

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

03M076

School Name:

P.S. 076 A. PHILIP RANDOLPH

Principal:

CHARLES DEBERRY

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Asa Philip Randolph School Number (DBN): M03076
Grades Served: PK,OK,01,02,03,04,05,06,07,08,SE
School Address: 220 West 121 street
Phone Number: 212-678-2865 Fax: 212-678-2867
School Contact Person: Mr. Charles DeBerry Email Address: cdeberr@schools.nyc.gov
Principal: Mr. Charles DeBerry
UFT Chapter Leader: Ms. Allyson Morgan
Parents' Association President: Ms. Shantell Lyons
SLT Chairperson: Ms. Jimmie Brown
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Mr. Delphonson Goodwin
Student Representative(s):

District Information

District: 03 Superintendent: Ilene Altschul
154 West 93rd Street, New York, NY 10025
Superintendent's Office Address: _____
Superintendent's Email Address: ialtsch@schools.nyc.gov
Phone Number: 212-678-5867 Fax: 2122227816

Borough Field Support Center (BFSC)

Manhattan Field
BFSC: Support Center Director: Yuet Chu
Director's Office Address: 333 Seventh Avenue, New York, NY 10001
Director's Email Address: ychu@schools.nyc.gov
Phone Number: 646-470-0721 Fax: 212-356-7564

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)
Charles DeBerry	*Principal or Designee	
Allyson Morgan	*UFT Chapter Leader or Designee	
Shantell Lyons	*PA/PTA President or Designated Co-President	
Ann Dow	DC 37 Representative (staff), if applicable	
Delphonson Goodwin	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Cheryl Benjamin	Member/teacher	
Alice Miller	Member/ teacher	
Sandra Olivero	Member/ teacher	
Lorine Romero	Member/ teacher	
Jimmie Brown	Member/ chairperson	
Patricia Coleman	Member/parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lakisha Williams	Member/ parent	
Marlene Francis	Member/ parent	
Christine Boston	Member/ parent	
	Member parent /	
	Member/	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Asa Philip Randolph - P.S. / I.S. 76 is a school striving for academic excellence for all students. Our teaching staff is a vibrant mix of young and experienced teachers from diverse backgrounds, all of whom are fully committed to the academic growth and well being of our students. Additionally, the many cultural institutions of New York City are used to magnify our students' learning experiences. Parents appreciate our use of data to drive and differentiate the instruction to meet individual student needs. Students are challenged to explore their individual learning styles and set goals that will allow them to meet their full potential.

It is our mission to produce student achievers who are set on the path of lifelong learning and enjoy the process. We are committed to providing a child-centered environment that will inspire and challenge all of our students to become critical and independent thinkers, readers, writers, mathematicians, scientists, artists, and problem solvers. Our school environment encourages self-respect and self-awareness from the collective effort and cooperation of our parents, teachers, staff, and community. We will prepare all of our children for life now and for the technological demands of the future with the expectation of their being fully prepared to be participants in this ever-evolving century.

The instructional leadership of our educational community is one with a vision that understands the cognitive and effective processes of children. Our instructional leadership respects and nurtures the multiple intelligences of our students. Our resources and finances are aligned to enrich professional development, curriculum and instruction, teaching and learning, parental involvement, and support services – all for the improvement of student performance. We envision a performance-standards driven school in a nurturing and safe environment where all children are held to high expectations and one that enables children to reach their greatest potentials. That said, the vision of Asa Philip Randolph - P.S. / I.S. 76 reflects our belief that whether students are identified as regular education students, Students with Disabilities, English Language Learners, high/low achievers, they are all entitled to a "standards-based" education that will result in their being able to read and solve problems analytically and critically, without exception. The materials and resources utilized in our instructional programs will be developmentally appropriate and accessible through a multiplicity of modalities.

Asa Philip Randolph - P.S. / I.S. 76 enjoys collaboration with multiple community based organizations including: Harlem Children's Zone, Harlem Hospital Community Health Education and Outreach Department, The Carmel Hill Fund/Accelerated Reader Program, The Institute for Urban and Minority Education (IUME) @ Teacher's College, The Administration for Children's Services Neighborhood Network Providers, Insights @ New York University, Project Eye 2 Eye, Center Care, IAM (Incorporation of Artists on the Move), The Leadership Program, America Reads with Columbia University, Counseling in the Schools, Arts Horizons, and Periwinkle National Theater. These agencies provide ongoing parent outreach and support, counseling and medical services, student tutoring, violence prevention, and much more.

