachers also make good use the Danielson's Framework, particularly addressing Domains 2 and 3, to plan their lessons. Throughout last year and continuing this year, there have been many Professional Development workshops on the Danielson's Framework, conducted by teams of PS 76 teachers as well as by outside staff. Last year PS 76 was selected as one of the city schools to be part of a pilot program for the Danielson's Framework. All ESL teachers participated. Finally, the importance of the ESL program is underscored by our NYSESLAT test scores (which continue to show continuous and steady progress for our students) contributing to the MOSL (Measure of Student Learning.)

In terms of assisting ELLs as they transition from elementary school to middle school, our two school guidance counselors provide assistance to staff to insure that the ELLs make a smooth transition to a middle school that will be appropriate for their needs. The ELL teachers are able to provide information to the guidance counselors regarding their NYSESLAT scores and yearly progress made on that test. In addition, the ESL teachers, who know their students very well, can share information with the guidance counselors that assist in placing children in middle school. All four ESL teachers maintain close relations with the students whom they teach. This teacher-student connection often spans a period of several years and results in our being able to offer insight and advice to classroom teachers in respect to social, as well as, academic issues.

In terms of providing ELL training for all staff as per Jose P., these hours will be fulfilled during faculty and grade conferences, at such times when we embed ELL training within our Danielson's Professional Development. This occurs whenever we address specific ELL strategies, planning, and modifications for ELLs within the Danielson's framework.

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?

Every effort is made to involve the parents in PS 76 school life through monthly meetings of the Parent Teacher Association, as well as other school events. Once a month our principal, Louise Sedotto, hosts a Coffee Friday, which provides parents of ELLs, as well as of other students, with the opportunity to voice their concerns and questions to the school administration in a small setting. In this smaller venue, parents of ELLs often feel more comfortable articulating their concerns and needs as parents of ELLs.

This year, as we had done last year, we combined our initial parent orientation meeting with the first Parent Teacher Association meeting, with a goal of attracting more ELL parents to Parent Teacher Association meetings. All four ESL teachers were present for the meeting and worked closely with those parents who attended. At the orientation meeting (and subsequent orientation meetings held whenever a newly identified ELL begins school at PS 76), parents are informed of the processes by which ELLs are identified and assessed. In addition, the parents are informed of their rights and privileges for selection of the appropriate program for their children.

Our Parent Teacher conferences are widely attended by parents during the afternoon and evening sessions. Our ESL teachers are available at a central location to speak to the parents or other relatives of ELLs regarding their children's progress, to explain the progress report, and to answer any other questions they may have about their children's progress. In advance of Parent Teacher conferences, parents are contacted to see if they require a translator. The DOE provides translators for Parent Teacher conferences, and we at PS 76 also make use of staff translators and parent translators. Conference schedules are often worked out in advance to accommodate translation needs. Classroom teachers send interested parents to speak to the ESL teachers throughout the afternoon and evenings of the conference. Parent translators also telephone parents who do not speak English, and we provide staff translators for this purpose as well. Additionally, we accommodate parents' translation needs by translating school-to-home correspondence into Spanish.

Our latest attempt to address parent translation needs is the purchase of simultaneous translation equipment. We are currently deciding between two systems, one of which will be purchased in the very near future. The simultaneous translation system works by having a non-English speaking parent wear a headphone with a box that translates English into the native language at the same time that an English speaker is addressing him or her.

In November the Parent Coordinator is planning a literacy workshop for parents. This workshop will offer separate instructional workshops to learn about our school's new math and reading programs. In addition, we will be offering a workshop in how parents can provide homework help to their children.

