

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**School Name:**                         **P.S. 376**

**Principal:**                               **MARIA VERA**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: PS 376 School Number (DBN): 32K376  
Grades Served: K-5  
School Address: 194 Harman Street, Brooklyn, NY 11367  
Phone Number: 718-573-0781 Fax: \_\_\_\_\_  
School Contact Person: Ms. Cynthia Ramirez Email Address: Cramirez7@schools.nyc.gov  
Principal: Ms. Maria Vera-Drucker  
UFT Chapter Leader: Ms. Elizabeth Scelisi  
Parents' Association President: Ms. Maria Lopez  
SLT Chairperson: Ms. Elizabeth Scelisi  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 32 Superintendent: Ms. Lillian Druck  
Superintendent's Office Address: 797 Bushwick Avenue, Brooklyn, NY 11221  
Superintendent's Email Address: LDruck@schools.nyc.gov  
Phone Number: 718-571-1100 Fax: 718-574-1245

**Borough Field Support Center (BFSC)**

BFSC: North Brooklyn Director: Ms. Bernadette Fitzgerald  
Director's Office Address: 131 Livingston ST., Brooklyn, NY 11201  
Director's Email Address: BFitzge2@schools.nyc.gov  
Phone Number: 718-935-3728 Fax: 718-935- 2337

## 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)
Maria Vera-Drucker	*Principal or Designee	
Elizabeth Scelisi	*UFT Chapter Leader or Designee	
Maria Lopez	*PA/PTA President or Designated Co-President	
Nilsa Romero	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Maria Giron	Member/ Parent	
Christina Vivar	Member/ Parent	
Gloria Tellez-Tovar	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Maria A. Baez	Member/ Parent	
Angel Ortiz	Member/ Assistant Principal	
Kristin Ramos	Member/ Teacher	
	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.

PS 376 is a School of Technology as well as a Gifted and Talented School. Our school community is a place where technology is alive in all classrooms. PS 376 continually and successfully embeds Project Based Learning through instructional technology as an effective teaching and learning tool. In order to focus on the CCLS in depth, educators are tasked with utilizing innovative best practices that shift learning from instruction to inquiry, balance knowledge and skills, deeply study content, teach teamwork, and blend coaching with teaching. Thus, PS 376 actively implements PBL utilizing technology as a vehicle to accomplish these goals.

For this reason in the coming school year, 2015-2016, PS 376 was chosen to be a Showcase School of Technology. Additionally, after our K-2 Early Childhood Technology Expo, we were nominated for the Excellence in School Technology Award from the NYCDOE Technology Summit. We received this award in the summer of 2015.

At PS 376 our mission is the following:

As a collaborative school community at Public School 376, we are dedicated to providing a nurturing and stimulating learning environment with high academic and civic expectations for all of our students.

We are committed to developing students' talents and their unique abilities. By integrating standards-driven instruction with the arts and 21<sup>st</sup> century technology, we foster global and lifelong learning skills of thinking, communicating, reasoning, investigating and questioning. Through Project-Based Learning students are actively challenged to apply their understanding in purposeful ways in order to reach their full potential as capable, creative citizens.

PS 376 embraces the notion that best practices and expertise in providing our students with a premier education resides within our school building. In order to support rigorous instruction during the 2014-2015 academic school year (Element #1 Rigorous Instruction) in our building we aligned lessons to the Common Core Learning Standards with the goal of engaging our students in the development of critical thinking skills and active engagement. As a result, our students made positive gains in the 2015 NYS ELA and Mathematics Assessments.

Our school believes we are a professional learning community of lifelong learners. For the 2015-2016 academic school year, as our focus we collaboratively generated a list of in-house teacher expertise that addresses the Framework for Great Schools (Element #3 Collaborative Teachers). It serves as an inventory of effective teaching practices of individual educators who exhibit particular strengths in the four Domains from Danielson's Framework. From this list, teachers are able to request classroom inter-visitations in order to exchange teaching ideas, learn new strategies and/or different teaching methodologies. Classroom inter-visitations allow participants the opportunities to observe best practices across curricula from trusted colleagues, and subsequently receive ongoing support to implement these practices. Colleagues engage in the feedback process by providing host teachers with "glows" and "grows."

In addition to our General Education population, our school services a Gifted and Talented population, English Language Learners, and Special Education Students. Teachers are tasked with the job of planning lessons that meet the needs of these diverse populations by utilizing the practices of Universal Design for Learning. Thus, the goal of each lesson presented is to engage all students in the learning process and allow students to take ownership of their learning. Our ELL population is serviced by licensed ELL Teachers as well as our ELL Coordinator, to provide academic support in language acquisition. The ELL Coordinator is also tasked with maintaining compliance for each student, testing (e.g.- NYSESLAT and NYSITELL), and maintaining relevant records. The ELL Coordinator supports the parents through orientations that advise parents of the ELL services offered in our school. Additionally, we currently service our special

education students in the least restrictive environment in Self-Contained, Integrated Co-Teaching Classrooms, as well as in the general education setting. The IEP/SETSS Teacher services mandated students by utilizing their IEP goals, and maintains compliance by scheduling all students' IEP meetings. The SBST Committee meets regularly to maintain, update and discuss educational plans for students with special needs and students that may need academic intervention.

One of the best practices that has been utilized across virtually all classrooms is the use of Socratic Seminars. By engaging in a Socratic Seminar, our population is allowed the time to engage in in-depth discussions and build a strong, collaborative work culture, therefore creating a positive learning environment for all students.

For the upcoming 2015-2016 school year, we will continue to utilize technology to ensure the success of Project Based Learning in all classrooms, allow time for students to engage in rich discussions through Socratic Seminars, as well as classroom debates and allow time for teachers to engage in collaboration through Inquiry Teams and vertical planning sessions. To ensure our community is afforded the opportunity to grow we contract outside consultants such as Kara Levin and Ellen McCrum from Metamorphosis Math Consultants, Reading Rescue Grade One RTI Intervention and Olivia Wahl from Metamorphosis Literacy Consultants.

### 32K376 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	595	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	88.9%	% Attendance Rate		94.1%
% Free Lunch	89.6%	% Reduced Lunch		5.6%
% Limited English Proficient	26.3%	% Students with Disabilities		14.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		8.9%
% Hispanic or Latino	88.8%	% Asian or Native Hawaiian/Pacific Islander		0.2%
% White	1.6%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.77	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.9%	Average Teacher Absences (2013-14)		7.51
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	21.9%	Mathematics Performance at levels 3 & 4		27.7%
Science Performance at levels 3 & 4 (4th Grade)	78.4%	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				
<b>Accountability Status – Elementary and Middle Schools</b>				
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	YES	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		N/A
Hispanic or Latino	YES	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 Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
<b>Accountability Status – High Schools</b>				
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.

Based on students’ performance on the Spring 2015 New York State ELA exam, Weekly Skills Assessment, and the Spring 2015 Ready CCLS aligned ELA Assessment, 80 students, currently in third through fifth grades, have been identified as requiring AIS, e.g. overall proficiency level on both the reading and writing portions of NYS ELA Exam were below or approaching the previous year’s grade-level standards. School administration, along with the Instructional Cabinet members, analyzed school-wide performance results and carefully reviewed an item-skills analysis along with school-based student data to identify trends, patterns and/or gaps in student understanding.

### 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, 75% of the students who currently receive AIS services in Grades Three through Five, 60 students out of 80 students\*, will show progress in ELA by scoring one benchmark-level higher as measured by the Spring 2016 New York Ready CCLS-aligned ELA Assessment. This is to be administered at the start of the school year as a baseline assessment and again at the end of the school year as an end of year assessment to determine student progress.

\* Grade 4: 40 students out of 119 students; Grade 5: 40 students out of 94 students.

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p><b><u>Curriculum 1.2:</u></b></p> <ul style="list-style-type: none"> <li>• 2015-2016-The school will participate in the Showcase Schools Program. As a host school, we will exhibit strong practices in Student Engagement through Project-Based Learning (PBL), in order to support partner schools seeking to strengthen their own practices in the area mentioned above ( <b>Rigorous Instruction, Collaborative Teachers, Effective School Leadership &amp; Trust</b>).</li> <li>• July-August 2015- Teacher teams will meet to plan and adjust lessons so each lesson includes multiple entry points, intellectually engages all learners and provides access to complex texts across all content areas</li> </ul> <p><b>(Rigorous Instruction, Collaborative Teachers, Effective School Leadership &amp; Trust).</b></p> <ul style="list-style-type: none"> <li>• 2015-2016- Our school will implement PBL school-wide, as a method of instruction that addresses core content through rigorous, relevant, hands-on learning ( <b>Rigorous Instruction, Collaborative Teachers, Effective School Leadership &amp; Trust</b>).</li> <li>• 2015-2016- Our school continuously refines the school-wide curriculum, i.e. Units of Study. We ensure that formative, diagnostic and summative assessments aligned to the Common Core Learning Standards (CCLS) are embedded in each Unit of Study (<b>Rigorous Instruction, Collaborative Teachers, Effective School Leadership &amp; Trust</b>).</li> <li>• 2015-2016- Students participate in peer-to-peer discussions through sharing reflections, giving and</li> </ul>	<p>General Education, English Language Learner, Special Education Teachers, and Cluster Specialists</p>	<p>September 2015 through June 2016</p>	<p>School Administration, Instructional Cabinet and Grade Leaders.</p>

<p>receiving feedback on student goal setting (<b>Rigorous Instruction, Supportive Environment, &amp; Trust</b>).</p>			
<p><b>Data Based instruction:</b></p> <ul style="list-style-type: none"> <li>• Every Monday, Tuesday and Thursday, during data articulation, teachers and school administrators analyze targeted skills weekly in order to monitor students’ understanding, level of mastery and discuss possible next steps and impact on classroom instruction and student learning. Classroom teachers then meet one-on-one with students to review his/her performance, discuss areas in need of improvement and next steps (<b>Rigorous Instruction, Supportive Environment &amp; Trust</b>).</li> <li>• Every Monday, during Professional Development, School Leaders and Teacher teams engage in Cycles of Collaborative Inquiry which includes reviewing student work and data to guide instruction (e.g. revise lesson plans, adjust Units of Study). Based upon students’ level of performance, teachers will strategically group students to target and effectively address students’ individual learning needs (e.g. plan and arrange for targeted, small group instruction) in order to provide academic intervention services to students performing at Levels 1 &amp; 2. Also providing continual practice to ensure students meet grade-level benchmarks (Level 3) or extend the task for those students performing above grade-level benchmarks (Level 4) (<b>Rigorous Instruction, Collaborative Teachers, Effective School Leadership &amp; Trust</b>)</li> </ul>	<p>General Education, English Language Learner and Special Education students.</p>	<p>September 2015 through June 2016</p>	<p>School Administration, Instructional Cabinet, Grade Leaders, General Education, English Language Learner and Special Education teachers.</p>
<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>• 2015-2016-Teacher Leadership Program will challenge and support teacher leaders in developing the content knowledge and facilitative leadership skills needed to guide instructional improvements in schools. (<b>Rigorous Instruction, Collaborative Teachers, Effective School Leadership &amp; Trust</b>)</li> <li>• 2015-2016-Both Instructional Cabinet members and literacy consultants, provide ongoing instructional support to teachers via lesson study, inter-visitation, co-teaching, modeling lessons, small group instruction and facilitating data analysis. Additional professional and adult learning opportunities, focusing on effective literacy instruction and targeted intervention strategies are scheduled throughout the school year and will be provided by:</li> </ul> <p>On-site teacher experts:</p>	<p>Grade Leaders, General Education, English Language Learner and Special Education teachers.</p>	<p>July 2015 through June 2016</p>	<p>School Administration, Instructional Cabinet, Grade Leaders, Classroom Teachers and on-site consultants.</p>