Student Demographics

Our school has 35 current English Language Learners (ELLs) who make up 10% of our student population. Asian: 1% | Black: 78% | Hispanic: 19% | White: 2%| Students with Special Needs 22%. The largest subgroups of ELLs are long term and/or have and IEP. There are many other former ELLs and IEP students across classrooms. In addition, the incorporation of language strategies supports all of our students.

PS/IS 76 Areas of Celebration

Through the collaborative effort of all in our school community, we have lots to celebrate! Our instructional practices include some of the following highlights:

- A culture of trust and respect where students are well known by the staff and targeted supports are provided to align with students' learning needs and experiences
- Utilization of the Danielson Framework to consistently provide teachers with effective feedback that influences the professional development to further elevate school-wide instructional practices and improved student outcomes
- Engaging students in rigorous and varied learning tasks
- Designing coherent curricula aligned to the Common Core Learning Standards
- Aligned use of resources to support instructional goals that meet students' needs
- Structure and policies in place conducive to a positive learning environment, inclusive culture, and student success
- Support and evaluation of teachers through feedback using the Danielson Framework for Teaching and analysis of learning outcomes
- Interventions in place to meet the school's instructional goal of supporting increased levels of student achievement

PS/IS76 Areas in Need of Improvement

With the goal of improving student outcomes, we have conducted a needs assessment and have found some areas in need of improvement in our school practices including:

- Adjusting school administrators' practices to include regularly planned opportunities to provide teachers with coherent instruction, and social/emotional support.
- Refining the school's assessment practices so that teachers vary the use of ongoing checks and common assessments to make necessary adjustments to the curricula, meeting all students' learning needs, including English Language Learners (ELLs) and Students with Disabilities (SWDs).
- Strengthening teacher practices so that they consistently seize opportunities to provide scaffolds into the curricula to ensure that all learners are engaged in challenging tasks and high levels of thinking and discussions are evident across all classrooms.
- Improving student attendance rate to meet or surpass the citywide average.
- Increasing the level of parental involvement in school activities and student monitoring.

03M076 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	520	SIG Recipient
				N/A
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
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	6	# Drama
# Foreign Language	1	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	87.3%	% Attendance Rate		88.9%
% Free Lunch	88.0%	% Reduced Lunch		4.0%
% Limited English Proficient	8.6%	% Students with Disabilities		19.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		76.9%
% Hispanic or Latino	19.5%	% Asian or Native Hawaiian/Pacific Islander		0.8%
% White	2.4%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	11.34	# 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)	2.8%	% Teaching Out of Certification (2013-14)		11.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		8.03
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	16.1%	Mathematics Performance at levels 3 & 4		16.1%
Science Performance at levels 3 & 4 (4th Grade)	74.4%	Science Performance at levels 3 & 4 (8th Grade)		25.8%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	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		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	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		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
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	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

PS/IS 76 evaluated student assessment data from last year (including state assessment results, guided reading levels, and classroom assessments) and concluded that school leaders and instructional staff need to align formal and informal assessment practices in order to improve student achievement as well as strengthen teacher practices across every grade level.

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, we will refine the school’s assessment practices so that teachers will use ongoing assessments, such as interim benchmark assessments, to inform their instructional decision-making and to provide students with timely and relevant feedback to monitor, assess, and ensure student achievement. This will be measured by gathering data outcomes and analyzing the data to adjust best practices.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 			
Administrators and teachers across grades K-2 will analyze classroom assessment data to ascertain areas of student growth	Teachers of Grades K-2	Sept 2015- June 2016	Administrators and coaches

and needs. Teacher teams will then meet to design coherent instruction that encompasses the needs of all identified students.			
Administrators and teachers across grades 3-8 will analyze ELA and math formative and summative data to identify ELA and math needs and targets across grades 3-8. Teacher teams will then meet to develop comprehensive collaborative inquiry plans that target the appropriate students who need academic tracking.	Teachers of Grades 3-8	Sept 2015- June 2016	Administrators and coaches
Teachers will continue to monitor student progress (interim benchmarks) throughout the course of the school year and use the data to create instructional plans that have multiple entry points for groups of students including Students with Disabilities (SWDs) and English Language Learners (ELLs).	All Instructional Staff	Sept 2015- June 2016	Administrators and coaches
Center for Integrated Teacher Education (CITE) Consultant will provide professional development around components 3B and 3D of the Danielson Framework for Teaching Rubric (focusing on guided reading and multiple entry points). These sessions will include training on providing students with specific and timely feedback and refining questioning and discussion techniques to improve student engagement and outcomes.	All Instructional Staff	Oct 2015- June 2016	Administrators and coaches

