

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **18K276**

School Name: **P.S. 276 LOUIS MARSHALL**

Principal: **YASMINE FIDELIA**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Louis Marshall School School Number (DBN): 18/K/276
Grades Served: PreK-5th grade
School Address: 1070-East 83rd Street
Phone Number: 718 241-5757 Fax: 718 241-5560
School Contact Person: Yasmine Fidelity Email Address: yfideli@schools.nyc.gov
Principal: Yasmine Fidelity
UFT Chapter Leader: Sabrina Bharratt-Sookai
Parents' Association President: Latoya Fable
SLT Chairperson: Laura Jo Kelly
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Farah Jean Philippe
Student Representative(s): N/A
N/A

District Information

District: 18 Superintendent: Beverly Wilkins
Superintendent's Office Address: 1106 East 95th Street, Brooklyn New York 11236
Superintendent's Email Address: bwilkin@schools.nyc.gov
Phone Number: 718-566-6059 Fax: 718-649-7074

Borough Field Support Center (BFSC)

BFSC: 1 Director: Cheryl Watson Harris
Director's Office Address: 415 89th Street, Brooklyn, New York 11209
Director's Email Address: cherylwatson@schools.nyc.gov
Phone Number: 718-759-4862 Fax: 718-759-3930

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 that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Yasmine Fidelia	*Principal or Designee	
Sabrina Bharratt-Sookai	*UFT Chapter Leader or Designee	
Latoya Fable	*PA/PTA President or Designated Co-President	
Rhonda Stratford	DC 37 Representative (staff), if applicable	
Farah Jean Philippe	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Laura Jo Kelly	Member/Teacher	
Michelle McGlynn	Member/Teacher	
Elca Shortte	Member/ Parent	
Veronica Campbell	Member/ Teacher	
Lisa Carr Joseph	Member/ Parent	
Tiffany Bowie	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Mark Mortimon	Member/	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The vision of P.S. 276 is to provide a safe, welcoming environment whereby, administrators, teachers, and parents collaborate to support all students to achieve at their zenith and become productive, responsible citizens. Our school strives to be the hub of the community by providing academic services during the day to students and workshops to parents. Extended services are offered to parents and students through various programs and extra-curricula activities after school hours and Saturdays. We do so, because we believe that in building relationships with the whole family we will bring about progress for the child to succeed both academically and socially. Beginning the 2015-2016 school year we have been accepted to participate in the Learning Partners Program. We applied so as to pair with schools with similar student demographics to solve our challenges as a team gaining insight from each others' strengths, leading to improved student outcomes. We reviewed our School Quality Guide and Quality Review feedback and decided on three learning focus areas, Using the Inquiry process to develop and monitor approaches to improving student outcomes, strengthening instruction in English Language Arts (ELA) and Math and promoting family and community engagement. In building strong family community ties, we are certain that:

- * All students have unique abilities and talents which we build on through teaching a variety of strategies.
- * Data driven instruction provides valuable information for administrators, teachers, parents and students in regards to specific skills that must be taught and re-taught to the students.
- * All children learn best in a safe, welcoming, caring environment. This environment values diversity, collaboration and risk taking.
- * Children will become productive, responsible citizens by participating in various programs and extra-curricula activities as we prepare them for the ever-changing global community.

School Strengths and Accomplishments

P.S. 276 focuses on teacher collaboration by establishing a vertical professional learning committee. This committee meets biweekly to prepare professional learning cycles for all teachers using a monthly calendar template that we created and is shared with all staff. The committee concentrates on various topics which are derived from a needs assessment survey that are conducted three times a year. These include looking at student work using a protocol; item skill analysis, looking at Common Core Learning Standards (CCLS) to identify strengths and weaknesses across the curriculum; revising ELA and math curriculum by adding additional resources and differentiating the instruction to meet the needs of all students.

At P.S. 276 we offer English as a Second Language (English as a New Language) where the teacher designs and implements lessons aligned to Common Core and Bilingual progressions. These lessons incorporate research based methodologies in order to enhance language acquisition to our Haitian Creole, Arabic, and Spanish population. Using these progressions and methodologies, the teacher uses a combination of integrated and pull-out models to meet the needs of students at various levels of language proficiency. Every week our English Language Learners (ELL) Team meets to receive professional development focused around current strategies, methodologies, materials and regulations. This information is collected and turn-keyed from the Department of English Language Learners and Student Services and Support. Additionally during these meetings, Regional Bilingual Education Resource Network (RBERN) visits P.S. 276 to provide an additional period of support and professional learning to the ELL Team and to the school community through workshops or push-in activities.

Challenges

- Within this diverse, bilingual, lower social economic school community, we struggle with parent involvement. We fail to best use the skills of our parents to meet the needs of our school community. Also, because many work long hours and cannot support or reinforce skills taught at school or help students complete homework.
- We register English as a New Language (ENL) students who get pulled out mid-year to visit their country and return during the latter part of the year.

- Student progress remains inconsistent vertically and horizontally.

18K276 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	759	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	73.8%	% Attendance Rate		92.6%
% Free Lunch	76.6%	% Reduced Lunch		6.7%
% Limited English Proficient	5.8%	% Students with Disabilities		16.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	2.1%	% Black or African American		90.7%
% Hispanic or Latino	4.3%	% Asian or Native Hawaiian/Pacific Islander		1.1%
% White	1.6%	% Multi-Racial		0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.94	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		19.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		7.9
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	17.5%	Mathematics Performance at levels 3 & 4		22.8%
Science Performance at levels 3 & 4 (4th Grade)	86.3%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		NO
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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 Framework for Great Schools–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 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 trends and sources.

In analyzing our New York State Education Department (NYSED) exam results, 17.5% of all students performed at levels 3 and 4 in ELA and 22.8% of all students performed at levels 3 and 4 in math. Using this data and looking at the student progress (Adjusted Growth percentile) for the school year 2015-2016, we are expected to:

- Approach target, much closer to meeting target in ELA and math when compared to our peer schools.

Looking at Closing the Achievement Gap for 2015-2016 , we expect the following:

- In ELA, we will meet the target for the Lowest Third, Self-Contained Integrated Co-Teaching/ Special Education Teacher Support Services (/ICT / SETSS) and Black and Hispanic Males.
- In Math, we will meet the target in Lowest Third and Black and Hispanic Males.

In our Quality Review from 2013-2014, the areas needing development were in strategies to effectively reflect the school’s beliefs about how students learn best resulting in a higher level of student thinking and participation; and the use of formative and common assessments to ensure a clear picture of student mastery so that all students demonstrate progress.

We have made instructional decisions such as continuing to meet as Grade level teams as well as vertically twice a month to share practices and strategies that are being implemented effectively in classrooms. We collaborate with United Federation Teacher (UFT) Center and have monthly meetings whereby our teachers involved conduct whole school workshops on Looking at Student Work Protocols, the New Social Studies Standards, professional learning teams according to a needs assessment survey, revising curriculum and adapting current research to our teaching.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 85% of students in Pre-Kindergarten (Pre-K)-5th, will engage in genuine discussions to respond to a range of texts by using a method of questioning and increasing discussions, resulting in a 1% overall improvement of all students achieving levels 3 and 4 on the New York State ELA and Math exams. This will be accomplished by teachers increased use of higher order questioning during learning classroom activities and through students' increased use of rubrics.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Rigorous Instruction</p> <ul style="list-style-type: none"> • Instructional focus of questioning, discussion and self-assessment will be embedded in the ReadyGen (ELA); GoMath; and in all content areas. • Teachers will use different strategies in classrooms to deepen discussions and teach students to delve deeper by using higher order questioning through the use of Socratic Circle, Accountable Talk Stems, etc. 	<p>Students in PreK-5th</p>	<p>September 2015-June 2016</p>	<p>Administration and Literacy Coach</p>
<ul style="list-style-type: none"> • AIS (Academic Intervention Services) period will be embedded into the day during period 1 everyday, Monday – Friday provided by classroom teachers. 	<p>Pre-K-Grade 5th</p>	<p>Sept. 2015-June 2016</p>	<p>Teachers and Administrators</p>
<ul style="list-style-type: none"> • Professional Development will be provided to science and social studies teachers to ensure that curriculum is accessible to all learners and that there is increased hands-on learning and instructional recitation as well as the reading of complex text. Teachers will meet with classroom teachers on an ongoing basis during grade meetings to share Unit plans and collaborate on instruction. <p>-These Professional Development activities will include work with our Host school for Learning Partners and the model teachers regarding best practices, using data to inform instruction and working with students in a Response to Intervention program.</p>	<p>Pre-K-5th Grade</p>	<ul style="list-style-type: none"> • Sept. 2015-June 2016 • Monthly Grade Meetings 	<p>Administration, Coach, Teachers</p>
<ul style="list-style-type: none"> • Teachers will be observed using Advance and provided with immediate feedback to improve their overall effectiveness and classroom practices. Components of Questioning and Discussions, Student Engagement and Assessment During instruction will be monitored closely for their alignment with the school’s Instructional Focus 	<p>Teachers in Grades K-5 as well as Science and Social Studies Teachers</p>	<ul style="list-style-type: none"> • Sept. 2015-June 2016 • Ongoing basis throughout the year with review of Advance data 	<p>Assistant principals and Principal</p>

<p>and direct link with building and implementing more rigorous lessons.</p> <p>- Provide targeted coaching assistance via the Literacy and Math coaches to teachers who have not achieved a rating of "effective" in Components 1 and 3 of the Danielson Framework for Teaching.</p>		<p>amongst Administrators every 6 weeks</p>	
<ul style="list-style-type: none"> • Professional Learning time will be allocated for work in the area of rigorous instruction. This professional learning will include: <ul style="list-style-type: none"> ○ Working with data to inform instruction and flexible grouping ○ Aligning lesson plans and curriculum maps to the CCLS (Common Core Learning Standards) and the instructional shifts in ELA and Math ○ Providing small group instruction during the school's AIS period to increase the numbers of students who achieve levels 3 and 4 on NYS (New York State) exams. 	<p>All teaching staff</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, Professional Learning Committee</p>
<ul style="list-style-type: none"> • Actively engage families in the educational process so they can best support their children in achieving levels 3 and 4 in ELA and Mathematics <ul style="list-style-type: none"> ○ Utilize Parent Engagement time to provide demonstration lessons and debriefing sessions for families at all grade levels in both ELA and Math 	<p>Classroom teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, Instructional Leaders, Model Teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Adjustments in school scheduling to accommodate classroom inter-visitations Per diem to support an inter-visitation schedule Paraprofessionals to work with small groups of students in the Response to Intervention program • Adjustments in the 2015-16 Professional Learning calendar to include collaborative planning, curriculum mapping and strengthening effectiveness in Danielson components 3b and 3d • Refinement of the school’s Response To Intervention Team, specifically: <ol style="list-style-type: none"> 1. Adjustments to the Professional Learning calendar to include biweekly Response To Intervention Team meetings 2. Adjustments to the daily AIS schedule, allowing for students to participate in a pull-out program • Implementation of a research based literacy intervention program for the purposes of Response To Intervention for the ICT special education teachers to utilize during AIS