<p>o Classroom inter-visitations are scheduled for teachers to view and share best practices, model and problem solve in order to learn from one another.</p> <p>Expeditionary Learning Consultant:</p> <p>o Academically rigorous learning expeditions, case studies, projects and fieldwork to inspire students to think and work as professionals do, and producing high quality work to authentic audiences beyond the classroom.</p> <p>Metamorphosis Teaching Learning Communities Literacy Coach-Olivia Wahl:</p> <p>o On-site balanced literacy instruction that provides students with a differentiated instructional program which supports the reading and writing development of students.</p> <p>Institute for Multi-Sensory Education (IMSE) Orton-Gillingham Training:</p> <p>o Tier 1 and Tier 2 direct, systematic and sequential instruction that empowers educators to teach the foundation of the English language.</p> <p>On-site Literacy Specialist and School Administrators:</p> <p>o Strengthen teachers' practice in literacy and solidify their understanding of the NYS P-12 CCLS in Literacy by providing actionable and meaningful feedback through frequent cycles of observations.</p> <p><b>(Rigorous Instruction, Effective School Leadership &amp; Trust) .</b></p>			
<p><b><u>Flexible teaching and planning targeted for student achievement:</u></b></p> <ul style="list-style-type: none"> <li>• School administrators meet weekly with teacher teams to collaboratively analyze student data and provide guidance with planning next steps <b>(Rigorous Instruction, Collaborative Teachers, Effective School Leadership &amp; Trust)</b>.</li> <li>• Teachers utilize student data collected weekly to adjust lessons so each lesson includes multiple entry points, intellectually engages all learners and provides access to complex texts across all content areas. Purposeful lesson planning leads to well-designed student tasks that require students to think critically and apply the content and skills learned over the course of the unit. All students will complete a culminating research project that elicits an</li> </ul>	<p>General Education, English Language Learner and Special Education students.</p>	<p>September 2015 through June 2016</p>	<p>School Administration, Instructional Cabinet, Grade Leaders and Classroom Teachers.</p>

original, creative and relevant student work product  
**(Rigorous Instruction, Supportive Environment,  
 Collaborative Teachers, Effective School Leadership &  
 Trust)**

**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.

- Common preps will be provided for Teacher Teams to assess student work and plan lessons focused on engaging students in daily instruction and supporting the acquisition of information.
- A double prep period will be provided so teacher teams can engage in collaborative inquiry, that includes analysis of student work samples to refine and adjust curriculum.
- On-site Metamorphosis Teaching Learning Communities Literacy Coach-Olivia Wahl, will provide training throughout the academic year to ensure teachers receive needed pedagogical and content support to strengthen their practice and improve student outcomes.
- Classroom and cluster specialists meet regularly throughout the school year with one or more members of the Instructional Cabinet to promote and ensure school-wide coherence, consistency and alignment.
- School leaders and teacher teams plan using data to drive instruction.
- Throughout the year, and within each cycle, classroom inter-visitations are scheduled for teachers to observe and share best practices, model, problem solve and provide actionable feedback to one another to improve teacher pedagogy.

**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 <sup>st</sup> 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.

- September 2015- CCLS-Aligned NY Ready ELA Baseline
- December 2015- 1st Mid-Point Benchmark CCLS-Aligned NY Ready ELA
- February 2016- 2nd Mid-Point Benchmark CCLS-Aligned NY Ready ELA
- April 2016-NYS ELA Exam
- October 2015- NYC ELA Baseline Performance Tasks (MOSL)
- January 2016- Mid-Point Benchmark NYC ELA Performance Tasks (MOSL)

May 2016- NYC ELA End of Year Performance Tasks (MOSL)

September 2015- TCRWP Baseline Assessment

November 2015-TCRWP Assessment

March 2016-TCRWP Assessment

May 2016-TCRWP End of Year Assessment

**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.

Based upon student’s performance on the Spring 2015 Ready CCLS Aligned Math Assessment, Weekly Skills Assessment and the Spring 2015 New York State Mathematics Exam, 76 students, currently in the Third through Fifth Grades, have been identified as requiring AIS for the 2015-2016 academic school year because his/her overall achievement and proficiency level was below or approaching the previous year’s grade level benchmarks. School Administrators and members of the Instructional Cabinet analyzed school wide performance results and an item-skills analysis in conjunction with school-based student data to identify patterns, trends and/or gaps in student achievement.

### 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.

By June 2016, 75% of the students who currently receive AIS, during the 2015-2016 academic school year, in grades Four and Five, e.g. 57 students out of 76 students\*, will show progress in math by scoring one benchmark level higher as measured by the Spring 2016 New York Ready CCLS-Aligned Math Assessment. This is to be administered at the beginning of the school year as a baseline and again at the end of the academic school year as an end-line.

\* Grade 4: 33 out of 119 students, Grade 5: 43 out of 94 students

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p><b>Curriculum 1.2:</b></p> <ul style="list-style-type: none"> <li>• 2015-2016 The school will participate in the Showcase Schools Program as a host school, with strong practices in Student Engagement through Project-Based Learning (PBL), to support partner schools seeking to strengthen their own practices in the area mentioned above.</li> </ul> <p><b>(Rigorous Instruction, Collaborative Teachers, Effective School Leadership &amp; Trust).</b></p> <ul style="list-style-type: none"> <li>• July 2015- August 2015 Teacher teams will meet to plan and adjust lessons so each lesson includes multiple entry points, intellectually engages all learners and provides access to complex tasks across all content areas.</li> </ul> <p><b>(Rigorous Instruction, Collaborative Teachers, Effective School Leadership &amp; Trust).</b></p>	<p>General Education, English Language Learners, Special Education Teachers, and Cluster Specialists</p>	<p>July 2015 through June 2016</p>	<p>School Administration, Instructional Cabinet, Grade Leaders</p>
<p><b>Data Based instruction:</b></p> <ul style="list-style-type: none"> <li>• <b>One period weekly</b> , all teachers meet in grade-level teacher teams during weekly common preps; one of these meetings is facilitated by the school’s on-site Math Specialist. With the Math Specialist, teachers plan math instruction and student activities, which require students to employ one or more of the following Standards of Mathematical Practice:</li> </ul> <p>1. MP #1 - Make sense of problems and persevere in solving them,</p>	<p>General Education, English Language Learners, Special Education Teachers, and Cluster Specialists</p>	<p>September 2015 through April 2016</p>	<p>School Administration, Math Specialist, Grade Leaders and Classroom teachers</p>

<p>2. MP #3 - Construct viable arguments and critique the reasoning of others</p> <p>3. MP #4 - Model with Mathematics, as they pertain to Number and Operations in Base Ten, Numbers and Fractions and Operations and Algebraic Thinking</p> <p><b>(Rigorous Instruction, Collaborative Teachers, Effective School Leadership &amp; Trust).</b></p> <ul style="list-style-type: none"> <li>• In addition, teacher teams will be provided with an additional weekly common preparation period to take part in weekly collaborative inquiry, which includes reviewing student work to guide instruction</li> </ul> <p><b>(Rigorous Instruction, Collaborative Teachers, Effective School Leadership &amp; Trust).</b></p> <ul style="list-style-type: none"> <li>• School Leaders and Teacher teams engage in frequent cycles of Collaborative Inquiry which includes reviewing student work and other student data to inform instruction, e.g. revise lesson plans, adjust Units of Study, etc. Based upon students' level of performance, strategically group students to target and effectively address students' individual learning needs, e.g. plan and arrange for targeted, small group instruction in order to provide academic intervention services to students performing at Levels 1 &amp; 2, as well as continual practice to ensure students meet grade-level benchmarks (Level 3) or extend the task for those students performing above grade-level benchmarks (Level 4) <b>(Rigorous Instruction, Collaborative Teachers, Effective School Leadership &amp; Trust).</b></li> </ul>			
<p><b><u>Professional Development :</u></b></p> <p>Math Specialist and a Fifth Grade classroom teacher will participate in Metamorphosis Mathematics Seminars. This will result in:</p> <ul style="list-style-type: none"> <li>• 2015-2016 Turn Key training for classroom teachers</li> <li>• Ongoing inter-visitations and Peer Observations between classroom teachers to drive effective instruction.</li> <li>• Both, Instructional Cabinet members and on site mathematics consultants provide ongoing instructional support to teachers via, lesson study, inter-visitation, co-teaching, modeling lessons, small group instruction and facilitating data analysis. Additional professional and</li> </ul>	<p>Grade Leaders, General Education, English Language Learner and Special Education teachers</p>	<p>July 2015 through May 2016</p>	<p>School Administration, Instructional Cabinet, Grade Leaders, Classroom Teachers and on-site consultants.</p>

<p>adult learning opportunities, around effective mathematics instruction and targeted intervention strategies are scheduled throughout the school year.</p> <ul style="list-style-type: none"> <li>• 2015-2016-Teacher Leadership Program will challenge and support teacher leaders in developing the content knowledge and facilitative leadership skills needed to guide instructional improvements in schools.</li> </ul> <p><b>On-site Mathematics Specialist and School Administrators:</b></p> <ul style="list-style-type: none"> <li>• Strengthen teachers’ practice in mathematics and facilitate their understanding of the New York State Mathematics Standards by providing ongoing actionable and meaningful feedback through frequent cycles of observations and collaboration</li> </ul> <p><b>(Rigorous Instruction, Collaborative Teachers, Effective School Leadership &amp; Trust).</b></p>			
<p><b><u>Flexible teaching and planning targeted for student achievement :</u></b></p> <ul style="list-style-type: none"> <li>• Every Monday, Tuesday and Wednesday, during Data Articulation, School administrators meet weekly with each teacher teams to collaboratively analyze student data and provide guidance with planning next steps</li> </ul> <p><b>(Rigorous Instruction, Collaborative Teachers, Effective School Leadership &amp; Trust).</b></p> <ul style="list-style-type: none"> <li>• Teachers utilize student data collected weekly to adjust lessons so each lesson includes multiple entry points and intellectually engages all learners. Purposeful lesson planning leads to well-designed student tasks that require students to think critically and apply the content and skills learned over the course of the unit; all students take appropriate assessments to demonstrate progress.</li> </ul> <p><b>(Rigorous Instruction, Supportive Environment, Collaborative Teachers, Effective School Leadership &amp;</b></p>	<p>General Education, ELL, and Special Education students</p>	<p>September 2015 through May 2016</p>	<p>Classroom teachers, Math Specialist</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.

- Common preps will be provided for Teacher Teams to assess student work and plan lessons focused on engaging students in daily instruction and supporting the acquisition of information.
- On site consultants from Metamorphosis Teaching Learning Communities Math Coach, Kara Levin grades 3-5 and Ellen McCrum grades K-2, will provide on-site training throughout the academic year to make sure teachers receive needed instructional support to strengthen their practice and improve student outcomes.
- Classroom and cluster teachers will meet regularly throughout the school year with one or more members of the Instructional Cabinet to promote and ensure school-wide coherence, consistency and alignment.
- Teachers also receive additional support planning and using data to drive instruction from the Instructional Cabinet.
- Throughout the year, and within each cycle, classroom inter-visitations are scheduled so teachers can share best practices, model lessons and problem solve in order to learn from one another.
- Teachers who attend additional mathematics workshops, in or out of the school, will be responsible to turn-key their new information and skills to their fellow staff members.

**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 <sup>st</sup> 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.

September 2015- Baseline CCLS-Aligned NY Ready MATH

December 2015- 1st Mid-Point Benchmark CCLS-Aligned NY Ready MATH

February 2016- 2nd Mid-Point Benchmark CCLS-Aligned NY Ready MATH

April 2016-NYS MATH Exam

October 2015, Grade 3 Beginning of Year MATH MOSL

February 2016, Grade 3 Mid-Point Benchmark MATH MOSL

May 2016, Grade 3 End of Year MATH MOSL

**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.

**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, Measurable, Achievable, Relevant, and Time-bound.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<b>Part 4b.</b> 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 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.										
<b>Part 5b.</b> In <b>February 2016</b> , 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**

<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

**Part 2 – Annual Goal**

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <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.

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**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 <sup>st</sup> 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.

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**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**

<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

**Part 2 – Annual Goal**

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <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.

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**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 <sup>st</sup> 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.