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
We will be providing additional professional development sessions in collaboration with CITE to improve instructional practices and student outcomes through the use of Tax Levy, Title I, Title II, Title III and C4E funds. This effort will also include English as a Second Language (ESL) teachers and teachers of Students with Disabilities (SWDs). Schedules have been adjusted to provide for weekly common preparation planning periods and inquiry work at each grade level.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
February 2016 - We will collect the data from previous benchmarks and assessments, as well as, future assessments in February 2016 to analyze and adjust instructional practices.
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.

After reviewing our attendance reports from the previous school year, we found that student attendance rates were below the citywide average. For the 2015-2016 school year, the school community including: students, parents, educators and other members will help to ensure an increase of attendance to best enhance students’ performance, as well as, behaviors and bolster their self-esteem.

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, the school community will increase and improve the students’ attendance and tardiness by 3% by engaging students in incentive programs. Incentives will be a part of creating a school-wide culture with emphasis on attendance and positive behaviors, accompanied by a deep commitment to ensuring students are engaged in the classroom.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
School leaders, teachers and other school staff will regularly monitor student attendance reports to determine patterns and trends of excessive absences or lateness and appropriately respond to underlying causes.	Students, parents, teachers	Sept 2015- June 2016	School administrators, teachers and other designated staff members
Parent coordinator will facilitate parent workshops that build awareness of attendance data as a key tool in the development and assessment of academic progress for students.	Students and parents	Sept 2015- June 2016	Parent Coordinator, School administrators and other designated staff members
School administrators, parent coordinator, teachers and other selected school staff will plan interventions for students who demonstrate irregular attendance patterns by identifying local services that may address the underlying reasons for the absences and through individualized approaches (such as matching students to advisors and mentors).	Students, parents	Sept 2015- June 2016	Parent Coordinator, School administrators, teachers and other designated staff members
School community will offer incentives and rewards programs to raise the engagement level of students, parents and community members and promote improved attendance. These incentives and rewards include our schoolwide behavior program Togetherness, Accountability, Initiative, Leadership, and Safety (T.A.I.L.S.) which commends good student attendance and positive behaviors with assemblies, special trips, and other incentives.	Students and parents	Sept 2015- June 2016	School community, administrators, teachers, and PTA officers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
We will use Tax Levy, Title I and C4E funds to create student incentives and opportunities for celebration such as: classroom celebrations, special trips and awards assemblies for improved student attendance patterns as well as to offer parent workshops.										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A	Title III, Immigrant

X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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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.

February 2016 - Administrators, Teacher Teams and Parent Teacher Association (PTA) will monitor attendance regularly to indicate school progress toward meeting our goal.

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

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

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

Part 1 – Needs Assessment

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

After comparing multiple sources of data (student work, assessment results) from previous years to the current data collected, school leaders and teachers noticed gaps between instructional goals and student achievement in multiple content areas. As a school community we need to become effective at providing multiple entry points (scaffolds) into the grade level work and creating and identifying additional resources that will support the growth of our lower performing students including English Language Learners (ELLs) and Students with Disabilities (SWDs).

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.

By June 2016, all teachers will incorporate instructional practices and strategies (scaffolds and multiple entry points) into their lessons that promote rigorous learning and will increase student engagement. This will be measured by classroom observations of students engaged in rich discussions and high-level-thinking demand tasks (as indicated by ratings of effective and highly effective on the Danielson Framework for Teaching Rubric components 1e and 3c) and analysis of student data outcomes (pre and post assessment results).

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teacher Teams will collect and analyze student work to determine its rigor and adapt instruction (providing multiple entry point/scaffolds and accommodations) as needed to increase overall student achievement including our Students with Disabilities and English Language Learners.</p>	<p>Teacher Teams</p>	<p>Oct 2015 - May 2016</p>	<p>Administrators, Coaches and Teacher Team Leaders</p>
<p>Teacher Teams will meet to develop effective practices for providing students with actionable feedback to increase overall student achievement.</p>	<p>Teacher Teams</p>	<p>Sept 2015- June 2016</p>	<p>Administrators and Coaches</p>
<p>Teachers will utilize planned parent engagement periods to keep parents abreast of student progress and to collaborate with parents to develop strategies for instructing students in effective ways.</p>	<p>Teachers and Parents</p>	<p>Sept 2015- June 2016</p>	<p>Administrators</p>
<p>School leaders (including administrators and lead instructional staff) will continuously assess staff to note areas where additional improvements are needed and will provide professional development sessions around those areas.</p>	<p>School Instructional Leaders</p>	<p>Sept 2015- June 2016</p>	<p>Principal</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>We will use Tax Levy, Title 1 and C4E funds to provide teachers with opportunities for professional development and the purchase of instructional curriculum and materials aligned to the Common Core Learning Standards.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>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.</p>
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February 2016 - School community will continue to adjust instructional practices in response to professional development aimed at improving teachers' strengths and areas for growth.