Parents of ELLs can take advantage of our donation of gently used school uniforms for their children. In addition, we hold an annual holiday party, which many of our ELLs attend. These students are provided with staff-purchased warm clothing, toys, and books. We also have a mitten tree, which is furnished with staff-purchased mittens and distributed to students who are in need.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: The Bennington School

School DBN: 11X076

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Louise Sedotto	Principal		11/14/13
Maria Cioffi	Assistant Principal		11/14/13
Gloria Peralta	Parent Coordinator		11/14/13
Penelope McKown	ESL Teacher		11/14/13
Muna Mustafa	Parent		11/14/13
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
Marian Hartstein	Other <u>ESL Teacher</u>		11/14/13
Mary Cullen	Other <u>ESL Teacher</u>		11/14/13
Jillian DiPalma	Other <u>ESL Teacher</u>		11/14/13
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 11X076 School Name: P.S. 76x The Bennington School

Cluster: 18 Network: 607

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

Part A: Needs Assessment Findings

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

When parents of new admits enter the school a home language survey is completed and the home language is entered into ATS. A list of parents who speak a language other than English is kept on file. Upon registration parents complete the Home Language Identification Survey (HLIS) and indicate which language is spoken in the home. Parents also indicate in which language they would like to receive communications from the school.

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.

As identified by their home language survey, we have approximately 88 parents of ELL's who speak Spanish, 38 Arabic speaking parents, 1 Bengali speaking, 1 Albanian speaking, 2 Urdu speaking, 2 Chinese speaking, 2 French/Fulani speaking parents. Most parents choose to bring their own interpreters when coming to the school, however upon registration parents are asked if they will need translation services and if they are needed we provide the service. Letters and examinations are translated into a native language when necessary. Staff members are reminded of the services that are available for translation which include support from the Department of education's translation unit, school messenger, parent volunteers, and school staff that are able to translate.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Through the Department of Education's Translation and Interpretation Unit, the school has letters translated into home languages. Staff members and parent volunteers are also utilized for written translations when necessary.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

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

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

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

2013-14 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

Part A: School Information	
Name of School: P.S. 76x The Bennington School	DBN: 11X076
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 checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 44
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Our Title III program will be an extension of our ESL pull-out and push-in programs. We are proposing to use part of our Title III funds to purchase a new computer-based language arts curriculum, Waterford Early Learning, which is designed to aid our students in acquiring a solid academic foundation. This program will help our students, particularly newcomer ELLs or students with interrupted formal education, because it does not assume that students have literacy skills or background knowledge. Furthermore, Waterford Early Learning is highly individualized and so provides learning that meets the exact needs of each student. It is our hope that our ELL students, coming from so many varied educational backgrounds, will benefit from this individually tailored approach to learning. We believe that our students will show growth by using Waterford's five strands of instruction which include vocabulary and comprehension, language concepts, phonemic awareness, phonics, and fluency. We intend to use Waterford Early Learning in our regular instruction and in supplemental instruction groups before school.

We will have a morning program before school for selected ELL students twice a week. We have select the students based on the analysis of NYSESLAT and ELA scores using the AMAO Estimator Tool. We will offer supplemental instruction to those students who could potentially test out of receiving ESL services. We will teach students using a combination of the Waterford Early Learning program and targeted instruction using the newly revamped Attanasio NYSESLAT review workbooks. Three ELL certified teachers will target 15 first and second grade students, 14 third and fourth grade students, and 15 fifth grade students. Our program will run for one hour each session, two sessions a week from December to April.

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:

Professional Development is an ongoing process at PS 76. The ESL teachers went to a combined total of over 70 hours of professional development targeted specifically at issues concerning ELLS. Of particular note was a four-part seminar called Instructional Strategies for English Learners with Special

Part C: Professional Development

Need, provided by the DOE, which two of our ESL teachers attended. A third teacher attended the workshop, “Developing the Individualized Education Program (IEP) for ELLs with Disabilities” in March. As a result of participating in these workshops, our ELL providers are better equipped to assist our school’s Child Study Team in determining next steps for struggling ELL students.