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**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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	<ul style="list-style-type: none"> <li>* 2015 NYS ELA CCLS Assessment</li> <li>* 2015 NY CCLS ELA Ready Benchmark Assessment</li> <li>* Weekly Skills Assessments</li> <li>* Student Work Samples</li> </ul>	<ul style="list-style-type: none"> <li>* Repeated Readings</li> <li>* Shared Reading</li> <li>* Guided Reading</li> <li>* Interactive Writing</li> <li>* Shared Writing</li> <li>* Chunking of Anchor/Central Texts</li> <li>* Audio Recording of Texts</li> <li>* Videos</li> <li>* Socratic Circle</li> </ul>	<ul style="list-style-type: none"> <li>* Small group</li> <li>* One-to-one</li> <li>* Partnerships/Triads</li> </ul>	<ul style="list-style-type: none"> <li>* Before School Day</li> <li>* During the School Day</li> <li>* After school</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>* 2015 NYS MATH CCLS Assessment</li> <li>* 2015 NY CCLS MATH Ready Benchmark Assessment</li> <li>* Weekly Skills Assessments</li> <li>* Student Work Samples (Sprints/ Investigations/ Exemplars)</li> </ul>	<ul style="list-style-type: none"> <li>* Number Strings</li> <li>* Sprints</li> <li>* Math Congress</li> </ul>	<ul style="list-style-type: none"> <li>* Small group</li> <li>* One-to-one</li> <li>* Partnerships/Triads</li> </ul>	<ul style="list-style-type: none"> <li>* Before School Day</li> <li>* During the School Day</li> <li>* After school</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>* 2015 NYS Science Assessment</li> <li>* Science End of Chapter Assessments</li> </ul>	<ul style="list-style-type: none"> <li>* Repeated Readings</li> <li>* Shared Reading</li> <li>* Guided Reading</li> </ul>	<ul style="list-style-type: none"> <li>* Small group</li> <li>* One-to-one</li> </ul>	<ul style="list-style-type: none"> <li>* During the School Day</li> <li>* After school</li> </ul>

	<ul style="list-style-type: none"> <li>* Student Work Samples/ Projects</li> </ul>	<ul style="list-style-type: none"> <li>* Interactive Writing</li> <li>* Shared Writing</li> <li>* Chunking of Anchor/Central Texts</li> <li>* Audio Recording of Texts</li> <li>* Videos</li> <li>* Socratic Circle</li> </ul>	<ul style="list-style-type: none"> <li>* Partnerships/ Triads</li> </ul>	
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>* Social Studies End of Chapter Assessments</li> <li>* Student Work Samples/ Projects</li> </ul>	<ul style="list-style-type: none"> <li>* Repeated Readings</li> <li>* Shared Reading</li> <li>* Guided Reading</li> <li>* Interactive Writing</li> <li>* Shared Writing</li> <li>* Chunking of Anchor/Central Texts</li> <li>* Audio Recording of Texts</li> <li>* Videos</li> <li>* Socratic Circle</li> </ul>	<ul style="list-style-type: none"> <li>* Small group</li> <li>* One-to-one</li> <li>* Partnerships/ Triads</li> </ul>	*During the School Day
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> <li>* PPC Meetings</li> <li>* Parent Meetings</li> <li>* Peer-mediation groups</li> </ul>	<ul style="list-style-type: none"> <li>* 30 minute sessions</li> </ul>	<ul style="list-style-type: none"> <li>* Small group</li> <li>* One-to-one</li> <li>* Partnerships/ Triads</li> </ul>	*During the School Day

## Section 7: Title I Program Information

### Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

### 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.
<ul style="list-style-type: none"> <li>• Summer 2015, PS 376 Teacher Leadership Program (TLP) members will conduct professional development sessions to prepare and support new recruits for the 2015-2016 school year. Interactive workshops will address knowledge of content and pedagogy, designing coherent instruction, designing a child-centered learning environment, creating an environment of respect and report, managing student behavior, questioning and discussion techniques, engaging students in learning, using assessments in instruction, developing professionally and 21<sup>st</sup> Century skills.</li> <li>• Summer 2015, a team of highly-qualified teachers will attend the Institute for Multi-sensory Education (IMSE) Comprehensive Orton-Gillingham professional development sessions to develop a complete understanding of IMSE's enhanced Orton-Gillingham method and the tools necessary to apply it in the classroom.</li> <li>• Fall 2015, a PS 376 Hiring Committee, comprised of teacher leaders, will be established to identify and recruit highly-qualified candidates.</li> <li>• September 2015-June 2016, PS 376 literacy staff developer, Ms. Denise Heredia, and math specialist, Mr. Angel Ortiz, will provide continuous on-site professional development to develop, maintain and support highly qualified teachers.</li> <li>• September 2015-June 2016, Metamorphosis Teaching Learning Communities mathematics coaches, Ms. Kara Levin and Ms. Ellen McCrum, will support pedagogue's mathematics content knowledge.</li> <li>• September 2015-June 2016, Metamorphosis Teaching Learning Communities literacy coach, Ms. Olivia Wahl, will support pedagogue's literacy content knowledge.</li> <li>• September 2015 - June 2016, PS 376 TLP members will provide ongoing, in house training and professional development across all content areas.</li> </ul>

#### 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).
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- Summer 2015, a team of highly-qualified teachers will attend the Institute for Multi-sensory Education (IMSE) Comprehensive Orton-Gillingham professional development sessions to develop a complete understanding of IMSE’s enhanced Orton-Gillingham method and the tools necessary to apply it in the classroom to close student achievement gaps in literacy.
- September 2015-June 2016, PS 376 Literacy staff developer, Ms. Denise Heredia will provide continuous on-site professional development to maintain, support and recruit highly qualified teachers.i
- September 2015-June 2016, Metamorphosis Teaching Learning Communities mathematics coaches, Ms. Kara Levin and Ms. Ellen McCrum will support pedagogue’s mathematics content knowledge.
- September 2015-June 2016, Metamorphosis Teaching Learning Communities literacy coach, Ms. Olivia Wahl, will support pedagogue’s literacy content knowledge.
- September 2015 - June 2016, PS 376 Teacher Leadership Program (TLP) members will provide ongoing, in house training and professional development across all content areas.

**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.).

N/A- school does not have a Preschool Program.

**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.

- Summer 2015, the MOSL Committee, comprised of PS 376 Administrative members, UFT chapter leader and teacher leaders, will meet to select Local Measures of Student Learning assessments by analyzing multiple 2014-2015 school-wide data results and overall Advance Teacher Rating results.
- September 2015-June 2016, teacher teams will meet during weekly common planning periods to develop common formative assessments to determine student mastery of key skills and concepts taught.
- September 2015-June 2016, vertical teacher teams will meet weekly with Instructional Cabinet and PS 376 staff developers to analyze weekly assessment results, adjust the curriculum and plan instructional strategies to target the needs of all learners in their classrooms.

#### 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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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	549,380.00	x	3, 5, 7, 8
Title II, Part A	Federal	147,228.00	x	7
Title III, Part A	Federal	16,188.00	x	3, 5, 7
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,854,561.00	x	3, 4, 5

#### <sup>1</sup>Explanation/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.

<sup>2</sup>The **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.

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### **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. PS 376, 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. PS 376 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 1<sup>st</sup> 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)**

**PS 376** , 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 1<sup>st</sup> 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>P.S. 376 K</u>	DBN: <u>32K376</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 checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>75</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input 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>5</u>
# of certified ESL/Bilingual teachers: <u>5</u>
# of content area teachers: <u>0</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: \_\_\_\_\_ Rationale: The Title III program at P.S. 376 serves to enhance and clarify the daily instruction ELLs receive during the regular school day. Materials chosen for use with the program are common core aligned. Additionally the content of the instruction is common core aligned. During Title III instruction, the students have more opportunities to use technology and apply hands on techniques in order to make the academic content more comprehensible to them. Through laptops and desktop computers that utilize the school's preset Porta Portal, students can enhance their learning on a variety of websites such as PBSKids and Scholastic. The Porta Portal created by the technology teacher also offers a wide variety of skills based games the students can engage in in order to practice some of the language and content they have been exposed to during the regular way. The teacher would plan which sites the students would use and what the focus would be. Some examples are: vocabulary, typing practice, coding programs, and ELA based games that reinforce key concepts students need more exposure to, such as parts of speech and language syntax. Additionally the students have access to Rosetta Stone and Achieve 3000 and their use during Title III time would match the content and goals of the program. The teachers will teach a specific question and answer strategy or a category for vocabulary development, or a focus on speaking and pronunciation and work with the Rosetta Stone program to accomplish this. With Achieve 3000, it is time consuming and not easily completed during one period. It is also not utilized enough. The technology Achieve 3000 offers gives ELLs and teachers of ELLs wonderful access to quality language lessons that can help advance a student's lexile level and also build background on grade level content. Students can also see maps and rubrics and images related to the target topic chosen by the teacher and the student will receive an article at their lexile level. Fluency work can also be addressed with Achieve 3000 because there is an audio component where students can listen to the text being read and then practice reading at the same pace. Teachers using Achieve with the students will pre send an article to the students' mailbox. The teacher will instruct the students to log into the Achieve account and the teacher will explain some background about the chosen article topic. Then students will go through part of the individual 5 steps on the computer which will track their progress and help teachers design next steps. Additional technology opportunities will be by having the teachers teach students about some of the ways they can present reports using technology. Students will learn from the teachers how to use any of the following programs for students' final projects: Prezi, Power Point, iMovie, and additional ones that they may have knowledge of. Incorporating technology is important since our school is The School of Technology. Also technology is wonderful for ELLs because they can see the language better. In addition to the presentation programs, students also use GOOGLE IMAGES for help identifying what certain words look like as they are learning about a topic and reading and writing the academic words. The students also focus on oral language and engage in many activities that revolve around the Listening, Speaking, and Language Standards from the CCLS. At P.S. 376, we believe that if the students have opportunities to use the language in a variety of engaging ways, then they can be just as successful as learning academic content as the non ELLs. We also are aware that ELLs need more time to engage in content before it is as comprehensible to them as it is to non ELLs. Therefore our Title III program also allows for this in engaging ways such as through the use of technology and projects with additional time for the students to engage in collaborative conversations and to practice actually using the language. They will engage in some Project Based Learning which will involve oral presentations where students will present their projects to their Title III class and others in their extended school community. Students will be taught how to properly present, the tone and volume of voice to use, how to engage an audience, and the importance of eye contact when presenting. Students will create rubrics and have opportunities to rate

## Part B: Direct Instruction Supplemental Program Information

each others' oral skills and provide feedback which will then involve having students revise their presentations and present again with the suggested improvements.

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

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

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

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

Types of Materials: Students will use Oxford picture dictionaries that are Bilingual (English and Spanish). They will also use Spanish / English glossaries. Students will additionally use books on the chosen topic of study to supplement their instruction, technology such as Achieve 3000, the school's Porta Portal and laptops or desktops where they can access pictures to enhance their comprehension through Google searches (Google Images) and to use to enhance their projects. They will also use the computers for web-based research and to create their projects through such programs as Power Point, Prezi, and iMovie. Students will be taught how to use the technology during the Title III programs as part fo the instruction towards their projects. Additionally students will use authentic literature, e-books, audio books, and Leap Pads to enhance their language development.

## Part C: Professional Development

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

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

### Part C: Professional Development

- name of provider

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

A study group will be created for interested teachers so they can learn about best practices for ELLs. The study group will be conducted by The ESL Coordinator (or an outside consultant group) in order to provide the teachers with strategies that can help them scaffold instruction for their ELLs. They will be introduced to the SIOP method, pieces of CALLA, theories on language acquisition and other pertinent topics that can help students achieve with the CCLS. The book will be Pauline Gibbons book, "Learning to Learn in a Second Language". Arming as many teachers as possible with effective strategies for working with ELLs can really enhance the achievement of ELLs and create greater success for them. The group will be limited to 4 teachers who will receive training rate and one trainer who will receive per session for the planning and implementation of the group. The group will meet for one hour a week over 10 weeks at a mutually decided upon time, either an hour before school or an hour after school.

### Part D: Parental Engagement Activities

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

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

### Part D: Parental Engagement Activities

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

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

### Part E: Budget

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____



**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 <b>32</b>	Borough <b>Brooklyn</b>	School Number <b>376</b>
School Name <b>P.S. 376, Felicia Rincon Gautier School</b>		

### 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 <b>Maria Vera-Drucker</b>	Assistant Principal <b>Angel Ortiz</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Maria De Jesus, ENL Teacher</b>	School Counselor <b>Sylvia Burgos</b>
Teacher/Subject Area <b>type here</b>	Parent <b>Maria Lopez</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Ivette Rivera</b>
Related-Service Provider <b>Cynthia Ramirez, IEP Teacher</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>type here</b>	Other (Name and Title) <b>type here</b>

### 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	<b>6</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>3</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>1</b>	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]	<b>4</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>566</b>	Total number of ELLs	<b>95</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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 #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	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					
<b>All ELLs</b>	96	<b>Newcomers</b> (ELLs receiving service 0-3 years)	68	<b>ELL Students with Disabilities</b>	15
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	26	<b>Long-Term</b> (ELLs receiving service 7 or more years)	20

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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	68	0	11	26	0	4	2	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	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
<b>TOTAL</b>	0	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
<b>TOTAL</b>	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): _____	Number of students who speak three or more languages: _____
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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	21	20	10	12	10	22								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						1								0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)	3	4	0	1	1	3								0
<b>Emerging</b> (Low Intermediate)	4	1	1	1	1	3								0
<b>Transitioning</b> (High Intermediate)	3	1	2	1	2	8								0
<b>Expanding</b> (Advanced)	11	14	7	9	6	9								0
<b>Commanding</b> (Proficient)	18	12	13	14	19	5								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 <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				14	19	5								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		12	13	14	19	5								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	1	0	0	0
4	16	4	1	0	0
5					0
6					0
7					0
8					0
NYSAA	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	1	1	6	0	2	0	0	0	0
4	11	0	5	2	0	0	3	0	0
5									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	3	0	4	1	10	1	3	0	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.