- Alignment of Parent Engagement time to support discussion of progress reports, and school-home link suggestions

Part 4b. 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- By January 2016, an increase of 1% of students will have reached the targeted goal for reading levels, as assessed by Running Record levels in Grades K-5.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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 Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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 Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Based on a comprehensive assessment of student achievement data, Advance Measures of Teacher Practice data, School Survey responses, review of the School Quality Snapshot and Quality Guide, the most recent Quality Review narrative and anecdotal evidence, the following has surfaced:

Strengths:

- Student performance as measured by NYS ELA and Mathematics exams revealed that P.S. 276 has met our target in closing the achievement gap (2013-14 School Quality Guide)
- Attendance rates for students (93%) and teachers (96%) is high (2013-14 School Quality Guide)
- All teachers at P.S. 276 achieved ratings of Effective or Highly Effective; there were no teachers rated Developing or Ineffective (Advance data)
- During the 2014-15 school year, 90% of the ratings for all eight Danielson’s Framework for Teaching components were either Effective or Highly Effective. (Advance data)
- During the 2014-15 school year, students in Kindergarten-Grade 2 made an overall average gain of 28.6 percentage points (Schoolnet, Measure of Student Learning,, End of Year data)
- P.S. 276’s parent and teacher response rates for the 2013-14 School Survey were higher than the city average (71% and 90%, respectively)
- P.S. 276 achieved a rating of Proficient for all but one of the ten “School Quality Criteria 2013-14” and an overall rating of Proficient
- Review of the 2014-15 Professional Learning calendar reveals that teachers were provided with opportunities to work collaboratively during more than 90% of the Professional Learning time.
- Teachers collaboratively plan, revise curriculum maps, and have compiled grade-wide additional resources to use during instruction
- P.S. 276 has implemented a school wide Academic Intervention period during each day, where students work in small groups and instruction is targeted to their specific needs
- For the 2015-16 school year, P.S. 76 has become part of the Learning Partners Plus program

Priority Needs (as related to this element):

- A more comprehensive review of MOTP (Measure of Teacher Practice) data on Advance revealed that while ratings on Domains 1, 2 and 4 for Danielson’s Framework for Teaching were within small percentage points of each other (3-5% Developing, the remaining either Effective or Highly Effective), that percentage deviated for Domain 3, Instruction. A drill down of each component indicates that while component 3c (Engaging Students in Learning) was consistent with the other Domain ratings, components 3b (Using Questioning and Discussion) and 3d (Using Assessment in Instruction) had the greatest number of Developing ratings, at 23% and 20% respectively.
- A review of the most recent available achievement data shows that students in all classes and subgroups showed growth during the 2014-15 school year. A more comprehensive review of student data indicates that both horizontal and vertical growth is not consistent. For example, Kindergarten End of Year MoSL (Measure of Student Learning) data shows an overall growth of 46%; however each classroom on the grade had growth percentages ranging from 18.8% growth to 54.5% growth. This trend exists for grades K-5.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, teachers will demonstrate a 5% increase in the number of “Developing” ratings to Effective and Highly Effective for Components 3b and 3d of Danielson’s Framework for Teaching, as measured by Advance Measures of Teacher Practice.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers will conduct classroom inter-visitations and debriefing sessions, focusing on Danielson components 3b and 3d</p>	<p>Teachers with ratings of “developing” for components 3b and 3d</p>	<p>September 2015-June 2016</p>	<p>School Leaders, Instructional Leaders, Teachers</p>
<p>The focus of collaborative planning will shift from instructional materials to pedagogical practices, such as planning questions and assessment during instruction</p>	<p>All classroom teachers</p>	<p>September 2015-June 2016</p>	<p>School Leaders, Instructional Leaders, Teachers</p>
<p>A portion of Professional Learning time will be designated for looking at student work (both vertically and horizontally), so that teachers can calibrate their instruction and classroom expectations.</p>	<p>All classroom teachers</p>	<p>September 2015-June 2016</p>	<p>School Leaders, Instructional Leaders, Teachers</p>
<p>Implementation of a school wide Response to Intervention program, providing targeted assistance to struggling learners (research indicates that a student requiring intervention must learn at a faster pace than his/her peers in order to “catch up”)</p>	<p>General education students whose student achievement data places them in the lowest third grade-wide</p>	<p>September 2015-June 2016</p>	<p>School Leaders, RTI Team, Classroom Teachers</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Adjustments in school scheduling to accommodate classroom inter-visitations
Per diem to accommodate inter-visitation schedule
Per session for debriefing sessions, where applicable
- Adjustments in the 2015-16 Professional Learning calendar to account for the shifts in collaborative focus
- Refinement of the school’s RTI (Response to Intervention) Team, specifically:
 1. Adjustments to the Professional Learning calendar to include biweekly RTI Team meetings
 2. Adjustments to the daily AIS schedule, allowing for students to participate in a pull-out program
 3. Implementation of a research based literacy intervention program for the purposes of RTI

Part 4b. 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Progress monitoring will take place in November 2015, February 2016, April 2016 and June 2016. The midpoint benchmark will be (a) a 2.5% decrease in ratings of “Developing” for components 3b and 3d during observations that have shifted to ratings of either “Effective” or “Highly Effective” and (b) a 2.5% point decrease in variability in student achievement data both vertically and horizontally. This will be measured against 2014-15 Advance data for PS 276 teachers, using the Advance Measures of Teacher Practice.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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 Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Based upon our review of the Advance System and from our End of year Summative conferences and a survey conducted with teachers, the area we are in need of improvement is Questioning and Discussion and Assessment. During our summative conferences, we shared the need for teachers to embed Depth Of Knowledge questions within lesson plans to ask to students during lessons that will cause them to reflect and deepen their comprehension of the content as well as the need to model for students strategies to use in discussions that will enable them to explain and justify their reasoning and conclusions based on specific text based evidence. We also discussed the need to monitor student learning during instruction and provide immediate, constructive feedback that will further learning that will guide in improving performance and teaching students how to self and peer assess. Eventually building the effective aspects of these two components, culminate in increased student engagement and will support greater, measurable student progress. In summary, the teachers are able to effectively direct and lead instruction; they require strengthening in releasing to students the ownership of their learning, as assessed by Advance observation data.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 85% of all teachers will have a normed understanding of the Danielson Framework with an increase of 10% of teachers receive an effective rating in Components 3b and 3d as measured through the Advance rating system.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
In September 2015, teachers will identify their professional goals based on a review of their MOTP score tracker and last years' observation results.	Pre-K-5 students	September 2015- ongoing until June 2016	Assistant Principals, Teachers, Talent Coach
Teachers will attend inter-visitations amongst within the building and at other school to observe components 3b, 3c and 3e, and debrief and assess upon its implementation within their own classrooms.	Pre-K-5 Grade students	Sept. 2015-June 2016	Principal, APs (Assistant Principals), Teachers Talent Coach
Monday Professional Development activities will be geared toward teacher survey results needs assessment for building greater effectiveness to maximize teacher potential, and improve teacher practice and student progress.	Pre-K-5 Grade students	Sept.-2015- June 2016	Principal, APs, Coach
Teachers and Administrators will continue to have immediate feedback after observations as well as interim feedback about improving strategies used in the classroom and around the building to increase student engagement and build academic rigor.	Pre-K -5 th Grade students	Sept. 2015-June 2016	Principal, APs), Coach

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
We will work our schedule to ensure that all grades have a common planning time. Special Ed and ENL teams will continue to meet with the English as a New Language team having a double planning period once a month to support professional learning with RBERN staff or the English as a New Language teacher. Funding will also be set aside for external and in-house PD for teachers, paraprofessionals and administrators.										
Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, there will be a 5% increase in component ratings for 3b (Questioning and Discussion) using Danielson's Framework for Teaching, as measured by Advance observations and Measures of Teacher Practice.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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 Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Strong Family and Community Ties

- 18% met state standards on the ELA test (below the city’s average of 30% and below the district average of 24%)
- 23% met state standards on the Math test (below the city’s average of 39% and below the district average of 26%)
- Improve parent involvement/parent participation

School’s Strengths:

- School Messenger alerts parents to school functions and closings.
- Parent Teachers’ Association meets monthly to keep parents abreast of school activities and expectations.
- Student Progress Report, are sent to parents 3 times a year, prior to Parent Teacher Conferences.
- Grade Newsletters are sent to parents by grade each month.
- Parent Coordinator meets and greets parents daily and share with parents, strategies to help students adapt and succeed in school.
- Parent Workshops are coordinated monthly in partnership with community based organizations.
- Tuesday Parent Meetings invite parents to observe classroom lessons and share strategies to support students at home in completing HW.
- Parent Volunteers support students, teachers and school community daily in cafeteria, morning and afternoon dismissal and other office duties.
- Millennium After-school Program provides academic, cultural and sports enrichment to students after-school.

School’s Needs:

- Increased Parent Involvement
- After-school programs for students
- Workshops on CCLS, ENL for parents

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 10% increase in the number of parents who attend Parent Teacher conferences and other school-wide parent events, as measured by attendance and sign in sheets and compared to 2014-15 parent attendance data.