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

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

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

Part 1 – Needs Assessment

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

In an ongoing effort to improve our student outcomes and school performance, in addition to focusing on increasing academic rigor and ensuring standards of proficiency, we are focused on building instructional coherence and providing social and emotional supports for our school community. Understanding that coherence benefits the whole school community and provides a greater potential for teachers to hone skills and sustain support for instructional improvement, results from our needs assessment are that we need to provide stable leadership; consistent, long-term professional development; and a means to collaborate across disciplines and grade levels to test and refine new instructional methods.

Part 2 – Annual Goal

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

By June 2016, school leadership will build coherent, instructional and social-emotional support that will lead to increased student achievement as evidenced by a 4% increase on both ELA and Math state assessment results.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Administrators will create and maintain collective decision-making structures to develop a shared focus, and productive school-wide goals and strategies.	School Staff	Aug 2015- June 2016	Administrators
Administrators will direct resources toward a clearly articulated instructional framework (Danielson Framework For Teaching) tied to student outcomes. Instructional programs in place will be those that align to the framework.	School Staff	Aug 2015 - June 2016	Administrators
School leaders will organize cohesive professional development that supports the instructional framework (Danielson Framework For Teaching) and provides opportunities to collaborate across disciplines and grade levels.	School Staff	Aug 2015 - June 2016	Administrators, Coaches
School leaders will regularly consult with staff members about programs and practices that may be affecting their ability to implement the cohesive instructional framework (Danielson Framework For Teaching).	School Staff	Sept 2015- June 2016	Administrators, Coaches
School leaders will provide regularly scheduled opportunities for staff members to meet with administrators to ascertain areas in which additional social/emotional support may be needed to assist with improved teaching practices and improved student outcomes.	School Staff	Sept 2015- June 2016	Administrators, Coaches

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
We will use Tax Levy, Title I and C4E funds to provide strong professional development that will lead to improved teaching practices and ultimately improved student achievement.											
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
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

November 2015 and January 2016

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

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

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

Part 1 – Needs Assessment

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

Although we have existing policies in place to support our parents and community, our goals and actions for family and community ties actively involve engaging more parents in the planning, review and evaluation of the effectiveness of the school. Our proposal in the Comprehensive Educational Plan is to include increased Parental Involvement, raising our attendance and increased School-Community partnerships.

Part 2 – Annual Goal

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

By June 2016, administrators, the Parent Coordinator, teachers from Pre-k through 8 and other identified school staff members will increase parental engagement, through the use of multiple communication tools (backpacking letters, telephone notifications, scheduled meetings) as evidenced by increased attendance at parent meetings and events, and the monitoring of communication from families and feedback from staff.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>We will provide materials and training to help parents work with their children to improve their achievement levels throughout</p>	<p>Parents and students</p>	<p>Sept 2015- June 2016</p>	<p>PTA, Administrators and staff</p>

the content areas including: literacy, math, science and use of technology.			
We will provide parents with the information and workshops needed to effectively become involved in planning and decision making in support of the education of their children including subgroups such as Students with Disabilities (SWDs) and English as Second Language (ESL) students.	Parents and students	Sept 2015- June 2016	PTA, Administrators and staff
We will provide assistance to parents in understanding the Common Core Learning Standards as well as City, State and Federal assessment practices and policies.	Parents and students	Sept 2015- June 2016	PTA, Administrators and staff
We will utilize multiple means of communicating with families and the community including: notices, phone calls, invitations to attend school events, emails, scheduled meetings as well as the purposeful use of weekly planned parent engagement block.	School Community	Sept 2015- June 2016	PTA, Administrators and staff