To assess the early literacy skills of the ELLs in our school, we use the TCRWP literacy assessment. The assessment requires students to demonstrate reading fluency and comprehension through a running record. It also requires students to show knowledge of letters and high frequency words through the reading of lists that the assessment provides. Additionally, through the types of questions related to the leveled book the student is reading, students are required to demonstrate the ability to retell a story, answer straight from the text questions and inference questions. The results of the running record from the assessment are analyzed using coding to indicate the student's miscues. The types of miscues are analyzed to help teachers design needs based instruction for ELLs that may involve individual attention, or may be delivered in small groups or to the whole class as necessary. The students who are at the Beginning and Intermediate Levels on the NYSESLAT are scoring lower than non ELLs when the data is compared. The students who are ranked Expanding based on the NYSESLAT are faring better than the ELLs at the other proficiency levels and they get close to meeting the benchmarks but when the data is compared to the data from the non ELL classes, the results are still poorer for ELLs across the proficiency levels including Expanding ELLs. Looking closely at the causes of the results for the ELLs, it is revealed that the students do not have the background knowledge and vocabulary that is needed for adequate gains towards the benchmarks to be made. Students may know the reading strategy they are supposed to use (such as using pictures to help them read), but they cannot carry it out because they do not have the vocabulary in English to support the application of the strategy. Additionally some of the topics in the books available for use with the assessment are far from anything the students experience living in New York City (such as going to a rodeo or a county fair). Even though part of the assessment provides a synopsis of what the students will encounter in the book, and they give definitions for some important words related to the theme, these are not enough to support what ELLs need. As a result of the miscue analysis, when the results show patterns with decoding, teachers are able to design their word work instruction to provide students with exposure and practice with the word patterns they need improvement in. Most importantly, the teachers use the results to see the gaps students have because they are ELLs (a lack of background knowledge and vocabulary). The teachers create student grouping for literacy based on the results. Students with similar needs engage in small group instruction with the teacher. Guided Reading is used with many of the students so the students can have their literacy needs directly targeted. Additionally teachers work with students on vocabulary development allowing the students to create, use, and find resources in the classroom that

can lead towards vocabulary development (portable word walls, bilingual picture dictionaries, creating pattern books around a theme). Visual literacy is also stressed with teachers using visuals to enhance comprehension for ELLs. Working with the Speaking and Listening Standards and Language Standards from the CCLS, the visual (literacy) support allows ELLs to use content and theme related pictures to support their development of higher tiered vocabulary and background knowledge. Mini lessons for whole group instruction are also created from the results when the teacher sees trends with most or all of their students. Those students who are not making adequate gains towards the benchmarks continue to be assessed more frequently with running records (which is one component of the TCRWP assessment). The full assessment is done three times a year but in order to track the progress and work to help the students make gains towards the benchmark, when those students are noted as below the benchmark (2 or more levels away from the initial benchmark), their progress is monitored more closely. The teachers create lists that show which students are considered to be in the bottom one third of their class. Students are targeted for extended day, after school and Saturday school programs so they will have more opportunities to practice and apply and be exposed to the academic language, skills, and high frequency words that are vital for their academic success. The administration requires teachers to carefully track those students and to send weekly reports on how the children are progressing. Some students are targeted to receive RTI services from additional personnel in the school besides the classroom teacher. Running records continue to be used to monitor progress, assess the students' continued needs, and for the teachers to design their lessons. For students in Grades 3-5 there are additional progress monitoring tools. The teachers design weekly skills checks related to the ELA focus of the week. The results of the teacher made tests are analyzed every Monday when the teachers have data meetings with the administration to discuss what the data reveals and what the teachers' next steps for instruction and student grouping should be.

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

The proficiency levels on the NYSITELL only match the students' abilities in some cases. Due to the timing of the test, early in the school year possibly before new students have fully adjusted to school there are students who receive a low score on the NYSITELL because they are not so verbal. A few weeks later, they are much more verbal and they begin to show an aptitude for picking up new language.

With the results of the NYSESLAT, the data patterns reveal different things for our purposes depending on whether the students are in the lower grades (K-2) or upper grades (3-5). For K-2, the NYSESLAT is the main standardized assessment score that the school can use to determine the child's needs and to get an idea of where they fall in comparison with their peers. The students with IEPs who receive Speech and Language services generally rank at the Transitioning level, while other students without IEPs who have been in this school for at least a year, rank at the Expanding level. The new arrivals always rank as Entering and Emerging the first two years on the NYSESLAT proficiency ratings and they begin to move up when they are in the school / country for their third year. In some cases they move up to Transitioning and in other cases they actually rank at the Commanding level. The personality of the child seems to have an impact on where they fall on the NYSESLAT ranking. If the students are risk takers and not afraid to make mistakes, and if they have a strong foundation in their native language, they advance quickly. If they are on the shy side and do not like to take risks with language until they are more perfect, they advance a little slower. These types of patterns reveal that instruction must be correlated with the students' personalities with the idea in mind that we need to move the children forward in their language phases. So instruction is designed to include opportunities for the Speaking and Listening Standards and to work to present language in non-threatening ways to foster all students wanting to participate. This can ensure that all personality types will advance.

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

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

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

The school uses information from the Annual Measurable Achievement Objectives to strengthen instruction for ELLs. The data from this tool is used to focus instruction for ELLs on the progress towards proficiency for specific ELL subgroups. The school is able to design

specific interventions and instructional programs for the ELL subgroups. The school uses the early warning indicators and color coding to identify which subgroups of students are in the highest need and to identify all the possible programs and methods that can be incorporated into instruction for these ELLs to move them out of the danger zone. The tool allows the school to get a picture of how the ELLs are faring in all areas of the curriculum, not just with ELL specific areas such as the NYSESLAT. This allows the school to make sure they are addressing the learning needs of ELLs in all areas of the curriculum. The school uses the data to design the RtI structures and to designate AIS services offered to ELLs. Since the data is not limited to ELA, but includes Math and content as well, ELL students can receive interventions in any academic area that is needed for their success in school. The school matches the intervention providers with the students' academic needs. Timely and targeted interventions and instruction can be delivered to ELLs through the information from the Annual Measurable Achievement Objectives. Students projected to be "At Risk" have their progress monitored throughout the year in order to check that the interventions are being effective, and to add to the plan if necessary.

4. For each program, answer the following:

- a. What are the patterns across 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?

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

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

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

a selection of books in the native language. The native language can be a useful bridge between what students already know and what they have to acquire. Having the availability of the resources shows students that their language is valued and that their prior knowledge even if it is not in English, can aid them with success in academic tasks. Teachers help students identify similarities and differences between the two languages (cognates and skill correlations) and teach for cross language connections throughout the school day, recognizing that literacy skills from the home language can be transferred to English. The skills are not retaught, but rather connections are pointed out to students so their literacy domains can progress.

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

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

6. How do you make sure that a student's new language development is considered in instructional decisions?
- P.S. 376 understands that the native language plays an important role in ELLs English language and content development. Special attention is paid to the similarities and differences between the structures of the native language and English. Classrooms are equipped with bilingual picture dictionaries, listening center materials in the native language and the classroom library also has books in the students' native language. The native language is used as a bridge to the target language, English. Instruction on cognates combined with cognates word walls up in the classrooms help to remind students of the similarities between the languages and that their native language can actually be very useful with learning higher tier English vocabulary words. Additionally devising activities and projects that are linked to the children's home language are put in to parts of the curriculum in order to increase motivation and literacy success. Such activities as personal narratives and classroom visits from family and community members who share the home culture are integrated into the curriculum. ELLs' home language is used as a scaffold to bridge the learning students have already

acquired with the academic and language requirements for them in English. Instructional decisions for schoolwide improvement goals focus on the ELLs and working to provide strong Tier 1 instruction for them. The ENL Coordinator constantly works to improve instruction in the ELL classrooms by making frequent visits and recommendations for best practices. This can ensure that ELLs are getting the high quality instruction they deserve so that their language development is always considered. Additionally, teachers must plan their lessons using both a content objective and a language objective and the new language arts progressions. The focus on language and content simultaneously allows teachers of ELLs to integrate instruction and to make sure additional considerations for ELLs are part of planning. Additionally, the ENL Teachers meet once a week for Inquiry Team and discuss the students' second language development, progress towards it and what concerns there are. The Inquiry Team discusses best practices through their experiences and research based professional texts. They implement new strategies and reflect on how they have impacted new language acquisition. There is additional time to explore what new language learners need when the ENL Teachers meet on Fridays during the ENL Common Prep time. By being able to make time to reflect, analyze, and adjust instruction, we are making sure second language acquisition is at the heart of the goals and the work that is done with the ELL students.

7. For dual language programs, answer the following:
  - 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?

N/A

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

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

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

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.

During the administration of the HLIS, the ELL Coordinator conducts an interview with the parent and the child in the parent’s preferred language to determine the student’s home language following the guidelines in the ELL Policy Reference Guide. Students identified as NYSITELL eligible are tested within ten days. Documents are scanned into the ATS.

After referring to the Home Language Identification Surveys (HLIS) students are identified as NYSITELL eligible or not based on the criteria for NYSITELL eligibility provided by city and state guidelines as stated in the ELL Policy Reference Guide. If one question from Part 1 indicates a language other than English is spoken in the home, and if two questions in Part 2 indicate a language other than English is spoken in the home, the child becomes eligible for the NYSITELL and a home language code is inputted into the computer (ATS) by the school secretary who does this only after the ELL Coordinator has completed the HLIS form and filled in all necessary information (such as the OTELE code and if the child is eligible for NYSITELL). The ELL Coordinator conducts the surveys and interviews with the parent and child. After reviewing the surveys, observing the 1+2 criteria as designated by the city, and conducting the interviews, if the HLIS form indicates that a language other than English is considered a home language, an OTELE Code is entered into the required section of the HLIS form and a list is generated of students who need to be tested. The classroom teachers are notified of which students are eligible for testing. A testing schedule is set up. Eligible students are given the NYSITELL by the ELL Coordinator. Students whose home language is Spanish are given the formal Spanish LAB test so the student can be checked for language dominance and also language skills in general. If the student is not responding in English or Spanish, this is a cause for concern. Discussions are had with the classroom teachers and other school officials to figure out appropriate next steps. After students are tested with the English entrance exam (LAB-R through February 2014 and then the NYSITELL) and identified as an ELL student, parents are notified as required by law, that their children are eligible for English language acquisition programs. They are sent information about ELL Parent Orientation dates so they can receive the required two-hour parent orientation programs. The Parent Coordinator continuously contacts parents who do not attend initial orientations and a convenient time is arranged. Once parents are present at an orientation, the above mentioned process is explained. The school provides an orientation led by The ESL Coordinator and when possible, with the presence of The Parent Coordinator so parents can meet an additional person at the school who is available to support them. This orientation informs the parents of the three instructional models available in New York City. Parents get this information from a state provided video highlighting program choices for English Language Learners and the benefits of each one. They also get the opportunity to look at the Program Selection Form and to choose their program choice based on their preferences according to the information that was received through the video. Additionally parents get the opportunities to ask questions about the information that was presented to them at the orientation. This is done within the first ten school days initially and then continued with the same timeline of within the first ten days of a student's arrival to the school if the student is newly admitted at a later point than the beginning of the school year. In summary, the primary people involved in the initial identification of ELLs are the School Secretary who interviews incoming families using the Home Language Information Survey, and the ESL Coordinator who looks at the surveys, determines the student's home language, and also identifies testing eligibility. After the initial steps are taken, the next steps revolve around program choice and placement.

2. 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).

After the administration of the HLIS, and the interview with the parent and the child, the ELL Coordinator will examine the answers provided to the questions of prior schooling. If there appear to be inconsistencies in the students's prior schooling, the ELL Coordinator will administer the SIFE oral interview questionnaire. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, the ELL Coordinator will administer the Literacy Evaluation for Newcomer SIFE (LENS). The ELL Coordinator will also examine any student work available from previous schools. Those students identified as SIFE are recorded into the DOE’s data collection system no later than 30 days from initial enrollment. As per CR Part 154, the school will have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status will be removed once the student scores at intermediate/transitioning level or higher on the NYSESLAT.

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).