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
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Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Rigorous Instruction</p> <p>The School will offer several workshops throughout the year:</p> <ul style="list-style-type: none"> • ELA • Math • ELL • Students with Disabilities 	<p>Parent/ Guardian All Students</p>	<p>September- June Year-long school-wide, Penny Harvest</p>	<p>Teachers/ Social Worker/ Guidance Counselor/ Administrators/ESL Teacher Teachers/Administrators</p>

<ul style="list-style-type: none"> • Opportunities for all teachers to collaborate and design instruction, analyze student work, and develop rigorous lessons 			
<p>ELLs, SWD, and Students with high needs</p> <ul style="list-style-type: none"> • Providing substantial opportunities for all teachers to participate in meaningful professional development that addresses the needs of ELLs. • Work collaboratively with Parents to ensure school is providing them with the necessary tools to help their children succeed 	Parent /Guardian	September- June	Teachers/Administrators/ Parent Coordinator
<p>Professional Development</p> <ul style="list-style-type: none"> • Provide parents with resources that enable them to make informed decisions about their children’s education • Provide parents with all pertinent information about their rights and program choices in language and format that parents can easily understand and access • Provide training to parents in English and when necessary, in their home language on effective strategies to support their children’s learning in school and at home • Assist parents with pre-kindergarten registration • Share online ELA and Math websites with parents in order to reinforce specific skills 	Parent/ Guardian	September 2015-June 2016	Administrators/Parent Coordinator/Teachers
<p>Parent Involvement</p> <ul style="list-style-type: none"> • Title 1 Parent Involvement <p>Events/Workshops</p> <ul style="list-style-type: none"> • Specific book lists according to Fountas and Pinnel reading level • Phone messages and letters will be sent out to keep Parent/Guardian updated on all upcoming school events and workshops • Athletics username and password will be sent home to parents 	Parent/ Guardian	September 2015-June 2016	All Staff/Guidance Counselor/Parent Coordinator/Teachers/Parent Association

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Ongoing partnerships with Parent/Guardian to address areas of concerns
- Coordinate schedule with Key personnel to implement workshops

Part 4b. 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 SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By January 2016 there will be a 5% increase of number of parents who are involved in school based activities from Parent Teacher Conferences and Parent Teacher Association Meetings

Workshop attendance numbers, as assessed by attendance and sign in sheets from these meetings and events.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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)	Students who scored the lowest third on the NYS ELA exam and the MOSL assessment	AIS in the morning during period 1, AIS period during day with a Special Ed. teacher	Small group in cycles	During school day
Mathematics	Students who scored at lowest third on the NYS Math exam	AIS in the morning during period 1, AIS period during day with a Special Ed. teacher	Small group in cycles	During school day
Science	Students who scored at Level 1 or 2 on the NYS Science exam and in MOSL assessments.	AIS in the morning during period 1.	Small group	During school day
Social Studies	Students who scored a Level 1 and/or 2 on MOSL assessments the NYS ELA and Math exams	AIS in the morning during period 1	Small group	During school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	For all students who are demonstrate need as per PBIS(Positive Behavior Intervention Services) records, BIPs (Behavior Intervention Plans), and OORS (Online Occurrence Recording System) data	AIS in the morning, during period, during lunch periods	Small group as needed	During 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 section where the response can be found [for example, Section 5A-Part 4].
- 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.
<p>98% of P.S. 276 staff are tenured and are highly qualified teachers. We continue to maintain their status by using needs assessment surveys 3 times a year for teachers to share their strengths and needs for professional development. We then use the results to revise our Professional Development Plan for the year. All of our teachers are imbedded in improving teaching practices through the use of identifying strengths and weaknesses in the competencies of the Danielson Teaching Framework.</p> <p>We provide professional learning opportunities for all teachers, para professionals and related service providers through:</p> <ul style="list-style-type: none"> • Collaboration with the Learning Partners Program • Peer-Inter-visitations • Weekly Common planning time and monthly grade meetings • Instructional Leaders Meeting, twice a month • Revising Ready-Gen and Go Math Curriculum, adding and aligning resources for enrichment and intervention • Six week cycled observations with feedback to improve practice and student performance • Each teacher devises their professional goals for the school year

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>After reviewing the surveys, the Professional Learning Committee focused on areas that teachers requested further professional learning, such as differentiated instruction, behavior management, Special Education Student Intervention Systems, and using protocols to delve deeper into looking at student work. The surveys also showed the need for various teaching strategies in ELA and Math.</p> <p>We have embedded professional development in many ways:</p> <ul style="list-style-type: none"> • Teacher Teams attend professional learning throughout the year and turnkey the strategies to staff during our professional learning time slots • The professional learning communities meet every Monday and Tuesday to analyze data, , study student work and plan instruction aligned to the CCLS • Teachers receive in-house professional learning multiple times throughout the year • Teachers attend anti-bullying, crisis intervention and PBIS workshops throughout the year

- Teachers receive professional learning on the CCLS and the curriculum, especially Early Childhood, Special Education and English Language Learners.

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.).

P.S. 276 will have eight full day Pre-K programs housed in the min building. It is our goal to provide a program that meets young children’s needs for health, safety, and guidance for social-emotional development as well as providing opportunities for developmentally appropriate learning.

Our Pre-K teachers and paraprofessionals support transition to kindergarten by meeting with families in early spring. We also set time on Tuesday’s during the parent collaboration time slot for parents to speak with the teachers and the assistant principal. This year we introduced a new reading program from Houghton Mifflin Harcourt to support Pre-K student. Teachers collaborate on planning and expanding learning by adding resources of their own where necessary. We are also a recipient of the Making Pre-K Count grant, which introduces pre-k students to Building Blocks, which is an evidenced based program that helps teachers promote children’s early math skills and that also provides support through professional development and training for teachers in the use of formative assessments and classroom management.

Workshops are conducted for parent on setting up behavior management constructs at home, helping students become more independent, using everyday activities to promote learning, teaching socialization with peers, reading to their children; all skills that will aid in a smoother transition into Kindergarten. The Making Pre-K Count tracks students math data throughout their elementary school years.

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.

P.S. 276 has an Instructional Team that meets twice a month with the principal and the two assistant principals from Pre-K to 5th grade. The team collaborates on implementing the Expectations and on best practices in the building, analyzing the school data, and to discuss any concerns the teachers have on their grade.

The team will implement, model and turnkey to their grade colleagues the following:

- * Based on learning goals, teachers will identify various solution pathways and anticipated challenges to plan assessments that check and deepen students’ understanding of challenging instructional tasks
 - * The team will discuss the analyzed data from their grade and supports needed
 - * The team will look for trends within their data (item skills analysis) and decide on different strategies
 - * The team will review the benchmarks and MOSL assessments to record any areas of strengths and weaknesses
- Professional learning for both ELA and math will continue throughout the year to all team members. The team members will turnkey this information to all teachers on their grade during common prep meetings.

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, 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	465,250.00	x	Pgs. 13- 23
Title II, Part A	Federal	193,628.00	x	Pgs. 11-13, 19-22
Title III, Part A	Federal	11,200.00	x	P18-20
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,333,669.00	x	

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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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)

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. 276**, 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. 276** 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, School Quality 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)

The Louis Marshall School, P.S. 276, 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 on assessments.

I. School Responsibilities:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;

- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;

- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to 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.

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

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

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

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

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

Part A: School Information	
Name of School: <u>PS 276 Louis Marshall</u>	DBN: <u>18K276</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>28</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

-
Rational:

Public School 276's Title III Afterschool Literacy and Math Tutorial Institute is designed to supplement instruction for English language learners (ELLs). The program is designed to develop and increase English proficiency and literacy skills through science and social studies content as well as increase student's achievement in mathematics. Title III helps maximize instruction to develop literacy, language, and math skills for ELLs. Based on an analysis of data taken from the NYSESLAT, ELLs scored the poorest on the reading/writing modalities. Data taken from the ELA state tests indicate that most ELLs scored a level 1 or 2. Therefore, an emphasis of instructional time in the Title III afterschool program will be allocated to develop reading and writing skills for level one and two ELLs moving them toward grade level proficiency and to advance one overall proficiency level on the NYSESLAT (AMAO 1 and 2) between two test administrations.

-
Subgroups and Grade Levels to be Served/ Schedule and Duration

The Title III Afterschool Literacy Program will target ELLs in grades 3, 4, 5, which includes newcomers(ELLs receiving service 0-3 years), ELLs receiving service 4-6 years and SWD ELLs in grades 3, 4, 5. This program will provide the students with instruction on Wednesdays and Thursdays from 2:30 to 4:30pm for 15 weeks. Wednesdays' instruction will focus on ELA through social studies and science content. Thursdays' instruction will focus on development of mathematic skills.

-
Wednesdays' Schedule: ELA Focused Instruction through Social Studies and Science Content

Group 1

11 newcomer/beginner students to be served in this group.

2:30-3:30 ELA will be taught through social studies and science content by the bilinual teacher.

3:30-4:30 ESL will be taught by the ESL certified teacher through co-teaching social studies and science content with the bilingual teacher.

-
Group 2

17 intermediate, advanced, and recently proficient students

2:30-3:30 ESL will be taught by the certified ESL teacher through co-teaching social studies and science content with the common branch teacher.

3:30-4:30 ELA will be taught through social studies and science content by the common branch teacher.

-
The certified ESL teacher will rotate between the two groups for one hour to co-teach and provide ESL through content.

-
On Wednesdays, a total of 28 students are to be served.

Thursdays' Schedule : Mathematics Focused Instruction

Group 1

This group will consist of 18 ELL students in grades 3 and 4 ranging from beginner to advanced proficiency levels. From 2:30-3:30 Mathematics will be taught by a licensed common branch teacher.

Part B: Direct Instruction Supplemental Program Information

3:30-4:30 ESL will be taught by the certified ESL teacher through co-teaching mathematics with the common branch teacher.

-
Group 2

This group will consist of 10 ELL students in grade 5 ranging from beginner to advanced proficiency levels. From 2:30-3:30 ESL will be taught by the certified ESL teacher through co-teaching Mathematics with the bilingual certified teacher and 3:30-4:30 mathematics will be taught by the licensed bilingual teacher.

-
The certified ESL teacher will rotate between the two groups for one hour to co-teach and provide ESL through content.

-
On Thursdays, a total of 28 ELLs are to be served.

-
Language of Instruction

The language of instruction will be in English. However, Haitian Creole will be used to clarify directions for newcomer ELLs as needed to support the children's learning needs. Research based ESL strategies and methodologies will be used to scaffold and support instruction.

-
Number and types of certified teachers who will serve the students in this program:

1 Licensed ESL Teacher

1 Licensed Bilingual Teacher

2 Common Branched Teachers

-
Materials

Instructional and classroom materials will be purchased for the program from Title III funds, and will be used exclusively in the Title III program for the duration of the program.

-
English language skill development and vocabulary instruction will be provided to intermediate and advanced leveled ELLs. Students will engage in Vocabulary Links from Continental Press. This instructional material is geared towards the Common Core Learning Standards and provides students with motivating non-fictional text focused on vocabulary development. It also provides ELL students with English language skill development instruction that corresponds to the text and vocabulary. Building vocabulary and language skills will lead to greater success in students' reading comprehension. There are multiple levels available in order to gear instruction toward students' proficiency levels.

-
Beginner students will engage in Reading Comprehension Readiness from Continental Press. Each book combines engaging non-fictional articles with visuals and question activities to build comprehension and critical thinking skills. It lays the groundwork to build reading-for-information skills students need for daily classroom tasks and assessments.

-
A license of Reading A-Z and Raz-Kids for ELLs will also be purchased with Title 3 funds for the exclusive use in the T3 program for the duration of the program. This program will provide further support in reading comprehension, oral reading fluency, and vocabulary development for all ELLs. This program is aligned to Common Core and engages students in reading a variety of fiction and non-fiction text at their individual levels. Students listen to the text, read the text and then are assessed on the text. Teachers can generate reports to analyze the students' growth and areas of need. This program can also be accessed by students at home to reinforce their reading comprehension.