In response to changing demographics in our school, two of our ESL teachers attended an all-day summer seminar at the Metropolitan Museum of Art about using Islamic art in the classroom, bringing an increased cultural awareness and sensitivity to these teachers. Another ESL teacher participated in a summer workshop at the Museum of Natural History, “Common Core Literacy and Science Standards.” This year, some of our ESL teachers have already received training in Foundations, (Wilson’s phonics program), with more Foundations instruction to follow this fall. Two ESL teachers attended the CEI/PEA Children’s First Principals Network meeting in October, where they received background information on the AMAO tool, heard about the ELL Blueprint for Success, and learned how to best utilize the DOE Language and Interpretation Unit resources. In November, all four ESL teachers will attend an all-day workshop provided by the NYCDOE on Bolstering Advanced Literacy Skills for English Language Learners. This information will be turn-keyed to staff during professional development. Also, our ELL teachers will attend future training opportunities in SIOP as they are offered by the NYCDOE.

At the building level, we have already had PD meetings this school year on how to read the item analysis of the most recent ELA test scores, enabling us to analyze the test results of our ELL students. Similarly, we had a tutorial provided by our network teaching us how to best utilize the AMAO tool, which will help us analyze our ELL performances on state tests, and will inform our instruction moving forward.

We will be receiving professional development from the designers of the Waterford computer program which we will begin using with our ELL students in November.

As a school, PS 76 is focusing on specific strategies each month to offer support to our ELL students in their classroom. ESL teachers are spending time in the general education classrooms, observing teachers interacting with ELLs. The ELL teachers look closely at the instruction and work with the classroom teachers to ensure that the questions and task assigned are both accessible to our ELLs, and also promote deep-thinking. In addition, the ESL teachers who observe students in their classrooms notice the placement of the students in their rooms for proximity to the teacher and make teachers aware, if they’re not already, of the need to face their ELLs when they address the class. ELL teachers also observe the behavior of their students with their classroom teachers. Based upon these observations, the ELL teachers will provide customized professional development to classroom teachers ongoing throughout the year.

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

Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here:

We at PS 76 continue to be sensitive to the needs of our ELL parents and try our best to meet these needs. This year, as a response to our new focus on Tuesday parent involvement, we will be teaching two sets of classes to our ELL parents. One series of classes, beginning in November, will be taught by a team of two ESL teachers. This course, called "Survival English," will help our ELL parents access community services and learn how to function more easily within the community. We will instruct them how to access different community resources, make medical and other appointments, and develop telephone skills. The second focus of this course is to improve the experience of ELL parents at PS 76 by familiarizing them with the different aspects of parent-teacher conferences, PTA meetings, and other meetings/functions where parents are expected to participate. By equipping parents with these language and communication skills, we feel certain that parents will become more involved in their children's education, as they develop more self-confidence to match their burgeoning language skills. We will be offering our Survival English class in sets of five 50-minute classes beginning in November and then again in the winter-spring.

Our other course, also team taught by two ESL teachers, is designed for parents of children in grades K-2. This program will be beneficial to parents who are able to read aloud to their children and who want to impart a shared love of books in their native languages to their children. We plan to use printable books (available in English and Spanish) from the website www.readinga-z.com, along with related worksheets, graphic organizers, cut-outs to provide hands-on material for the children, and multiple-choice comprehension quizzes. Our goal is to teach parents how to encourage their children to use retelling, questioning, and picture clues to bolster their reading skills. Reading strategies and some elementary phonics will also be taught so that parents will know how to help their children strengthen their decoding skills at home. We also will teach parents how to encourage their children to use higher-level thinking skills and self-assessment to improve their reading. This course will also be offered in two sets of five 50-minute classes in November and winter-spring.

As another aspect of our parent engagement, we send out letters (in Spanish, Arabic, and English) prior to parent-teacher conferences asking families if they would like to have a translator present at their child's conference. Parents can indicate on a tear-off sheet whether or not they need a translator. This advance notice allows us to secure the appropriate number and type of translators prior to the conferences. We will continue this practice for all parent-teacher conferences this school year.

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 <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	_____	_____