The Language Proficiency Team (LPT) determines NYSITELL eligibility of any students entering the school with an IEP. The LPT is comprised of Assistant Principal, ELL Coordinator, IEP teacher, and the student’s parent. The LPT considers the student’s language development, the student’s history in school, home and community, the results of the student’s individual evaluation in accordance with

procedures in CR Part 200.4(b)(6). In addition, they consider the information provided by the Committee on Special Education as to whether the student's disability is a determining factor affecting the ability of the student to demonstrate proficiency in English. The LPT makes a determination as to whether the student has second language acquisition needs or the student's disability affects whether the student can demonstrate proficiency in English. If the LPT decides the student has second language acquisition needs, the NYSITELL is administered. If the LPT team determines that the student does not have second language acquisition needs the recommendation is sent to the principal for review. If the principal rejects the recommendation not to administer the NYSITELL, the ELL Coordinator administers the NYSITELL. If the principal accepts the recommendation, the recommendation is sent to the superintendent or his designee for final decision. The school notifies the parent within 3 school days. The final decision is made by the superintendent or his designee. They have 10 days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the ELL coordinator administers the NYSITELL within 5 days of this decision. The form titled Language Proficiency Team NYSITELL Determination Form is completed and placed in the student's cumulative folder.

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.

Each August when the NYSESLAT scores are released, the ELL Coordinator goes through the scores to see who is still eligible for ENL services and who is no longer entitled. During the first week of class, the ELL Coordinator makes lists and letters are sent home with the students explaining to their parents whether the child is continuously entitled for ENL services (Continuous Entitlement letter) or whether the child passed the Spring NYSESLAT and is no longer entitled (Non-entitlement letter). The letters are distributed to the classroom teachers to give to the students. The ELL Coordinator explains the significance of the letters and asks the students to return the form as soon as possible with the designated tear off slip that the school has added to ensure they are aware the parent received the letter. Returned forms are kept in a binder. Each section in the binder is divided by grade / class. A ROCL is used to check against who has returned forms and who has not. For those that have not returned letters yet, the ELL Coordinator and Parent Coordinator reach out through phone calls asking parents to read and sign the letter acknowledging the English language program placement.

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).

First time students in the system go through the ELL Identification process. Once this process is completed the ELL Coordinator distributes entitlement and non-entitlement letters to the parents of these children. Parents are invited to an orientation meeting where the ELL Coordinator explains to the parents that if they believe the student has been misidentified as an ELL or non-ELL they can request that the ELL Identification Process be re-administered. Parents are informed that they should do this within 45 days of enrollment.

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.

Parents are the determinants of the programs their children receive. As required by law, the school notifies the parents of their child's eligibility for ELL services within 5 days of enrollment and provides information and program choices in the parent's native language through parent orientations utilizing the following steps: 1. When a new student enrolls, the school informs the parents of the three instructional models available in New York City even if the school does not offer a particular program. 2. Parents are provided the information at a Parent Orientation for newly enrolled ELLs where a video that explains all three options to parents is viewed (Parent Orientation Video-- available in 9 languages). Additionally the school provides information on standards and assessments. 3. Once parents are informed of all three programs options at the orientation, the school provides the parents with a Parent Survey and Program Selection form where parents must indicate their program choice. The forms are in the parent's native language. The ELPC screen in ATS is updated to reflect the parent's program choice. ELLs are placed in their program choice within the first ten days of school and if that program is available in the school, the child should be enrolled immediately and follow the full schedule. Once parents have completed the program selection form, the parents are sent a Program Placement letter. All of these steps ensure that our ELLs are placed in their program choice in a timely manner. The ELL Coordinator, who is fluent in English and Spanish, runs the orientations, with the help sometimes of the Parent Coordinator who is also fluent in English and Spanish.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

The criteria used to place ELL students into their instructional programs are based on the program choice indicated on the Program Selection Form and Parent Survey that the parents fill out after attending an orientation. We organize our ELL program choices strictly based on this. We understand that if the form is not returned, then the default program is Bilingual. Parents have the option to fill out the form at the parent orientation or the option to consider the information that was presented and to return the form within a week. We are committed to organizing Transitional Bilingual classes if at least 15 parents in two consecutive grades choose this as their first choice. When we do not have this amount, meetings are arranged with parents in order to provide them with information on their transfer options to nearby schools which can provide a high quality program for their children based on their choice. For those parents that choose ESL as their first option, the school has organized self-contained ESL classes for Grades K-3 and push in services for Grades 4 and 5. The organization of these programs allows for the school to provide English language acquisition programs based

on the criteria in CR part 154 and the required units of ENL in order to be in compliance. All meetings, written communication and phone calls with parents to provide information on program choices, are delivered in their native languages. In some cases, when students are identified as ELLs when they are already in another class that is not the designated self-contained ESL class, a phone call is made and a meeting is set up to talk to the parent about switching their child into the ENL class. Once the parent agrees, the class switch is made. P.S. 376 is committed to placing ELL students in the program that the parents designate as their first choice.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
Parent Survey and Program Selection forms are distributed during the parent orientation and parents are given the choice to complete the survey during the meeting or to take the surveys to take home. The ELL Coordinator asks the parents taking the surveys home to return the survey to the child's classroom teacher within a week. The ELL Coordinator checks generated list to ensure the surveys are returned. For those surveys not returned, The ELL Coordinator reaches out through phone calls asking parents to return surveys.
9. Describe how your school ensures that placement parent notification letters are distributed.  
The letters are distributed to the classroom teachers to give to the students. The ELL Coordinator explains the significance of the letters and asks the students to return the form as soon as possible with the designated tear off slip that the school has added to ensure they are aware the parent received the letter. Returned forms are kept in a binder. Each section in the binder is divided by grade / class. A ROCL is used to check against who has returned forms and who has not. For those that have not returned letters yet, the ELL Coordinator and Parent Coordinator reach out through phone calls asking parents to read and sign the letter acknowledging the English language program placement.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
Documentation and records retention of ELL students' files is vital for ongoing compliance. The students all have cumulative folders which contain the HLIS, Parent Survey and Selection form (also kept with the ELL Coordinator), Entitlement, Continued Entitlement, and Non-Entitlement Letters and Placement letters (also kept with The ELL Coordinator). The school provides the parents with the aforementioned information in their native language. Returned forms are kept in a binder. Each section in the binder is divided by grade / class.
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.  
The school administers the four parts of the NYSESLAT to all identified ELLs every year. In order to make sure the school tests all entitled students, ATS reports such as the RLAT are generated that show who the current ELLs are. Additionally the school checks the labels that have been sent to be placed on the Writing booklets, against their current list of ELLs so we can be sure we did not miss anybody from our other methods of tracking who the ELLs are. If there happens to be an unfamiliar name on the Writing labels, the school checks into the test history of the students to see if the label was generated inaccurately (because that child is not an ELL as laid out by the ELL identification process). If the child is found to be an ELL, the school includes the child in the testing. By using this combination of ways to check who the current ELLs are, the school ensures that no ELL is left out of NYSESLAT testing.  
Each part of the NYSESLAT is scheduled through a standardized testing memo with the same format that is used for all standardized tests. This schedule includes the date and time of the test, the section that is being administered, which children are being tested and what grade band they are receiving, and the name of the teacher and the classroom the test will be administered in. Each part of the NYSESLAT is scheduled for a different day. The Reading, Writing, and Listening tests are administered to all grades on the same day and at the same time. The Speaking test is administered throughout the NYSESLAT testing period. This is started during the first week of the testing window in order to assure that all ELLs can be tested within the testing period. Since it is administered individually it takes more days to complete testing the student body than the other three sections which can be administered to larger groups of students at a time. The Reading, Writing, and Listening tests are scheduled from the beginning of the week that the testing window for those sections is allowed. This allows the school to have some wiggle room for make up exams if students are absent during the scheduled days. The school sends home a NYSESLAT notification letter to inform families of the testing dates. The letter urges parents to make sure they send their children to school on the designated days. Students and teachers are reminded of the testing throughout the testing period through announcements over the loudspeaker. NYSESLAT testing is also included in the school's monthly calendars and on the digital message board outside of the school.  
The school uses all available personnel to assist with testing and to make sure ELLs with IEPs are given their testing accommodations. The teachers of the self contained ESL classes administer the exam to their students in Grades K-3 unless those students have testing accommodations. The students with accommodations are tested by the IEP teacher, the ESL Coordinator, the Math Coach, the Literacy Staff Developer and any other out of classroom personnel that is needed to make sure all grades with students with IEPs are given the exam. Students in Grades 4 and 5 (the students who receive Push In ESL services) have designated, trained personnel knowledgeable on the administration of the NYSESLAT, administer the exam.  
Through the creation of the schedule, information given to parents and students about the NYSESLAT testing dates, the utilization of all available school personnel, and the various ways of making sure all ELLs have been targeted, the school is successful in administering the NYSESLAT to all ELLs.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Each August when the NYSESLAT scores are released, the ESL Coordinator goes through the scores to see who is still eligible for ESL services and who is no longer entitled. Lists are made and letters are sent home with the students explaining to their parents whether the child is continuously entitled for ENL services (Continuous Entitlement letter) or whether the child passed the Spring NYSESLAT and is no longer entitled (Transitional Support letters). The letters are distributed to the classroom teachers to give to the students. The ENL Coordinator explains the significance of the letters and asks the students to return the form as soon as possible with the designated tear off slip that the school has added to ensure they are aware the parent received the letter. Returned forms are kept in a binder. Each section in the binder is divided by grade / class. A ROCL is used to check against who has returned forms and who has not. For those that have not returned letters yet, the ELL Coordinator and Parent Coordinator reach out through phone calls asking parents to read and sign the letter acknowledging the English language program placement.

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).

Parents are always in charge of their children's education and P.S. 376 ensures that they are given the tools to make well-informed decisions. The parents are invited to an orientation where they are given the information necessary about the programs available. After the information session and clarification parents have a week to make the decision about the program they prefer to enroll their children. Over the past few years the trend has been to enroll the students in the Freestanding ENL program. Parents want their children to learn English quickly and most believe that by enrolling in this program their children will accomplish this goal. In addition, many parents are of the opinion that their children are exposed to the home language at the house and some even take responsibility for the teaching of the home language.

## 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.

Instruction is delivered to ELLs keeping in mind the nine features of successful ELL programs. The school leadership has a clear vision that includes high expectations for ELL student achievement and supports this with an action plan that leads to the achievement. The school leadership values bilingualism and requires all ELL classes to be equipped with resources in English and the students' native language. Bilingual picture dictionaries, libraries in Spanish, Listening Center materials and computer programs in Spanish all serve to enhance students' prior knowledge from their native language and to bridge it with new learning in English. The school leadership heavily uses data to make immediate short-term plans and longer plans with the bigger picture in mind, when it involves ELL programs. ELL students are expected to perform well and comparable to their native English-speaking peers, as long as quality instruction is being delivered with appropriate scaffolds for ELLs. Performance expectations are aligned to grade level standards. There are school-wide shared expectations and beliefs about student learning. Teachers are expected to give weekly short assessments to gauge how close students are in acquiring the targeted skills. The data is analyzed and patterns are discussed with the administration at the beginning of each week at data meetings. Ways to improve data are discussed at weekly Inquiry Meetings among teachers. Teachers and the administration understand that the focus on the data and the inquiry work in conjunction with the results, should result in being able to analyze trends that work for students and the students who are of a higher need for interventions. Data is also expected to be used for designing small groups. Teachers frequently engage in short mini lessons and then go into small group work with tasks that are differentiated with multiple entry points for different students. With the support of the school environment and the shared beliefs in the use of data to drive instruction, the school is on the right path towards delivering what ELLs need to succeed in our school and beyond so they can be college and career ready. The data is important for helping teachers shift their practices if necessary in order to provide more of what students are showing a need for. Additionally the data patterns reveal students that are in the bottom one third consistently so that appropriate and timely additional interventions can be planned to help those students show progress. The data from each teacher is also part of accountability for the teacher. If students are consistently performing poorly or poorer than students in other classes, the teacher is part of inter-visitations with

teachers whose data has patterns reflecting success. Additionally teachers are identified for targeted professional development that can address strengthening a weak area that the teacher's data has revealed. The administration then expects to see a shift in practice with the application of material learned at the workshops and during the inter-visitations, when the teachers are observed.