-
The Math Program will assist ELLs to acquire a reinforcement of basic math skills and concepts in order to be successful with grade level mathematics. Students will grasp an understanding of key math skills and will move into achieving higher levels on the state math test.

Part B: Direct Instruction Supplemental Program Information

-
ELL Students will engage in Buckle Down Mathematics by Triumph Learning. This is a great support for Go Math curriculum that students engage in during the school day. This support is aligned to the Common Core Standards and offers assessments along the way to monitor student progress.
-

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: _

-
Ongoing Support for Classroom Teachers of ELLs through planning/coaching (Facilitated by RBERN). Ongoing-Tuesdays, at 2:30. Ms. Myriam Augustin , from the offices of R-BERN will provide PD for all teachers in the building pertaining to ESL methodologies and SIOP.
-

-
On Fridays, for one period Ms. Augustin will have a rotating schedule to push-in to classrooms to provide ESL support to the teachers.
-

-
One Friday each month the ELL Team will meet with ESL teacher and Ms. Augustin. Workshops, turn-key PD and planning for the ELLs will take place during this time. This will provide the opportunity to analyze what is working and not working in the classroom with ELL support and provide teacher will new strategies to aid scaffolding and the effectiveness of instructing our ELLs. During these meetings we will also discuss student needs, progress, and strategies/support for teaching ELLs. Next steps are discussed to ensure all ELLs are making progress.
-

-
The ELL teacher will also provide Turn-Key PD when available.
-

-
In addition, PS 276 takes advantage of PD opportunities offered by OELL and the Network.
-

Part D: Parental Engagement Activities

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

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

Begin description here: _____ Parents of the ELL population will have the opportunity to participate in PS276's

Title III Computer Connection Afterschool Program which will increase parents' knowledge about computers, general computer use, ways in which computers can support education, literacy and awareness. Computer knowledge will enable parents to learn how to use the internet (websites) for research to assist their children with homework, research reports, book reports, support of the internet and to learn what their children know about using the computer. Parents will learn computer programs

Part D: Parental Engagement Activities

such as Microsoft Word and Microsoft Power Point. ELL parents will become familiar with and how to access the ARIS parent link. The skills parents acquire will enable their individual effectiveness with computers as well as support their children educationally in accordance with increasing technological demands.

- The Computer Connection will be taught by a computer teacher who has an abundance of knowledge of computers and various programs. There will be from 8-10 parents in the class. The class will meet on Wednesdays from 3:30-4:30pm for 9 one hour sessions. Invitations will be sent home to parents.

- The teacher who is teaching the student math group on Thursdays will be used as a Haitian-Creole interpreter for the parent computer program. We will ask for parent volunteers for Arabic and Spanish interpreters as needed.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	_____	_____
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	<u>\$0.00</u>	_____
Other	<u>\$0.00</u>	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 18	Borough Brooklyn	School Number 276
School Name Louis Marshall		

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

Principal Yasmine Fidelia	Assistant Principal Bianca Corozzo
Coach Maryann Veltre	Coach Matilda Mendez Keegan
ENL (English as a New Language)/Bilingual Teacher	School Counselor Fara Saracino
Teacher/Subject Area Rose Musto	Parent Latoya Fable
Teacher/Subject Area Ms. Litchmore	Parent Coordinator Rose Carter
Related-Service Provider Eileen Fisher	Borough Field Support Center Staff Member Souerette Fougerrre
Superintendent Beverly Wilkins	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	0	Number of certified bilingual teachers not currently teaching in a bilingual program	5	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	620	Total number of ELLs	45	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	57	Newcomers (ELLs receiving service 0-3 years)	57	ELL Students with Disabilities	8
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)		Long-Term (ELLs receiving service 7 or more 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.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	57	1	8	24	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>0</u>	Number of students who speak three or more languages: <u>0</u>
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	0	0	2	2	1								0
Chinese	0	0	0	0	0	0								0
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	1	0	0	0	0	0								0
Arabic	2	4	3	2	1	3								0
Haitian	4	1	3	6	2	5								0
French	0	1	1	2	2	2								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	0	0	0	1	2	1								0
Emerging (Low Intermediate)	0	1	0	4	3	2								0
Transitioning (High Intermediate)	0	1	4	1	2	3								0
Expanding (Advanced)	0	5	4	4	1	2								0
Commanding (Proficient)	0	0	0	0	0	0								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	0		0		0		0		0
4	2		0		0		0		0
5	6		0		1		1		0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

P.S. 276 uses DIBELS, Fountas and Pinnell, and MOSL to determine early literacy skills of our ELLs. These assessments are implemented at the beginning and end of the school year to determine student needs and progress in literacy.

Students in grades K-5 are assessed using DIBELS which consist of multiple literacy components.

DIBELS Component and Descriptions:

Measure of Phonemic Awareness: Initial Sound Fluency: Assesses a child's skill at identifying and producing the initial sound of a given word. Phonemic Segmentation Fluency: Assesses a child's skill at producing the individual sounds within a given word.

Measure of Alphabetic Principle and Phonics

Nonsense Word Fluency: Assesses a child's knowledge of letter-sound correspondences as well their ability to blend letters together to form unfamiliar "nonsense" (e.g., ut, fik, lig, etc.) words.

Measure of Accuracy and Fluency with Connected Text:

Oral Reading Fluency: Assesses a child's skill at reading connected text on grade level materials.

Measure of Comprehension:

Oral Reading Fluency and Retell Fluency: Assesses a child's understanding of verbally read connected text.

Measure of Vocabulary and Oral Language:

Word Use Fluency: Assesses a child's ability to accurately use a provided word in the context of a sentence.

Elements of Fountas and Pinnell

This assessment provides leveled readers for teaching readers how to focus or expand their thinking through talk and writing before, during, and after reading. The goal is to help students use literacy to think in three ways.

1. Thinking Within the Text

Noticing and using the information that is directly stated in the text

2. Thinking Beyond the Text

Noticing what is implied, not explicitly stated

3. Thinking About the Text

Analyzing the writer's craft and thinking critically about the whole text.

These assessments help to guide instruction and understand how well ELLs are comprehending reading, oral retelling, phonics and fluency, as well as their knowledge of academic vocabulary. This will help to inform instruction through an analysis of the data and plan adjustments to Tier I instruction according to the needs of each ELL.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Based on an analysis of the data from the NYSITELL and the 2014 NYSESLAT, the RNMR report indicates that the patterns across proficiency levels show that ELLs on every grade scored higher on the speaking/listening modalities. ELLs scored the poorest on the reading and writing modalities.

According to the NYSITELL scores, most students have the greatest difficulty in the areas of listening and reading. Unless a child is a newcomer/entering, ELL student scores typically range within the intermediate or advanced levels.

The data patterns summarized below is based on the Spring 2014 NYSESLAT and the Fall 2014 NYSITELL. This data is broken down by proficiency levels.

Spring 2014 NYSESLAT and Fall 2014 NYSITELL:

- 22/54=41% of our students scored beginner
- 16/54= 29% of our students scored intermediate
- 16/54= 29% of our students scored advanced.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Patterns across the NYSESLAT modalities affect instructional decisions by placing an emphasis on instructional time, determine student grouping, and provide appropriate scaffolds for all ENLs to achieve in the classroom. Time is allocated to develop listening, speaking, reading and writing skills, and also incorporates research-based strategies for ENLs into the content areas. Literacy instruction is based around Common Core Learning Standards using a balanced literacy model along with elements of SIOP to develop and strengthen skills. Activities from balanced literacy include read alouds, close reading, guided reading, independent reading, phonics and spelling, vocabulary enrichment, shared writing, modeled and independent writing. SIOP strategies and scaffolds include gradual release, leveled questioning, graphic organizers, wait time, purposeful grouping, socratic circle and accountable talk amongst peers. Additionally, a range of cognitive and metacognitive strategies are used to guide students in critical thinking and develop a deep understanding for various genres. Cognitive strategies may include rereading, highlighting, reading aloud, mapping information, identifying key vocabulary, and mnemonics. Metacognitive strategies may include predicting, inferring, self-questioning, clarifying, visualizing, and summarizing.

The ENL teacher and the classroom teachers of ENLs work collaboratively to evaluate ENL student data in order to inform instruction based on student needs. In the ENL program, the teacher uses the ENL students' results to inform decision making and inform instruction. The NYSESLAT modalities affect instructional decisions because the modalities give the classroom teachers and ENL teacher a clear understanding of the area(s) of strengths and weaknesses of ENLs in order to plan lessons according to their needs. As a school, we are focusing on all modalities equally in order to develop proficient students in listening, speaking, reading, and writing. Although the NYSESLAT and NYSITELL indicate that reading and writing are our greatest needs, research shows that students need opportunities to practice listening and speaking in order to develop reading and writing skills.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

The patterns across proficiency levels show that our intermediate and advanced ENLs perform better than our beginner students once they have an opportunity to acquire the English Language. Native Language exams are given for New York State Math and Science tests when it is helpful to the student. Whenever possible, exams are given in a student's native language, and if no paper exam is available, the student has the exam translated into his/her native language ensuring that all students are assessed on the content, regardless of their English proficiency. Classroom teachers allow students to answer questions in their native language on content area exams. In regards to how our ELLs are doing on Native Language tests as opposed to tests taken in English; due to the fact that we have only a very small amount of students who take the New York State tests in their Native Language, there is not enough data to determine trends at this time.

The success of the program for ENLs is evaluated by the data of the NYSESLAT, ELL Periodic Assessment as well as rubrics aligned to those similar to those provided on the NYSESLAT. The school leadership team, classroom teachers, and the ENL teacher use the results of the ELL Periodic Assessment as data to inform decision making and drive instruction. The ELL Periodic Assessment is an assessment which measures the progress in English language proficiency and predicts student performance on the NYSESLAT, which is implemented to all ENLs in the fall and spring. The results provide the ENL teacher, classroom teachers of ENLs with detailed information pertaining to the strengths and weaknesses in the students' language acquisition. It also serves as a resource to help plan individual and group instruction. The Periodic Assessment is given to ENLs in grades 3, 4, 5 in the Fall and the Spring. Teachers use the results to determine the progress and achievement of ENLs. Data is used to guide instruction for ENLs by analyzing the listening, reading, and writing contents of the assessment. The ENL teacher identifies the area(s) in which the child is struggling and implements lessons based on this information.

Classroom observations and a writing response are also used to further assess speaking and writing, as these skills are not fully addressed on the Periodic Assessment. With this data lessons are planned and implemented ensuring all the ENLs needs are being addressed.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RTI Guide for Teachers of ELLs](#).]