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

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

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

Teachers support and learn from each other in an atmosphere that recognizes the connection between language proficiency and instruction. Teachers at P.S. 376 have received professional development specifically in this area. As a result there are certain expectations for ELL classrooms and what they need to look like. Each class has a word wall that shows high frequency words and also has separate content word walls to reflect the academic language that is being acquired. Students also have resources such as content picture dictionaries that organize language around themes and help the students to access the less frequently used content words. Additionally, when possible, teachers also instruct about cognates and have Cognates word walls in order to help students acquire the content vocabulary and to see the value and relation between their native language and English. The school also utilizes a Math Coach who is a licensed ENL teacher, as a support to all classrooms, including ELL classrooms. The Math Coach is able to model lessons for the teachers that show how to combine teaching content and language simultaneously. Teachers who need more help in this area get to shadow the Math Coach for a week to see how he breaks down instruction to include both aspects. As mentioned in previous paragraphs, the school also uses data to identify teacher experts and teachers who need more support in delivering content in comprehensible ways to ELLs. Those expert teachers became the hosts of inter-visitations for the teachers who need more help in certain areas with regards to lesson development that takes into consideration both the content and linguistic needs for ELLs. All classrooms are literacy rich environments with a variety of grade level and age appropriate texts for students to work with.

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

ELLs have equal access to the core curriculum and CCLS aligned instruction in their classes. There are differentiated instructional strategies used in order to support ELLs' social, emotional, and academic needs. Flexible grouping allows for ELL students to be placed in small groups that deliver needs based instruction, with an eye towards quick improvement. There are adequate materials in ENL classrooms that ensure the students are getting the quality education they deserve. Teachers design differentiated tasks using multiple entry points for their group work in order to target the specific language and academic needs ELLs have.

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

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

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

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)?

Explicit ENL and ELA minutes are delivered by the classroom teachers in all self contained ENL classes They are certified ESL teachers. The literacy block is time when teachers provide mandated ENL time using a Balanced Literacy approach. The fact that the students in Grades K-3 are with a certified ESL teacher all day, means that the students in those classes are receiving way more than the minimum requirements for ENL and ELA time. However the way the ENL services are delivered through the ELA block is by the

way the teachers present information to the students. Since all the students are ELLs, they all need intensive academic vocabulary development alongside with content knowledge. They also need to have instruction on the structures of the English language. Therefore the teachers utilize aspects of the SIOP lesson planning template which involves planning with a content and language objective. This strategic attention to developing language structure, academic vocabulary, and grade level content knowledge-- this integration of a variety of literacy areas is one way best practices are implemented for quality ENL instruction. The Literacy Block is a minimum of 90 minutes daily. In addition to specific ENL time during the Literacy Block, the students are instructed across the content areas utilizing the same approaches and theory. Content is integrated and crosses over into ELA time so the amount of time and exposure students get to read and write daily with specific ENL methodology utilized expands to be outside of just ELA and into Science and Social Studies as well. Additionally, for students who are Entering and Emerging, they spend some of their additional ENL time on computer programs such as Rosetta Stone or websites that help foster basic understanding of the structures of English.

The students in Grades 4 and 5 who get their ENL service from a Push In Teacher, receive some of their instruction during the designated ELA time for the whole class. Having the ENL teachers push in during the Literacy block works well because it is providing the ENL instruction in conjunction with the scheduled block of ELA time in the class. The ENL students in Grades 4 and 5 work in small groups within their classrooms on the same content as the students who are not ELLs. The literacy instruction incorporates appropriate scaffolds for ELLs in order to make the content comprehensible to them. Entering and Emerging ELLs receive 360 minutes of ENL time a week, while students who are Transitioning and Expanding receive 180 minutes of instruction. Students at the Commanding level received 90 minutes of ENL instruction for two extra years. In addition to the Push In and Self Contained models, newly arrived ELL students and others who are ranked Entering and Emerging may be scheduled for additional ENL time outside of their classroom grouped with students who have similar needs. Pulling the students out to work with a seasoned ENL Teacher gives them the opportunity to have targeted instruction without the distractions or additional noise that can sometimes occur when there are several teachers working at the same time in a room. Additionally, students are provided with a space that makes them more comfortable to speak the target language because they are working with students in a very small group who all have the same language experience, therefore providing a non-threatening environment. Instruction that the students receive in the pull-out group is also CCLS aligned, just as the classroom instruction is, and has a great focus on the Speaking and Listening strand and the Language standards. This type of focused instruction revolving specifically around those two standards, really sets the Entering and Emerging ELL students up for success by providing the students with a language foundation that they can take back into their own classrooms and transfer to use to participate more. There is a great focus on writing instruction and helping upper grade ELLs be able to improve their expressive skills. The teachers work in rotating small groups in order to address students' specific needs. The Push In ENL Teacher works with the mandated ENL students in small groups to help the students to achieve grade level skills. Scaffolds are given to the students in order to ensure that students are able to focus on both academic language development and content development in addition to developing knowledge of the structures of English. Language is broken down into meaningful chunks. Visuals such as photos and drawings are used in order to aid comprehension, sentence frames may be provided to help with structure. Additionally, initial expected products from students may be smaller than what English dominant peers are doing so that the students can focus on understanding and producing manageable products of language.

3. Describe how 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.

The Balanced Literacy curriculum that the K-2 classes use incorporates the use of thematic unit instruction. This approach allows for literacy to include the content areas, integrating instruction to have literacy throughout the day with CCLS aligned tasks that include the Science and Social Studies standards as well. This is found to be very successful instruction for ELLs according to much research on second language acquisition. Grades 3-5 use Expeditionary Learning as part of the literacy block. The units / modules are also theme based and they incorporate content into the literacy lessons, especially Social Studies content. ENL students in all grades have Science with a cluster teacher in a state of the art lab that allows for students to have hands on experiences on science concepts that match their grade level standards. The hands-on approach fosters clear understanding and application of science related academic language and allows for the ELLs to acquire content knowledge and language simultaneously. Math instruction is carried out daily. The instructional approach for math includes an emphasis on and an understanding that instruction needs to include intentional plans for math vocabulary to develop while content knowledge is also being learned. Teachers have Math Word walls and discuss the cognates for math vocabulary. There are many cognates for Math terms. A Cognates wall is also an extension of the instruction. There is also additional support for math at the school. The Math Coach is an ENL certified teacher who knows how to approach the teaching of math content and language simultaneously. He works in the classrooms with small groups of students and also models lessons for classroom teachers with an emphasis placed on best practices for combining language and content acquisition to ensure for the ELLs' success. The literacy programs and the Math program (Go Math) are CCLS aligned. The math books are available in Spanish. For students that feel they need the native language support, they work side by side with the English book. Even though instruction is delivered in English, the availability of the math book in the native language is helpful in making content comprehensible.

ESL methods are used to deliver instruction in all areas to the ELL students. There is an abundance of visual support and attention to

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

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

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

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

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

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

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

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

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

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

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

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

Students are required to complete listening tasks daily throughout the course of the school day. Teachers work to include practice understanding multi-step oral directions, which are a challenge for second language learners. In addition ELL students work at the Listening Centers to get more practice with listening to English and to gain familiarity with different types of voices which is helpful because different voices (outside of the teacher) deliver the information on the standardized NYSESLAT Listening Test. Teachers favor using the Speaking and Listening Standards from the CCLS because it gives students opportunities to practice engaging in listening and speaking tasks. Students work in pairs or triads to discuss content related to their instruction in the class. The work in triads and pairs gives them practice in both speaking and listening. Teachers usually provide language frames for students to use to help with sounding more academic. The speaking tasks really help students with acquiring target vocabulary because they get to practice saying the words and they get exposure to the academic vocabulary. Teachers have checklists of skills that they create for their class where they can check off if students are meeting the learning targets for listening and speaking and also how often / if the students are participating orally. This helps with evaluating the skills.

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

By making sure to include listening, speaking, reading, and writing in all facets of the school day, students get to see that language is integrated and the domains all cross over to help bridge learning in some way.

6. How do you differentiate instruction for 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
- a. Instruction for SIFE students includes giving the students every possible opportunity to fill in their learning gaps. SIFE students participate in the schoolwide Foundations block which focuses on the phonics and phonemic awareness development that is the precursor to reading in English. There are designated classrooms to host the students during Foundations. The teachers are certified ENL teachers or certified Special Education teachers. Students are also set up with computer programs such as Starfall that can give students more foundational skills that they did not receive since they did not have school. The Technology Teacher works with the teachers to show them appropriate and accessible computer programs for students who have missed out on prior school experiences and are working towards English acquisition. The school also has classroom libraries that are appropriate for SIFE students. The books are high interest but low level with topics that match the CCLS aligned grade level

content. Additionally there are some ENL programs that have books, books with CDS, Cd roms / technology, songs, phonics and word study components that integrate all the skills SIFE students need in order to catch up. One program is Amazing English. A certified ENL Teacher works in very small groups or one to one with each SIFE student, working to ensure that they are sequentially being presented with content that can help fill the gaps.

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

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

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

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

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.

Students who have been re-identified as ELLs are closely monitored by the ELL Coordinator in conjunction with the classroom teacher.

These students will be placed in an ENL class if they are in K-3. If the students are in 4th or 5th grade an effort will be made to place the student with a classroom teacher with an ENL license if possible. In addition, the ENL teacher will include the student in the push in program to ensure that the child receives the mandated ENL services. Teachers with re-identified ELLs are made aware of the students' statuses, they assess the students to consider what instructional scaffolds they may need to ensure academic success. The data from the assessments will drive instruction in class. The students will be invited to participate in After School and Saturday School program. They will receive targeted small group instruction from their classroom teacher and the ENL Teacher. In addition to their mandated minutes of service, these students will receive additional small group support that focuses on language and content development, working to fill any instructional gaps the students have shown.

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?

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

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

Teachers teach using visual literacy to elicit developing background knowledge and future knowledge. Visual literacy allows students to discuss what they are seeing in pictures (related to academic content). The students acquire new content vocabulary, get ways to express themselves, and can learn content through discussions first which then lead into acquisition of academic language that the students can write and read. The above mentioned materials and strategies really set students on the right path for language learning and literacy in ways that suit their specific needs while still addressing grade level content.

ENL classrooms have computer stations and a Listening Center that can foster and develop language development. The Listening Center includes laptop computers with websites that have phonics for students who have a need for this, such as Starfall.com. Other websites such as PBSKids.org, which has full stories that students can read and follow along with, will also be utilized. Resources for websites will continue to be researched and shared with teachers so they can utilize the Listening Center as a center where the students can fill gaps they need to fill in order to keep up with their grade level requirements, to provide Tier 1 Rtl in literacy, to help students gain exposure to core stories they should have read in prior grades and will need for their current grades, to build more fluency and vocabulary through listening to recordings that are fluent readers. Additionally The Listening Center will have a tape recorder with books on tape. Students who use The Listening Center will be asked to keep a log that includes what they did at The Listening Center. Items such as the date, the book or website they worked on, the amount of time spent at the Listening Center, what their focus was, and what they feel they learned. Additionally when possible the students will also include how they can apply what they learned at The Listening Center to their daily classwork. Teachers will be asked to create a schedule and protocols for how the students use The Listening Center.

Ideally the schedule will include not just the highest need students but rather all of the students at certain points on a rotating schedule. Teachers will use current ELA data to a needs assessment and match those needs to the materials at The Listening Center.

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

ENL and SWD classrooms have visual support in the form of an illustrated word wall, experience charts that show evidence of what the students are learning with photographs or illustrations, and content area word walls where applicable. Anchor charts will be displayed as evidence of what students are learning and for students to refer to as needed. Professional development will consistently include this. Smartboards and document cameras in the classrooms also add to the visual support for learning.

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

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

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

9. How 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?

The school scheduling allows for ELL SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment. There is no IEP ENL self-contained class. ELL SWDs with IEPs are integrated into the regular classroom with the exception of four students who are in a self-contained Special Education class, but the class is not only ELLs. There are ELL-SWDs in ICT classes. Those students are placed in these classes after it is seen that with appropriate interventions, their current program is not helping them to make benchmarks at the rate they should be reaching them. As with any time students with IEPs are being discussed, parents are invited in for a meeting to discuss the child. In addition, the classroom teacher, and members of the School Based Support Team and any other service providers are present at the meeting to discuss their findings in the child. Together the team comes up with a plan that will best support the child. Once this is decided to be an ICT class, the student can be placed in the class as soon as the parent agrees and all of the paperwork is finalized with a seat for the child. When it is possible, ELLs in ICT classes will have one Special Ed Teacher and one ENL or Bilingual Teacher in the class so that all of their needs can be met.