P.S. 276 uses data to guide instruction for ENLs within the RTI framework in the following way. We follow the three levels of Response to Intervention. All ENLs participate in the school's Universal Screeners. This assessment battery (described above) addresses multiple components of literacy in order to gather a detailed picture about the student's individual needs, particularly as it relates to Tier I instruction. Results from the assessment are reviewed at the school, grade and class level in order to identify areas of need. After reflecting on the trends shown, plans are established to adjust Tier I instruction when many students are below established expectations. Best practices are implemented to refine Tier I instruction for ENLs and the rest of the student population. Tier I consists of rigorous evidence-based curriculum including English language development for ENLs.

Struggling students who are not meeting established benchmarks and are performing in ways that are different than their peers are offered small group Tier II interventions. These interventions are offered on a short term basis, with regular progress monitoring to determine the effectiveness of the selected intervention. Tier II provides extra attention, activities and experience targeted to specific students in addition to core instruction. Students who are not making progress after sufficient time and adequate interventions may progress to Tier III Interventions. These intensive interventions provide 1:1 instruction to address the student's unique need(s).

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

There are several factors we take into consideration to make sure that a child's second language development is considered in instructional decisions: We make sure that a child's second language development is considered in instructional decisions in the following ways. The ENL teacher provides multiple scaffolds to help develop a child's second language acquisition while still providing access to grade appropriate content. All of these strategies are used throughout the day, and during afterschool programs; not just in general or special education classes, but also during ENL classes, content and cluster classes, with related service providers, and when dealing with any and all staff. The RLAT is a crucial report used to make instructional decisions because it allows educators to track ELL's proficiency growth throughout the past three years of taking the NYSESLAT. This information provides the ENL teacher and the classroom teacher with an understanding of each child's strengths and weaknesses in the areas of listening, speaking, reading, and writing. Therefore the appropriate instructional decisions can be made while planning and implementing lessons.

Professional development opportunities throughout the year enable the ENL teachers to share strategies on second language acquisition with the staff in order to help teachers meet the needs of their ELLs. Visual scaffolds are used in ENL and general education classrooms in order to make the content more accessible to ELLs. Teachers demonstrate flexible grouping strategies depending on the task's goal. At times students may be grouping in native language pairs, small groups of mixed proficiency levels, or whole groups depending on the ELLs' needs. As student's English language proficiency increases, the amount of native language support provided in groups by peers is decreased. This is determined through observations and assessments conducted throughout the year. The ENL teacher, also confirms with the classroom teacher that the ELLs are asked questions and given tasks at an appropriate oral rate so that they can comprehend oral instructions and questions. (comprehensible input) We also ensure appropriate wait time is provided to ELLs to allow language to process. P.S. 276 makes sure that ELLs are grouped accordingly with pairs during small group or partner work. Cognates are provided to those students where appropriate and subject area glossaries are provided to

students to use during class lessons and assessments. Topics of concern are addressed during professional development provided to teachers during ELL Common Planning and ELL team meetings.

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

Although we do not plan on implementing a Dual Language program for the 2015-2016 school year, our goal is to plan to develop a Haitian Creole Dual Language program throughout the school. This program is planned to be executed beginning in kindergarten at the start of the 2016-2017 school year.

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

There are several ways to evaluate the success of our program for ELLs.

We look at the data from many sources: NYSESLAT, results of the NYS ELA, Math, and Science assessments, conference notes, student work rubrics, DIBELS and Fountas and Pinnell, MOSL, BOY, MOY, and EOY assessments, benchmark Unit assessments, and performance tasks. Through an analysis of the most current scores to those of the past, we identify the progress each child has made in comparison to the previous year(s). If ELL students demonstrate growth in the areas of listening, speaking, reading, and writing, then the program is successful.

Additionally, we use the Periodic Assessments implemented in the Fall and Spring and compare the scores to ensure progress is being made. This allows us to compare the fall results to those of the spring results, which provides us with the improvements in listening, speaking, reading, and writing our ELLs are enduring.

The RLAT is analyzed to identify the students who have and have not made progress. When the state report card is released, we analyze the data to determine if we are meeting Annual Yearly Progress for ELL students. Factors that are considered include but are not limited to: student's home language, length of time in country, gaps in educational services, SIFE status, attendance and socio-economic status. We then make a plan and discuss students' strengths and weaknesses during common preps, grade meetings, and inquiry time.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [*ELL Policy and Reference Guide*](#), [ELL Identification](#) section.

Parents/Guardians of all newly enrolled students to PS 276 are required to complete the Home Language Identification Survey (HLIS) which is translated in various languages. Parents respond to questions on the HLIS (parts 1, 2, and 3) about their child's knowledge and use of their home language. During this time, at registration, a trained Pedagogue meets with the parent/guardian and the child. An oral interview is conducted in English and native language with both the parent and child. With the information collected from the oral interviews and the HLIS, a home language determination is made by Ms. Harris (English only), a certified ENL teacher, a licensed pedagogue, the Assistant Principal, Ms. Ward (English only), Principal, Ms. Fidelia (bilingual Haitian Creole). The following interpreters are available throughout the building in order to conduct interviews; theater teacher, Ms. Vinson (bilingual Spanish), Occupational Therapist, Ms. Kamal (bilingual Arabic), classroom teacher, Ms. Pierre-Louis (Haitian Creole). Interpretation and translation services are provided throughout registration and the entire intake process. Parents are given the opportunity to ask questions in their home language as needed. A list of bilingual staff members are kept on file in the ENL teachers room and a copy is also kept in the main office.

Once the HLIS and interviews are completed, a home language is determined by the pedagogue. If the home language is other than English, the student then becomes eligible for the NYSITELL (New York State Identification Test for ELLs). The NYSITELL assesses the standard modalities; listening, speaking, reading, and writing. Students whose home language is Spanish, and score below the commanding level on the NYSITELL, are administered the Spanish LAB. This assessment determines the students' language dominance. If needed, Ms. Vinson helps to administer the Spanish LAB. Scores are kept on file in the ENL teacher's room.

These assessments are the final determination if the student will receive ENL/bilingual services in addition to taking the NYSESLAT. The handscored chart conversion chart is kept on file in the ENL teachers' room. If the student passes the NYSITELL they are not eligible for ENL/Bilingual services, however, the parent has 45 days to request a re-identification.

Students with an IEP and a home language other than has been determined, the Language Proficiency Team (LPT) meets and reviews evidence of the student's language development. Collectively the team recommends whether the student takes the NYSITELL or not. If the student is not recommended for the NYSITELL, it is sent to the Principal for review. Once the Principal's determination is made, it is then sent to the superintendent for review. Finally the parent is notified and the student will not have to take the NYSITELL.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Once the student is identified as an ELL, the parent/guardian is notified with an entitlement letter. The parent/guardian has the opportunity to attend an ELL parent orientation session which includes the ENL teacher, the Parent Coordinator, and a school interpreter, if needed. An Entitlement Letter, brochure, and program selection form are sent to the ELL parents notifying and inviting them to the orientation within the first 10 days of enrollment. The forms are sent home in English and their home language. Copies are made and kept on file. Orientation is held in the office before, during, and after school to accommodate all parents. The parent coordinator or ENL teacher call the parents that have been invited to remind them about the orientation session. At orientation, the ELL parents are provided with information about the three program choices in English and in their home language. The parents are then given an opportunity to ask questions so that they can make an informed choice. Parents view a video in their native language and/or English which provides information about the different options of choosing between the three educational programs that support ELLs: Transitional Bilingual Education, Dual Language, and Standalone ENL. When needed, interpreters on our staff are available to facilitate meaningful communication between parents and staff. At the parent orientation, standards, assessments, promotional policy, school expectations and community resources are also discussed. Parents must complete and sign the Program Selection and Survey forms confirming the program selection for their child. Parent forms are analyzed. A placement letter is sent home to the parents in English and their home language informing them of their child's placement into the appropriate program or given an option to transfer should their be insufficient numbers of students to open the parent's preferred program. Identification and placement of ELLs are made within ten days of enrollment. One on one individual sessions are made to accommodate parents that were not able to attend the parent orientation. Phone calls are made to other individual parents. After multiple attempts have been made to collect the program selection form and schedule an orientation with the parent it is coded in ATS as no parent choice, however, the default is Transition Bilingual Program.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Student who are listed on the RLER ATS report receive an entitlement letter or non entitlement letter based on the handscoring of the NYSITELL within the first ten days of enrollment. These letters are sent home in English and their home language with the child in their homework folder which is placed in their book bag.

Parent Survey and Program Selection forms are distributed and collected at orientation. If parents do not attend orientation or return the Survey and Selection forms, a phone call is made by the Parent Coordinator, Ms. Carter or the ESL teacher, K. Harris to reschedule or the ENL teacher meets the parent during dismissal to see if they can attend an orientation at that time. If the parent does not return the forms after multiple attempts, a letter is sent in the mail. Copies of dated letters, HLIS and parent choice/program selection forms are kept on file in the room of the ENL teacher. Copies of the parent choice and placement letter are placed in the student's file along with the original HLIS. Copies are kept on file in the ENL teacher's room.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

If a students' score is entering, emerging, intermediate, or expanding qualify as an ELL. The parent may opt for one of the three educational programs: Transitional Bilingual Education Program, Dual Language Program or Freestanding ENL Program. The student must be placed within ten days of enrollment. If a parent does not select a program, the student is automatically placed in a bilingual class, if available. If there are insufficient students to create a bilingual class and the parent does not want their child to transfer to a school that has the program, they may opt to place them in an ENL program. Our school presently has an ENL Program only. If needed, the parent is consulted by a translator informing them about the options they have for placement of their child.

Placement letters are maintained and kept in each child's CUM folder as well as a copy is filed in the ENL room. The ELPC screen in ATS is updated within twenty days of each ELL student's registration date.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

In the Spring, each ELL is administered the New York State English as a Second Language Achievement Test (NYSESLAT) by a certified ENL teacher to determine English proficiency. To ensure that all ELLs receive the NYSESLAT the ATS report RLER is generated. The RLER indicates the list of student's eligible to take the NYSESLAT. The NYSESLAT data determines whether or not the student continues to qualify for ELL services. The data implicates the instructional decisions for the student. NYSESLAT scores are used for program and classroom planning, differentiating instruction and grouping ELLs to provide enriched language instruction.

Prior to the start of each session of the NYSESLAT, test administrators must provide the following directions to students:
Remove all books, notes, or other aids from their reach or sight during the test.

Read and/or listen to the questions carefully and follow instructions.

Make sure their names are written on all answer sheets being used.

Make sure their names are written on Session 1, 2, and 3 subtest booklets in the space provided.