Other ELL students with IEPs work with appropriate support in their mainstream grade level classroom. There are support

Chart

personnel who push in to their classes to help support their goals and to give them small group instruction. The teachers who push in are the IEP / SETTS Teacher, and an ENL Teacher. ELLs receive push in support during the Literacy block from the ENL teacher. The Math Coach pushes in during the scheduled math block, and the SETTS Teacher usually pushes in during Writing time. Matching the specialists to the subjects they push in to the classroom for, really maximizes learning for the students and allows the students to work towards meeting their goals. The curriculum has scaffolds that are recommended for ELL and IEP students. Teachers teach using those recommended scaffolds which involves the students in manageable chunks of the grade level curriculum but with strategies that can help support their content and language acquisition. Graphic Organizers are used to help the students track and organize their information. Anchor charts with pertinent language frames and academic vocabulary are displayed as evidence of learning for the students to refer to. A multi sensory approach is used to deliver content to students. Students have access to books on CDs and on the computer so they can engage in the content reading by following along to a CD and just listening, if reading / decoding is difficult for them. Teachers schedule the students for their time to listen to the current book and they also provide them with copies to take home. Students who receive Speech and Language get pulled out and work with the Speech Teacher in the Speech Room. The work that is done is aligned to the CCLS and the core curriculum and also helps work the students towards meeting their English proficiency goals. Students are given weekly ELA assessments and exit slips that check their understanding of ELA content. If they are faring poorly, instruction is geared to help them improve. Best practices are used to deliver the content to the students based on the IEP goals. Classroom personnel that service the students meet to discuss the students' progress and next steps for them to help them achieve their goals. Teachers who need development in specific areas in order to have better results with the students, get to participate in school inter-visitations with expert teachers. Their schedule is switched on those days to accommodate opportunities to observe and apply best practices. All service providers work together to help the students achieve their IEP and English acquisition goals and follow the CCLS aligned units of study that the school is using.

**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 CHART (MINIMUM)	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (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 <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	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(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. 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	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

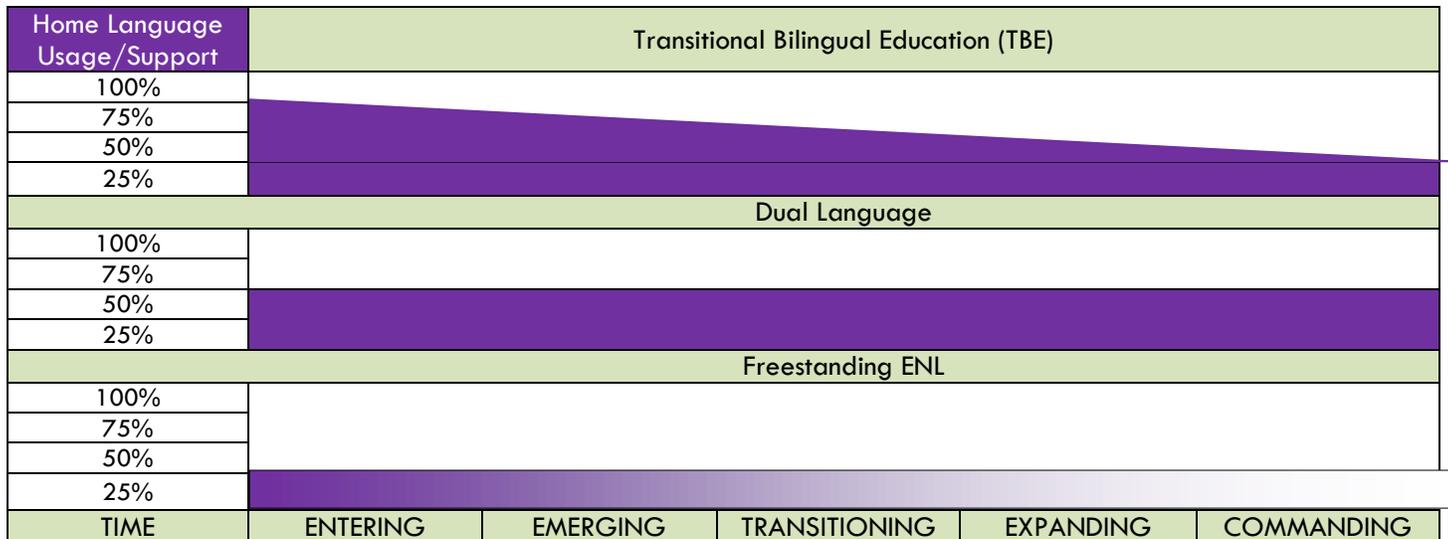


\*Note: “other approved services” does not apply to New York City at this time.

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. Intervention programs for ELLs target all ELL subgroups and focus on the students in Grades 3-5 and a handful of students in Grade 2. The school offers additional interventions for ELLs and follows the RtI framework. Classroom teachers must first work with students who they identify as struggling. They deliver instruction using best practices and scaffolds for ELLs that can help make the content more comprehensible. Small group instruction in areas designated as needed areas to focus on, are the center of the instructional time. Staff development workshops related to this area aid the teachers in their delivery of the content in ways that are helpful for struggling students that require interventions. The school incorporates technology interventions for students. Students who need additional assistance in phonics and decoding use websites such as Starfall.com to help with seeing and hearing the sounds of the English alphabet and language. Foundations is also used to help with targeted phonics and phonemic awareness. Additionally the school uses Rosetta Stone English to assist students who need more targeted time on acquiring the specific aspects of English that Rosetta Stone programs offer. The Math Coach works with students who are having difficulty in Math. He pushes in and provides small group support to the students and presents content using models, visuals, and in other manners found to be effective with ELLs. Instruction is in English but attention is paid to cognates and the students have bilingual picture dictionaries for language support as well. Supplemental materials that are recommended for intervention from the Go Math series are the materials that are utilized. In addition there is a heavy focus on using manipulatives. The school also uses Inquiry Team time, which is weekly by grade and then combined grades for the ENL Inquiry, to look at the data and see what instructional shifts need to be made so students can progress. Teachers target skills to address where students are showing weakness and work together on appropriate interventions that they can incorporate into their teaching time with the students. Additional interventions the school offers are in different tiers in the RtI model. The Speech Teacher works with students who could benefit with help processing and expressing target language. She works them in to groups with students that have similar goals. The ENL Coordinator works with students in small groups. The struggling readers get Guided Reading four times a week and word work that is integrated to fit with the language within the Guided Reading books. Materials from A to Z Reading, Award Reading, Wright Group, Rigby, and Amazing English, in addition to some books that have specific practice in reading comprehension skills such as finding the main idea and identifying the theme. P.S. 376 strongly believes that ELLs can and will achieve if instruction is delivered in ELL friendly ways and in an engaging manner. The staff work together to analyze data, identify ELLs in need and to deliver intervention services so all ELLs can succeed.

When the school receives a brand new ELL student who has no English at all, the student is set up with some computer programs that can target basic English acquisition. Additionally the students are able to utilize the Listening Center to help follow along with some reading of English books. The student is also a candidate for Rosetta Stone. If the child seems to be a SIFE student, arrangements are made to help the students acquire basic skills that they lack through the use of all available school personnel such as the ENL Teacher and the SETTS teacher.

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

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

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

Recently the school restructured the Inquiry Team structure to create a separate ENL Inquiry Team. This is because there seemed to be a growing need to give ENL Teachers the opportunity to come together and discuss their students outside of the discussions that are occurring at each grade level. When the ENL teachers are mixed in with their non ENL teacher colleagues, the conversations focus more on the general curriculum without a specific focus on strategies that work for ELLs. Unfortunately, this has proven to not be an effective structure. When the school received notification that the AYP for the previous school year was not met, we realized that we needed to look into what was currently being done for our ELLs and to figure out where the gaps were, what needs to be added, tweaked, or completely changed since we did not get the results that we need and that our ELL students deserve. So we started with The Inquiry Team process and will build from there.

When analyzing the NYSESLAT scores and how ELL students fare in general with the classroom tasks, we noticed that there is success

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

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

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

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

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

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

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 afforded equal access to all school programs all the time at P.S. 376 and additionally there are supplemental programs offered that give ELLs priority over the rest of the student body, in order to ensure their academic success. All classrooms are equipped with the latest computer technology, Smartboards and document cameras. ELL classrooms also received brand new computers and Smart tables in order to enhance The Listening and Technology Centers in ELL classrooms. School wide and grade wide programs such as the nutrition program and visiting artists always include ELL classrooms. Students also participate in all assembly programs and regular day programming. Additionally, ELLs are invited to participate in after school enrichment programs that include dance, technology, and journalism. Additional programs are offered as of the school year 2013-14, such as Homework Helper and Sports and Arts Clubs through a special grant the school received. ELLs are invited to participate in the programs just

mentioned (Title I and Grant Awarded programs) and additionally there are Title III After School and Saturday School Programs, specifically for ELLs; giving ELLs equal access to programming is of the highest priority at P.S. 376. Every effort is made to give the students ample opportunities to practice and increase language. The school is consistently looking to increase programs offered to ELLs and the rest of the student body in order to keep up as a 21st century school. ELL students get all of the same notices and dates of school events that non-ELL students get. Parents of ELLs are included in all school meetings. ELLs are invited to participate in all after school programs. They are encouraged to apply for all special school programs such as a Robotics Club. Additionally they are considered for all school productions (dance, music, band) and extra-curricular activities that school offers. They also participate in the Ballroom Dance Competition. ELLs are of the highest priority at P.S. 376 and will continue to be included in all programs we offer.

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.

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

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

The resources correspond to the students' age and grade levels because the content of the resources is based on the grade level CCLS aligned curriculum. The materials are aligned with the CCLS ELA and Math standards and also with the New York State Science and Social Studies Standards. Books in classroom libraries are high interest books in their design and content, yet the content is at reading levels that are appropriate for allowing ELLs to access the language (they are described as high interest, lower reading level texts). All classrooms have a variety of highly supportive technology based and non-technology based materials which are on the topics that are part of the curriculum in the class and that are of interest to students in that particular age group. The Listening Center Resources also match the curriculum content and allow ELLs to access grade and age appropriate level information without having to worry about the decoding of the words as much as if they were reading independently. Additionally they add to students' acquisition of English fluency. The visual nature of computer websites and videos enhance understanding in motivating and interesting ways and match the content of the curriculum. The school values the use of a systematic approach to

incorporating instructional materials that are enticing to ELLs and will only serve to enhance instruction and increase content and vocabulary development, rather than using materials that do not match the students' ages and grade levels. The careful and deliberate choices in materials that have English and the native language support ELLs benefit from, is a successful component of ELL programming choices at P.S. 376. Resources are a huge part of being able to deliver content in ways that are appropriate and comprehensible for ELLs. Additionally the way the school uses support personnel to deliver intervention to ELLs is also very successful. The school will only continue to expand resources and programming offered to ELLs as the years progress.

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).

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

19. What language electives are offered to ELLs?

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

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)?

N/A

## 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.)

The professional development plan for all ELL personnel at the school provides opportunities for teachers to reflect on their practices, learn what is current, refine what they have been doing, and to discuss and enhance knowledge on strategies specific for success with the instruction of ELLs. Teachers in grade alike cohorts meet weekly for data articulation. Special attention is given to the ELL students and their academic needs. The school is involved with the STEM Collaborative for ELLs and the STEM teachers and second grade teachers will receive training on October 26, 2015, December 10, 2015, and March 14, 2016. Teachers work with a Literacy Consultant and a Literacy Staff Developer in order to be able to engage in high quality literacy instruction for ELLs. Olivia Wahl, a Metamorphosis Literacy consultant, will provide a series of workshops that will focus on Balanced Literacy and how to scaffold instruction for ELLs. These workshops will take place on the following dates: November 17, 2015, November 18, 2015, November 19, 2015, January 5, 2016, January 6, 2016, and January 7, 2016. Additionally, on the schoolwide professional development days (November and June), ENL teachers are in a cohort together. Workshops on those days reflect what is current with the chancellor's requirements for all students, with an eye on what additions need to be considered when working with ELL students. The focus has been on writing (based on CEP and PPR goals) and will continue to focus on writing with additional attention paid to what the city and state require. Every Friday the ENL Teachers meet for ENL Inquiry Team where they explore and present best practices that revolve around the analysis of data and the use of the New Language Progressions to enhance instruction. On Fridays, there is an ENL Common Prep period where teachers are given an extension of the work time conducted in Inquiry Team meetings with additional presentations on best practices and strategies that work for ELLs. Workshops on math are offered weekly with an outside consultant for the Metamorphosis Program which involved all classroom teachers (K-5). These workshops are scheduled as follows: September 21, 2015, September 28, 2015, October 14, 2015, October 22, 2015, October 29, 2015, November 2, 2015, November 12, 2015, November 23, 2015, December 11, 2015, January 21, 2016, January 28, 2016, February 9, 2016, February 25, 2016, March 21, 2016, March 31, 2016, April 21, 2016, May 6, 2016, and June 3, 2016. Professional Development in math focuses on the use of models, manipulatives and other visual strategies that can enhance understanding for ELLs. There are also technology workshops offered on site with the ENL Coordinator and Instructional Technology Teacher. The workshops focus on familiarizing teachers with websites that can help ELLs with language acquisition, development of content knowledge, and phonics. ELL Teachers not only engage in professional development with the other ENL Teachers, but also with the entire staff. They work with their grade level teams and the administration, and specialists in the school community, always with the mission to provide high quality instruction for ELLs with research based best practices. ELL Teachers also participate in professional development outside of the school building through OELL. These workshops also provide information and resources on best practices for ELLs and working to help ELLs meet the requirements of the rigorous Common Core Standards. Go Math provides professional development sessions for teachers using the program. Our teachers participate in off site Go Math workshops also.