Prior to the test, the ENL teacher explains to students that the questions on the NYSESLAT are designed to measure English skills ranging from beginner to proficient. As a result, some of the more proficient students may find some test questions simple, particularly at the beginning of each subtest. Similarly, some beginning students may find some test questions very challenging, particularly toward the end of each subtest.

The test is broken down into four sessions. The Speaking subtest is administered first, by the ENL teacher as disinterested teacher uses the rubric to score the students' answers. Scoring is conducted at the time of administration unless student responses are being electronically recorded, a disinterested teacher can score them at a later time. Next, session 1, 2, and 3 subtests, which all contain listening, reading and writing parts, are administered to small groups of students.

Students with an IEP and/or 504 Plan will receive accommodations authorized in their document, with two exceptions:

- The Reading subtest may not be read to any student.
- For the Writing subtest, students may not receive assistance with or have their responses corrected for spelling, grammar, paragraphing, or punctuation.

As stated on page 5 of the NYSESLAT administrator manual.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

In the Spring, each ELL is administered the New York State English as a Second Language Achievement Test (NYSESLAT) by a certified ENL teacher to determine English proficiency. To ensure that all ELLs receive the NYSESLAT the ATS report RLER is generated. The RLER indicates the list of student's eligible to take the NYSESLAT. The NYSESLAT data determines whether or not the student continues to qualify for ELL services. The data implicates the instructional decisions for the student. NYSESLAT scores are used for program and classroom planning, differentiating instruction and grouping ELLs to provide enriched language instruction.

Prior to the start of each session of the NYSESLAT, test administrators must provide the following directions to students:

Remove all books, notes, or other aids from their reach or sight during the test.

Read and/or listen to the questions carefully and follow instructions.

Make sure their names are written on all answer sheets being used.

Make sure their names are written on Session 1, 2, and 3 subtest booklets in the space provided.

Prior to the test, the ENL teacher explains to students that the questions on the NYSESLAT are designed to measure English skills ranging from beginner to proficient. As a result, some of the more proficient students may find some test questions simple, particularly at the beginning of each subtest. Similarly, some beginning students may find some test questions very challenging, particularly toward the end of each subtest.

The test is broken down into four sessions. The Speaking subtest is administered first, by the ENL teacher as disinterested teacher uses the rubric to score the students' answers. Scoring is conducted at the time of administration unless student responses are being electronically recorded, a disinterested teacher can score them at a later time. Next, session 1, 2, and 3 subtests, which all contain listening, reading and writing parts, are administered to small groups of students.

Students with an IEP and/or 504 Plan will receive accommodations authorized in their document, with two exceptions:

- The Reading subtest may not be read to any student.
- For the Writing subtest, students may not receive assistance with or have their responses corrected for spelling, grammar, paragraphing, or punctuation.

As stated on page 5 of the NYSESLAT administrator manual.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

P.S. 276 uses both notes home and phone calls in the preferred language of the parents to reach out and ensure parent surveys and program selection forms are completed. We also monitor program choice by maintaining a database of both 2015-16 program choice data and historical data.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

P.S. 276 uses both notes home and phone calls in the preferred language of the parents to reach out and ensure parent surveys and program selection forms are completed.

9. Describe how your school ensures that placement parent notification letters are distributed.

- Placement parent notification letters are distributed in the preferred language of the parent via backpack and postal mail.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL documentation for each child is maintained by the ELL coordinator in a secure location.
 11. 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.
During the NYSESLAT testing window, the ELL coordinator is provided with staff support to assist in proctoring and administering all sections of the NYSESLAT. An assessment calendar is created and adhered to.
 12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
All ELL parent notification letters are translated into the preferred language of the parents and sent home via backpack and postal mail.
 13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
Out of 54 program selection forms, 36 chose the standalone ENL program, 9 chose a Transitional Bililingual Program and 6 requested to place their child in a Dual Language Program. We currently offer a standalone ENL program and are anticipating offering a Dual Language Program beginning in September 2016.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
The standalone ENL program at PS276 consists of a combination of integrated and pull-out programs where the ENL teacher and the classroom teachers collaborate in order to deliver seamless instruction for the ELLs. Whether the lessons are integrated with the mainstream students or in small group in the ENL classroom, the students will develop language through units being currently being taught. ENL instruction includes research-based methodologies including elements of SIOP and native language support through student discussion to enrich vocabulary and comprehension.

When lessons are instructed in small groups out of the classroom, students are grouped within two consecutive grade levels. The groups consist of heterogeneous proficiency levels. Grouping provides the ELLs with enriched language instruction to enable them to acquire the English language proficiency and academic knowledge they need. The students receive language arts and subject matter instruction in English while participating in various planned activities with a focus on listening, speaking, reading, and writing. Topics in which are taught are based around science and social studies units.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
English Language Learners at PS276 participate in an ENL Program, which consists of a combination of integrated and pull-out services. Mandated minutes and program type depend on the proficiency level of each student. The proficiency levels are determined by the NYSITELL and the most current NYSESLAT taken by the student. This data is retrieved using the RLER, RLAT, and RLAB on ATS.

According to the current CR Part 154 requirements, ELL students in grades K-8 are to receive the following minutes of service per week and program type:

Level	Total minutes	Minutes in standalone	Minutes in integrated	Flexibility minutes
Entering	360	180	180	0
Emerging	360	90	180	90
Transitioning	180	0	90	90
Expanding	180	0	180	0
Commanding	90	0	90	0

The ELL teacher collaborates with the classroom teachers who are involved in the education of ELLs. Articulation between the ELL teacher and the ELLs classroom teacher is ongoing. They articulate student progress, ESL methodologies, ESL materials, testing concerns, and units of study that are being taught. They articulate about ELLs requiring instruction that focuses on academic English and instruction that is scaffolded to meet their academic backgrounds and linguistic needs. Instruction for general and special education ELLs integrates the major skill areas of listening, speaking, reading and writing. Instruction for ELLs is aligned with the Common Core State Standards along with the Bilingual Progressions, performance indicators and Citywide Comprehensive core curriculum and Mathematics. GO Math and ReadyGen (ELA curriculum) are used in grades K-5.

GO Math is a mathematics program developed to support the Common Core State Standards for Mathematics and the NCTM Curriculum Focal Points. The program emphasizes Big Ideas and depth of understanding through interactive lessons, research based instructional approaches, best practices from around the world, and differentiated instructional resources to ensure success for all students.

ReadyGen is aligned to Common Core Standards and works within the Balanced Literacy model. This curriculum incorporates the areas of listening, speaking, reading, and writing into each lesson, in addition to an emphasis on academic vocabulary and reading complex texts.

3. Describe how core content is delivered in each program model. 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.

In both standalone and integrated models SIOP elements are implemented such as; visuals, realia, manipulatives, charts and graphs, graphic organizers, wait time, speech rate, and vocabulary charts in order to provide ELLs with comprehensible input. ELL strategies such as Total Physical Response activities, cooperative learning, language experiences, peer talk, and hands on activities support ELLs to develop skills and assist them in achieving the same standards expected of all students in ELA and other content areas. Rigorous instruction in standards based academic instruction is ongoing. Cooperative planning is used to teach study units to prepare ELLs to think critically, solve problems, demonstrate a deep understanding of text, use the computer and communicate in English. Literacy is stressed by adapting ESL techniques for read aloud, shared reading, guided reading, independent reading, modeled and independent writing. Integrating literature that reflects students' various cultures provides a positive and enjoyable experience for ELLs and enhances the development of their speaking, listening, reading and writing skills. Instructional time for reading and writing address oral language and literacy development in all modalities (listening, speaking, reading, writing, viewing and presenting.)

Language is an important focus for teaching. Learning academic language is effective when the focus is on integrating language and content area. Thematic readings in the content areas of social studies, science, music, art and multicultural literature provide meaningful vocabulary, relevant language and experiences, and grammatical conventions. ELLs are exposed to relevant and familiar vocabulary which is essential for language acquisition. To ensure literacy, ELLs need a strong and growing vocabulary base that requires knowledge of words, word parts and word relationships. Language is made comprehensible through teaching content area concepts using concrete items, photos, pictures, realia, graph organizers, charts, and vocabulary charts. To elicit ELLs prior experiences and knowledge will foster both concept and language development. ELLs participate in multiple assessment activities that provide the ESL teacher with formative data and information on the students' mastery skills and English language development. Multiple informal assessment activities are used to differentiate instruction to meet the ELLs needs.

P.S. 276 implements the ReadyGen ELA program which is aligned to the Common Core Literacy Standards. The teachers in the general education classrooms along with the bilingual teacher use these materials. They meet on the same grade level and collaborate in order to teach a sequenced curriculum. The curriculum is cumulative, the knowledge and skills the students' learn each year become the students' foundation for learning in the school years to follow. The content within these programs are modified during common prep periods to make the material comprehensible for ELLs. ELLs build a foundation for understanding rich

content. Teachers use strategies/methodologies and adapt them to support and meet the needs of the ELLs through scaffolding ReadyGen materials.

A range of instructional strategies and different learning modalities are provided for ELLs. Each ELLs' individual attitude, interests, experiences, skills, knowledge and learning styles are profiled. Assessment activities are used to help the ENL teacher make instructional decisions. The ENL teacher uses data from the NYSITELL, NYSESLAT, and the ELL Periodic Assessment to drive instruction. The assessment strategies help the ENL teacher find out what the ELL students know and can do. Each assessment activity has a specific objective linked purpose. The ENL teacher conducts multiple forms of evaluation (anecdotal records, observations, checklists, rubrics, test scores) to assess the progress of her ELLs and to plan instruction. Besides the use of dictionaries, glossaries and materials in the home language, the ENL teacher buddies students of the same language and are grouped for certain activities so that they can assist each other and respond in the home language. School personnel provide support to students during the school day and are utilized to provide clarification for ELLs who might be struggling with content and concepts in the content areas.

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

When our assessment team meets in October, we order assessments in the students native languages as needed. Our assessment coordinator ensures that these assessments are accurately ordered. ELLs are evaluated in their native language throughout the year in grades 3-5 throughout a Native language arts class offered one period, three times a week. Classroom teachers allow students to respond to questions in their native language-both in class discussions and on formal tests. Classroom libraries contain literature in students' native languages. Students can give answers orally and the information is translated back into English and they can also write their answers in their native language and it will be translated. Also, native language exams are given for New York State Math and Science tests when it is helpful to the student. Whenever possible, exams are given in a student's native language, and if no paper exam is available, the student has the exam translated into his/her native language ensuring that all students are assessed on the content, regardless of their English proficiency. At our common prep meetings on Fridays we use time as needed to discuss and analyze assessments for planning and grouping purposes.

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

We ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year in several ways. First by analyzing their classwork. Does their classwork indicate that students can listen and read directions accurately? Has the student been able to complete the task at hand according to its focus? All units have Language Standards as well as Speaking and Listening Standards incorporated into them. Rubrics are created that are linked to the CCLS. Students are assessed in speaking and listening as well as reading and writing continually throughout the school year. Within integrated classes, we review the students classroom portfolio regularly and maintain portfolios of student work for those students who are provided ELL services. The ENL Teacher confers with classroom teachers on books the ELLs are reading and writing assignments in class to ensure they are understanding the text and the assignments which follow. Additionally, all teachers make sure ELLs are provided with scaffolding, cognates, glossaries, and bilingual dictionaries to aid language acquisition throughout the year. Lastly, in working together with the classroom teacher, the ENL teacher demonstrates and teaches classroom teachers research-based ESL methodologies during our weekly team meetings. Administrators ensure, through observations, these strategies are being implemented during classroom instruction. As for integrated classes, the ENL teacher models ELL methodologies and strategies through co-teaching so the classroom teacher can gain an understanding of ways to aid language acquisition within the four modalities throughout the year. Teachers allow ELLs to utilize their testing modifications for all major assessments in class throughout the year. By doing this, they are comfortable with the testing conditions well ahead of any high stakes test.

In addition, former ELLs are also given testing accommodations and 90 minutes of weekly integrated services for two years after they meet the commanding level on the yearly NYSESLAT assessment.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

There are various ways in which we differentiate and scaffold instruction regularly for ELLs. According to CR Part 154, SIFE is defined as students who: come from a home in which a language other than English is spoken and enter a school in the US after grade 2; or are immigrant students and enter a school in the US after grade 2 have had at least two years less schooling than their peers; function at least two years below expected grade level in reading and mathematics; and may be preliterate in their first language. Or in the scenario which a student returns to his native country and attends school with no

English language instruction, then comes back to school in the US, attention must be given to address the learning gaps in his/her instruction. Our instructional plan for the situation where we have SIFE students is made in conjunction with the parents, ENL staff, the administration, and the classroom teacher(s). Placing the student in a lower grade is not an option. Grade level is determined on child's age. Instruction is accommodated by providing an extra period of ENL daily, as needed, in addition to the mandated unit as per CR-Part 154 regulations, providing academic intervention services through AIS conducted first period five times a week and the Title III after school program offered in grades 3-5 two times per week.

Newcomers are students who have received 0-3 years of ENL/ Bilingual services. They usually range from the entering to transitioning stages of second language acquisition. Instruction is modified and scaffolded for newcomers by focusing on building vocabulary, developing listening comprehension, promoting speaking through small group discussions, modeling reading and writing, using graphic organizers, visuals, realia, and providing active contextualized engagement activities. A combination of different second language acquisition strategies (The Natural Approach and TPR) are used to introduce the students to school routines and basic English language skills. At this stage, teachers may utilize the student's native language to ensure the students' understanding of content area subjects while the student is acquiring English. The students may also use their native language while working in small groups to gain clarity of the topic and tasks. The ENL teacher has available bilingual picture and word-to-word dictionaries as well as academic vocabulary glossaries available in the subject areas for the students to utilize when needed.

When a new ELL student arrive to our school, the ENL teacher takes the student on a tour of the school to familiarize them with the building and key staff members they can communicate with in their native language. The guidance counselor, social worker, and parent coordinator also work with the students and family to ease the transition and acclimate into their new community.

For ELLs receiving service 4 to 6 years the plan is to design activities that are more complex and scaffolds are more limited. The ELLs note relationships in text such as; comparison and contrast, cause and effect, problem and solution. The ELLs are challenged to think across cultures, and time periods. Other activities include poems, a biographical sketch of their self or another literary character, and narrative, informative writing. Data indicates that these ELLs need improvement in their reading and writing skills. Reading and writing skills are being addressed while incorporating listening and speaking activities on order to help bridge the gap between the modalities of language acquisition. For Long Term ELLs, data is evaluated from the NYSESLAT, ELL Periodic Assessment, city and state tests and are used to determine where their weaknesses and strengths are. Tiered activities are used. Visual, auditory and kinesthetic options are provided. Students are expected to make text to self, text to text and text to world connections. Reading and writing practice skills are addressed. ELLs having special needs are provided with auditory, visual and kinesthetic options. The IEP goals are read and addressed through instruction. Data is taken from the city and state tests to drive instruction. Tiered activities are used. Reading and writing skills are addressed. Former ELLs are monitored and offered transitional services when needed for two additional years after testing proficient. These students are also afforded ELL accommodations on City/State Assessments when needed

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

8. 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?

A number of instructional strategies and grade level materials are used with the ELL-SWDs. Instructions are given in smaller increments so the students are able to keep up with the class. Language Power, Imagine Learning, and Reading A-Z are intervention programs that are used. They consist of a mix of nonfiction reading to acquire basic reading skills. The program offers intensive instruction to accelerate learning of the skills. ELL-SWDs use guided reading books, visuals, flash cards and picture cards for vocabulary development.

When working in math the student is provided with appropriate manipulatives for the specific topic. Visual methods and tactile materials are utilized too. Teachers modify the curriculum to the ELL-SWDs level. Providers of the ELL-SWDs collaborate with one another to not interfere with the student's classroom ELA instruction. The ENL teacher works with the classroom teachers focuses on the same skills as the classroom teachers.

For Long Term ELLs, data is evaluated from the NYSESLAT, ELL Periodic Assessment, city and state tests and are used to determine their weaknesses and strengths. Tiered instructional activities are implemented to review skills and provide clarity to previous taught lessons. Visual, auditory, and kinesthetic activities are planned and implemented to meet the needs of all learning types. Students are expected to make text-to-self, text-to-text and text-to-world connections. Reading and writing practice skills are addressed in daily ELA and content area lessons.

Chart 7 does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
 Paste response to question here:

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



*Note “other approved services” does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

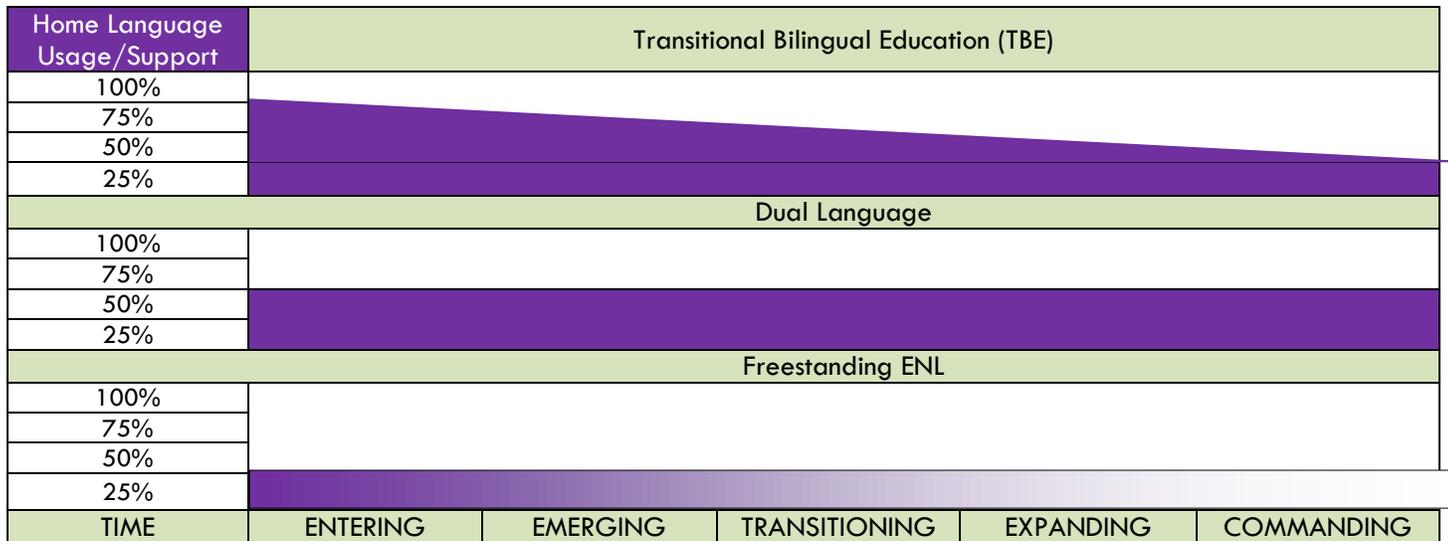


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
Paste response to question here:
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste response to question here:
12. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here:
13. What programs/services for ELLs will be discontinued and why?
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are included in all programs and activities. There are staff members who translated for students when required to do so. Students are placed in classrooms with other children who also speak their language whenever possible and are given a buddy to help guide them when they are newcomers as they transition to their new school community. In their class library and the school library there are books in their language for them to borrow and read.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
ELLs are supported by CCLS aligned ELA and Math curriculum as well as ESL materials specifically research to support them instructionally. Bilingual word-to-word dictionaries, glossaries, textbooks in various languages are available for the ELLs in the ENL program classrooms. Computers are used to reinforce listening, speaking, reading, and writing skills. Teachers implement the use of projectors, ELMOs, and SMARTboards during class lessons to provide ELLs with visuals and interactive activities. Programs on the computer are used to support the ELLs. Starfalls is used to learn the alphabet letters and sounds, and beginning reading. Soar to Success Math is a skill based program on the computer which differentiates instruction. The Bilingual classes have leveled libraries in English and the native language. Smart boards, computers and the balanced literacy model is used in English and native language instruction. Other instructional materials include a wide range of print, visuals, realia, manipulatives and resources designed for increasing English language proficiency.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
ELLs can take state and citywide content area exams in their home language. If the math exam does not come translated in their native language an interpreter from The Big Word is hired to interpret the exam. Some teachers and paras and students are fluent in some of our ELLs native language. The ENL teacher and classroom teachers use multicultural literature and decorate the classroom with posters and objects that reflect students' diversity of language and culture. When available, ELLs have the opportunity to take city and state content area tests in their native language.
The native language arts program is offered to students in grades 3-5 where a variety of Haitian Creole materials are utilized to provide literacy and writing instruction in the students native language .