2. 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?

The Common Core Learning Standards and working to implement an appropriate standards based curriculum, is consistently at the heart of all professional development that the teachers participate in. Finding a way to create rigor yet in a manner that makes content comprehensible to ELLs is part of the focus at the ENL Inquiry Team and ENL Common Prep times, both site based work. Additionally the ENL Coordinator plans professional development for the teachers that focuses on looking at the CCLS Language Standards and the Speaking and Listening Standards, both vital for understanding how to create and carry out standards based lessons with considerations for special attention to what ELLs need more of a focus on than English dominant students, such as The Language Standards. The teachers work to unpack the requirements for each grade and to understand the sequential nature of the standards. Technology workshops that attend to the needs of the ELL population are scheduled to support the ENL teachers. An Instructional Technology Workshop Project Based Learning in Social Studies is scheduled for October 8, 2015. On October 22, 2015, teachers will attend a Wixie workshop. Teachers are also working with The Writing Standards and a book "6+1 Traits of Writing" for professional development that revolves around the CCLS aligned MOSL pre-assessments. This in depth work with the standards helps teachers understand more specifically what language objectives need to be present in their lessons. All ENL Teachers receive ongoing professional development on site that focuses on aspects of CALLA Method and SIOP, where teachers plan lessons to always include language and content objectives. Additionally for the ELLs who are ready for the next step, strategies instruction is incorporated, strategies that have been proven successful with ELLs such as ways to categorize language. The school works with an outside ENL Consulting company that works with the administration and the teachers on analyzing ELL data and implications for the instruction of ELLs. Additionally the Office of English Language Learners (OELL) offers workshops that are aligned to the CCLS and ESL methodology. Teachers get to choose which workshops they want to attend and are asked to attend at least three workshops per year. Some of the teachers are currently participating in a cohort that focuses on Reading and Writing Non Fiction for ELLs, a series of four workshops that deeply explore how to achieve the CCLS aligned reading standards with content that is challenging due to the heavy use of academic language. Teachers are expected to turnkey what they learn at outside workshops and also to complete Professional Development Reflection sheets, which encourage teachers to apply strategies that they were presented with and to reflect on how they can tweak instruction to be even more meaningful for ELLs. Site based professional development (at the school) expands on what the outside workshops present and additionally brings in the benefits of

visual literacy and oral language as successful tools for ELL instruction that is standards based. There is also a room on the third floor that is dedicated to ENL staff development. This room has resources teachers can check out for use with supporting the CCLS curriculum with ELLs (ELL friendly resources) which includes both student and teacher resources. Additionally the room has charts that highlight the work that has been done throughout the year at site based professional development workshops run by The ENL Coordinator and display boards that provide CCLS resources and current information on ELL policies, procedures and methods that work (much of which was taken from the OELL website). The Pupil Personnel Secretary keeps a log of the professional development teachers participate in and also stores the reflection sheets. Additional training related to the CCLS is math workshops that revolve around the standards. There are monthly professional development workshops offered by the network in our school building. The current focus is on using mathematical models. Additionally there has been a push and a focus to include the strategic incorporation of the Speaking and Listening Standards through the use of the Socratic Seminar. All teachers have had opportunities to have training, debriefing, and sessions in designated lab site classes that can help with integrating the Socratic Method to improve student writing.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school? 5th Grade Teachers participate in workshops that pertain to helping ELLs develop independent work habits in order to prepare students for differences they will encounter in middle school. Additionally, the guidance counselor attends Middle School Articulation training where she is informed of specific schools and programs that addressed the needs of the ELL population. Students and teachers have opportunities to work with the Guidance Counselor in order to learn about strategies that can assist them with the demands of middle school. Additionally every effort is made to match ELL students with appropriate middle schools that can address their language, social, and emotional needs. Classrooms are structured to allow for multiple opportunities to engage in-group work with peers and in small group instruction, similar to what the demands of middle school are. Teachers receive ongoing professional development both on and off site on the topic of preparing students to transition to middle school. These combined efforts have fostered good experiences for our ELLs as they continue on to middle school.
4. 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.

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

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

### 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?

The ELL Coordinator in conjunction with the classroom teacher schedule meetings with the ELL parents. Parents are contacted through letters in their preferred language of communication in which a choice for the meeting is provided. Meetings are scheduled after responses are collected. Parents who do not respond to the letters will be contacted through phone calls. Parents who cannot attend in person meetings will be given the option of a phone conference to discuss students' progress and concerns. The meeting or conference will include the classroom teacher and any other staff supporting the academic growth of the student. The meeting is conducted in the language of preference for the parent. If qualified staff is not available in the school to translate for the parent, arrangement should be made to provide a qualified translator for the parent.

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.

All records of annual individual meetings with ELL parents will be kept in the student's cumulative record including letters, attendance records, and notes of main points discussed during the meeting.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL parental involvement is highly encouraged and is at the core of ELL students' success in school. Parents are invited to participate in all school meetings run by the PSA, Parent Coordinator, and CBOs. Additionally workshops that are specific to ELL parents are scheduled each year, a minimum of three are always included in the annual school calendar that is planned in the June prior to the following school year and is added to and revised based on recognized parent needs and requests. Specific ELL parent workshops that we always schedule are: Getting Ready to Read, Preparing for and Understanding the NYSESLAT, and The Newcomers Parent Orientation. There are Title 1 academic workshops in all content areas, multicultural assembly performances, enrichment club culminating performances and a Back to School Blast (resources on health and community resources for parents) that ELL parents are involved in, This participation in school events really fosters positive experiences for ELL families and helps ELL students and parents to feel comfortable and welcome in the school community, a goal we always have and pride ourselves on at P.S. 376.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? P.S. 376 partners with a variety of Community Based Organization in order to offer programs and workshops that meet the needs of (ELL) parents. The Office of Adult Education offers ESL classes to parents. The program is run in the school daily in a classroom designated to this purpose on the first floor. B.E.O.C. also offers GED classes to parents. Brooklyn Public Library provides on site adult library card registration and resources on programs for children and families. Students also participate in a partnership program with The Brooklyn Public Library extending the benefits to be something that parents and children can share with each other and benefit from. Wycoff Hospital provides parent workshops on topics such as breast cancer and health screenings. Health Plus provides parents with free or low cost health insurance and health workshops. Bushwick Psychotherapy Center provides workshops and family counseling. Additionally a variety of other agencies are present at the September back to School Blast event which provides families at the school with information in the neighborhood and surrounding community. Some of the agencies present besides the ones already listed include but are not limited to CAMBA (immigration support), Family Justice Center (information on domestic violence) and Children Services. The school is constantly looking to increase involvement with CBOs because of the variety of free or low cost programs and information that are provided which are useful for ELL parents.

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

The school has a Parent Coordinator that reaches out to our ELL parents on a regular basis through PSA meetings, workshops, letters, flyers, monthly calendars, a designated bulletin board inside the school and with an LCD sign. Through these methods, the school works with the parent coordinator and the parents to evaluate their needs. The school also recognizes the concerns parents have with the increasing demands of the Common Core Standards and the requirements for ELL testing as stated in NCLB. As a result of the frequency of questions and concerns the parents have shared, the school has extended the workshop topics they offer to focus on how the CCLS affects ELLs and standardized testing and the curriculum. The ENL Coordinator provides workshops on getting ready for the NYSESLAT. The Speech Teacher provides information on Common Core Writers. The Math Coach provides

workshops on standardized math tests, the new math curriculum, and how periodic assessments help the school. The combined efforts of the specialty staff at the school really serves to meet the (changing, ongoing) needs of ELL parents and students.

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

The PSA and Parent Coordinator work together to bring workshops, activities, and events to increase parental involvement at all levels. The amount and types of programming offered appeals to a wide variety of the diverse needs of ELL parents and as community members in general. The school also works as a team to bring a Strength of a Woman program for mothers and a My Hero and Me program for fathers. The school also runs social events for the community such as a monthly movie night. The nature of the social and academic programs provided for parents allows the school to foster strong academic support for families as they navigate the complexities of the increasing rigorous curriculum for students, along with programs that strengthen family relationships. At P.S. 376, our programs offer families opportunities to learn to support their children academically and to gain personal and professional growth. Parents are at the heart of the school community and the school will continue to value involvement and seek to continue and strengthen involvement.

#### **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.

Paste response here:

School Name: PS 376

School DBN: **#INGEST ERROR!**

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)
Maria Vera-Drucker	Principal		10/29/15
Angel Ortiz	Assistant Principal		10/29/15
Ivette Rivera	Parent Coordinator		10/29/15
Maria De Jesus	ENL/Bilingual Teacher		10/29/15
Maria Lopez	Parent		10/29/15
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Sylvia Burgos	School Counselor		10/29/15
	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: **32K376** School Name: **P.S. 376**  
Superintendent: **Ms.**

### 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.learn DOE.org/tiu/lac](http://www.learn DOE.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

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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.

The school utilizes various resources to find out pertinent data about the student and parent body of P.S. 376. The ATS system reports that are used include the RHLA, UPPG, RESI and the home language and the NYCDOE preferred language of communication information that is inputted as part of a student profile into the system. Additionally the school refers to the blue emergency card data and other pertinent information in cumulative files that indicate the language of communication in the home. Additional information is accessed from the HLIS forms and the ELPC screen. All phone calls, conferences, and written communication sent to the families will be / is in the preferred language of communication. The school has a bilingual Parent Coordinator who is available and utilized to translate for all parent workshops and meetings. Additional personnel in the building include The ESL Coordinator, Speech Teacher, and Psychologist-- all bilingual pedagogues. Parents receive translated documents the same time as documents are sent to English speaking families. Translations are available at all meetings and events, in addition to via phone calls and written notifications. The school staff is aware of translation services available to parents who indicate a language preference not available in the school.

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.

There are 250 English-speaking parents in our school. Spanish is the language preferred by 240 parents for both written and oral communication. Even though we have some additional home languages

including Arabic (1 family), Chinese (2 families), and Turkish (1 family), these families prefer English as their method of oral and written communication.

## Part B: Creating a Communications Calendar

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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.)

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

2. 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.

There are multiple opportunities during the school year for teachers and other staff members to meet with the parents. At the beginning of the school year the parents are invited to curriculum night taking place on September 17<sup>th</sup>. The ELL Coordinator reaches out to the parents of students identified as ELLs after being administered the NYSITELL and schedules an orientation meeting to notify parents of their child's eligibility for ELL services and to provide information about program selection. There are three parent-teacher conferences scheduled during the year. The first one will take place on November 5, the second one is scheduled for March 3 and the last one will happen on May 11. The parents of ELL students meet to hear about their children's progress sometime during the month of May. The attendance teacher reaches out to parents of children who have attendance inconsistencies. In addition, teachers and parents can schedule appointments to meet on Tuesdays from 2:30 pm to 3:10 pm.

## Part C: Providing Language Assistance Services

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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.

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

2. Describe 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.

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

## Part D: Training Staff on Policies and Procedures

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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.)

The school ensures that all staff members are aware of how to use the translation services and over the phone interpretation services during workshops and staff meetings.

## Part E: Providing Notice of Language Assistance Services

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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

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

## Part F: Monitoring and Quality Control

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

Initially, the home language survey serves as the basis for determining the language needs in the school community. The school has a Parent Coordinator that reaches out to parents on a regular basis through PSA meetings, workshops, letters, flyers, monthly calendars, a designated bulletin board inside the school and with an LCD sign. Through these methods, the school works with the parent coordinator and the parents to evaluate their needs. A parent survey in which parents ask for information on specific services is also provided to parents during meetings and workshops with parents. In addition, the parent coordinator is always available to individually meet with parents and informally address their concerns. If a parent requests translation services or if a staff member requires it, the school contacts The Translation and Interpretation Unit to provide services.