During standalone and integrated ENL classes and additional subject areas, students provide clarity in directions, group tasks, and whole group discussions using their native language on as needed basis. Paraprofessional are also available throughout the building to come the classes and interpret as needed. If a newcomer would like to participate in whole class or small group discussion, however, does not have the language in English to express him or herself, they will use their native language and a peer will translate the information.
The computer program, Imagine Learning, also offers oral directions in students' native language. As the student's English progresses the native language transitions into English. Additionally, Raz-Kids offers books and assessments in Spanish to build content knowledge and comprehension in the native language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Both GoMath and ReadyGen Curriculum are developed by grade level standards and implemented in this manner during the school day.
Reading a-z and Language Power corresponds to grade bands K-2 and 3-5 where as topics and vocabulary is age appropriate.
Readworks articles also correspond to students grade level to ensure content and language is also age appropriate.
Raz-kids and Imagine Learning are computer programs that are individualized based on each student's literacy and language acquisition levels. Additionally they are assessed at their individual levels
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Paste response to question here: PS 276 provides support for newly enrolled ELL students before the beginning of the school year. The ENL teacher, parent coordinator, a school administrator and translators are available to assist newly arrived parents with registration, paperwork involved in the registration process, pupil placement and parental concerns. Support and information is given to the newly arrived students and parents. Parents are encouraged to ask questions about the school. Parents and newly enrolled students are taken on a school tour by the ENL teacher or the parent coordinator. The tour showcases our school and introduces them to staff members who share the same home language. The parent coordinator is introduced to the newcomers and parents to give them support with the information they need to know about our school and the community. This helps the newly enrolled students and parents to feel welcome and get acclimated to the school. A translator is available as needed and Interpretation services are used as needed. Throughout the school year, the Parent Coordinator, ENL teacher, and administrator support are provided to newly enrolled ELLs

19. What language electives are offered to ELLs?

No language electives are offered at this time

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Professional development is available for all personnel who work with ELLs. Included are common branch teachers, special education teachers, guidance counselors and assistant principals, secretaries, parent coordinator, paraprofessionals, school psychologist, occupational/physical therapists, and speech therapists. They are provided with professional development in ENL strategies, SIOP that includes research based methodology, approaches, planning, delivery of instruction, and assessments. Bilingual Progressions and I can indicators are also addressed during PD blocks.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Conferences and meetings allow information to be shared. These include but are not limited to: reorganization meetings, grade conferences, LPT (Language Proficiency Team) meetings, September and June planning meetings, SIT meetings, and June clerical 1/2 days teachers share and discuss data, information, and student work that is essential for planning and helping our ELLs move to the next grade level and help the teachers prepare for the upcoming school year.

Turnkey PDs are also provided by the ENL teacher to staff to ensure we are implementing effective research based strategies to our ELLs that are aligned to Common Core Standards. Teachers learn ways they can improve instruction for ELLs. Professional development makes the staff sensitive and aware of the needs of our ELLs. Professional development activities will take place during common preps and faculty conferences. Teachers and staff attend various workshops and conferences throughout the year focused around the common core and strategies to aid achievement for ELLs. These workshops will then be presented to teachers during common prep periods. Thus far the ESL teacher has attended and provided PD to mainstream teachers.

October- Developing a plan for integrated lessons and grouping using NYSESLAT scores

November- SIOP introduction, Component 1 (Lesson preparation)

December- SIOP Component 2 and 3 (building background and comprehensible input)

January- SIOP Component 4 and 5 (strategies and interaction)

February- SIOP Component 7 and 8 (lesson delivery, assessment&review)

March- Preparing for the NYSESLAT

April- NYSESLAT- From standards to assessments.

May- Promotional criteria for ELLs. Use of multiple criteria.

June- Books and resources for ELL students during the summer.

These monthly PDs support teachers in delivering Common Core aligned instruction. They provide teachers strategies to scaffold the standards for ELLs in order to breakdown information to make it comprehensible to them.

The ESL teacher provides the staff with support to assist ELLs as they transition from one school grade to the next. The ESL teacher articulates and conferences with the ELLs new teacher. Information about the child's strengths, weaknesses and goals are discussed. Checklists, anecdotal records, rubrics and data from the LAB-R, ELL Periodic Assessment and NYSESLAT are used to show progress made. The ESL teacher provides guidance and support explaining the routines and differences in middle school as compared to elementary school. Question and answer meetings are organized for the ELLs concerning transition to middle school. The guidance counselor has ongoing meetings with teachers to provide them with instruction to assist the ELLs concerning transition to the middle school and how to complete their applications to middle school. Our school provides Lunch and Learns, half day and full day PD that revolve around the Common Core standards and Danielson Framework. Citywide PD and Network PD are also offered to help teachers align their instruction with the CCLS while ensuring our ELLs have equal access to the content.

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 how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

As of September 2015, per Part 154 regulations, 15% total hours ELL-specific professional development will be completed by all teachers. 50% total hours of ELL-specific professional development for bilingual education and ENL teachers.

In accordance to Jose P. ENL teachers will attend 7 1/2 hours of professional development and 10 hours for special education teachers.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Parents of newly enrolled ELLs have the opportunity to attend an ELL parent orientation session which includes the ESL teacher and the Parent Coordinator. Parents view an orientation video in English or in their native language which provides information about programmatic offerings. Parents have the opportunity to ask questions regarding ELL services. Translation/Interpretation services are available by teachers in the school that speak the native language of some of the parents as well as through over-the-phone interpretation services.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Paste response to question here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL parents are informed and encouraged to attend onsite Tuesday parent workshops. If needed translators can be available. They are also informed about Parent Teacher Association (PTA) meetings, parent teacher conferences, and special school events via letters, and if necessary be translated in their native language. This helps the parents of ELLs to be actively involved in their child's education.

ELL parents are asked to volunteer two hours to help the children in our school. The program is the "Two Hour Power Program". Parents would be involved in school events, office help, lunch help, mom and dad events.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

The parent coordinator is partnered with community based organizations to provide workshops and services for ELL parents. Millenium helps with the support and assistance in parental involvement. They help fund the school's "Dads Take Your Child to School Day", "Million Father March". Parents are invited to workshop titled " Moms and Muffins" Dads and Donuts", aor the "Early Readers Clubs" where Pre-K and K parents are encouraged to come into the classrooms on Tuesday afternoons and read a book with their children in English or their native language. Camba provides help with legal services, immigration, housing and education. The Brooklyn Parent Center provides workshops on Special Education. The school is also sending out a survey this year encouraging parents to participate in an afterschool ESL class for adults.

The ESL teacher conducts informal and formal interviews with the ELL parents on an individual basis. Information is gathered about the ELL parents' concerns and questions which are addressed as needed. Workshops are provided about literacy, math , standards, testing and social involvement. These are led by the Parent Coordinator, ESL and other Teachers as well as outside organizations. At Parent Teacher conferences the needs of the parents are discussed too.

5. How do you evaluate the needs of the parents?

The parent coordinator plays a crucial role to aiding ELLs and their families. Ms. Rose Carter makes every effort to reach out to parents of ELLs to discuss their concerns and questions with the help of translators. We use data from parent surveys to evaluate the needs of parents of English Language Learners. We use data collected from the Home Language Survey, which we can also access through ATS so we can assess the oral and written language needs of our parents.

6. How do your parental involvement activities address the needs of the parents?

Parent involvement activities give parents an opportunity to interact with other parents from the community and the school. Parents can feel comfortable and not threatened because information is presented in English and is translated into their native language when needed. Parents learn valuable information at the meetings as well as have the opportunity to see their children interact with other classmates and school staff.

D. Additional Information

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

N/A

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Yasmine Fidelia	Principal		1/1/01
Leslyn Ward	Assistant Principal		1/1/01
Rose Carter	Parent Coordinator		1/1/01
Guerlene Pierre Louis	ENL/Bilingual Teacher		1/1/01
Latoya Fable	Parent		1/1/01
Eileen Fisher	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **18K276** School Name: **Louis Marshall**
Superintendent: **Ms. Wilkins**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Part 3 (Parent Information) on the Home Language Survey (HLIS) indicates to our school community the language of choice that the parent would like to receive written information and the language the parent prefers to communicate orally. Each child has a HLIS form in their cumulative record card. On each child's blue emergency contact card, a language preference is indicated. Upcoming parent meetings, workshops, and school events that are on a telephone relay are if needed, translated into the parents preferred language.

We conducted our assessment of written translation based on parental involvement. A number of letters in the native languages are sent out to notify the parents of a Parent Association meeting and fundraising event. We realized that our translation services were successful. The ENL teacher and parent coordinator work collaboratively to provide teachers and staff in the school community the parents who need language access support.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Of our 760 parents at PS 276, the following number of parents have requested oral interpretation services in languages other than English;

Haitian Creole=50
Spanish=5

French=1
Arabic=6

The following number of parents have requested written interpretation services in languages other than English;

Haitian Creole=50
Spanish=5
French=1
Arabic=6

These findings are shared with our school community through a generated list which is provided to the teachers, PTA, and Parent Coordinator indicating the parents requests for spoken interpretation and written translation. This list is kept on file with the PTA, Parent Coordinator, and in the classrooms. The ENL teacher provides updated information with this staff to ensure the needs of the parents are being met as requested.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The following documents that are sent home require translation:

Parent Handbook, September 2015

Parent Teacher Conference Letters, September and November 2015, March and May 2016

All Middle School/Pre-K admissions and Kindergarten admissions correspondence, ongoing

Parent Engagement and Parent Workshop calendar, ongoing

NYS Assessment Calendar, March 2016

This is in addition to all parent communications that are not automatically generated in the preferred language of the parent.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Back to School Night, September 2015

Fall Parent Teacher Conferences, November 2015

Spring Parent Teacher Conferences, March and May 2016

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

We plan to provide oral interpretation services at Parent Association Meetings, fund raising events, Math and Literacy workshops, Moms and Muffins, and Dads and Donuts. In addition, we will use oral interpreters during registration to help non-English speaking parents get to know our school and our programs. Similar to the written translation services, in house staff will attend all parental gatherings to translate into Haitian Creole, Arabic, and Spanish languages to ensure that all our parents are able to participate in the discussions, ask questions, and express concerns. At parent teacher conferences, parents may rely on an adult friend, relative, or companion for language assistance.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Our school maintains a current record of the language that each parent would like to receive written information and communicate orally taken from the HLIS, Part 3. Our school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services by ensuring that translation and interpretation services are provided to all parent who require language assistance and that all materials are available in our three major languages (Haitian- Creole, Arabic, and Spanish) for the parents at any time. We will use our in-house certified teachers to provide translations. Our school post signs in the main entrance, main office, guidance office, and parent coordinator's office indicating availability of interpretation services. The Bill of Rights is in the main office for parents to read about their rights regarding translation and interpretation services. Parents will be provided translations of the Bill of Rights if needed. The school's safety plan will contain steps for ensuring the parents in need of translation and interpretation services are able to get in touch with the school's administrators. Parents will be able to access services from the Department of Education's Website.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

All staff will receive training from the team on how to use translation services and it will be noted on the Professional Learning Calendar.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The school will determine the parent's need for translation services within the required time, and will distribute all translated documents in the preferred language of the parent.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We will utilize translation and interpretation services to provide a brief exit slip to parents after utilizing the service to assess whether it has been effective and useful for parents.