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
We will use Title I, Title III and PTA Funded monies to provide parent workshops, special trips and other incentives to improve family and community ties.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF	X	PTA Funded	X	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.										
February 2016 and June 2016										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<ul style="list-style-type: none"> -Baseline/unit assessments -Tier 1, Tier II, and Tier III -Standardized assessments -Fountas and Pinnell reading level, Running Records 	<p>English in a Flash (Grades K-8): 4 days a week/20 minutes) - English in a Flash helps students learn sounds and vocabulary to accelerate understanding of basic English. This is a computer based program.</p>	One-to-one tutoring	During the school day
		<p>Targeted Intervention (Grade K/1, 4 times a week/40 minutes) working with struggling readers intensively using efficient, evidence-based reading strategies refined daily with a diagnostic mindset. This is a pull out program serviced by a Reading Teacher. (small group 3-5 students)</p>	Small group	During the school day
		<p>ESL (Grades K-8, 5 times a week for 1 hour and 12 minutes) This program is serviced by a licensed/certified ESL teacher.</p>	Small group	During the school day

		<p>FUNdations Double-Dose- (Grades Pre-K-2/ 2 days a week/38 minutes) Struggling students receive a more intense small group instruction where the teacher can focus on each individual student's needs.</p>	Small group	During the school day
		<p>America Reads Tutors (Grades 1/2 -3 days a week/30 minutes) In a partnership with Columbia University, tutors push into classrooms where they work with small groups of 3-5 students to address and support the needs of these students.</p>	Small group	During the school day
		<p>Study Island – (Grades 3-8, 2-3 times a week/30 minutes) Web-based instruction, practice, assessment and reporting built from our state's standards. Rigorous academic content that is both fun and engaging. Research-based with proven results for all students. Students use this program before school in the morning.</p>	Small group	Before school
		<p>COACH Reading and Writing (Grades 3, 2-3 days a week/45 minutes)(Grades 6,7,</p>		

			One-to-one tutoring	During the school day
Mathematics	<ul style="list-style-type: none"> -Baseline/unit assessments -Tier 1, Tier II, and Tier III -Standardized assessments -Fountas and Pinnell reading level, Running Records 	Afterschool and Saturday Programs students will be engaged in educational software designed to increase math	<ul style="list-style-type: none"> Small groups Tutoring 	<ul style="list-style-type: none"> During the school day. After school Before school Saturday School Program
Science	<ul style="list-style-type: none"> -Baseline/unit assessments -Tier 1, Tier II, and Tier III -Standardized assessments -Fountas and Pinnell reading level, Running Records 	<p>In the Afterschool Program, students are engaged in practicing science strategies and skills to meet the New York State Learning Standards for Science.</p> <p>In Saturday Academy, volunteers from New York Cares and Team Green projects, teach students about environmental issues and ways they can make a difference within our community and environment.</p>	<ul style="list-style-type: none"> Small Group Small Group 	<ul style="list-style-type: none"> Afterschool Program, twice a week Saturday Program
Social Studies	<ul style="list-style-type: none"> -Baseline/unit assessments -Tier 1, Tier II, and Tier III 	Humanity-Small groups of students three times a week who need additional explicit, systematic instruction on expository texts which increases	Small Group	During the school day

	<ul style="list-style-type: none"> -Standardized assessments -Fountas and Pinnell reading level, Running Records 	<p>domain knowledge and provides connections to science and social studies.</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> -Staff referrals -Parent referrals -Behavior management plan analysis 	<p>Individual and group counseling sessions are provided to students to improve their socialization skills, i.e. Self-esteem, Anger management, Impulsivity, and Communication.</p>	<p>Small groups and one-to-one support sessions</p>	<p>During the school day</p>

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

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.
Ongoing Professional Development for teachers' individual needs, constant instructional support by administration, coach, networks and Professional Development workshops. We will continue to develop High Quality Teacher instructional plans that strengthen teachers practice to meet the demands of the Common Core shifts.

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).
We will provide high quality Professional Development and resources that will target all members to assist with the alignment of instruction and assessments to the Common Core shifts and Charlotte Danielson Framework for Teaching. We will continue to support all staff members and new teachers with research-based training in Common Core shifts, Charlotte Danielson Framework for Teaching and technology-based assessments and data.

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.).

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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	282,961.00		
Title II, Part A	Federal	69,950.00		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,581,530.00		

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and

advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP)

PS/IS 76's Parent Involvement Policy is designed to keep parents informed and actively participating in the planning and decision-making in support of the education of their children. 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 consistent involvement of parents and the community in our school. Therefore, PS/IS 76, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act and other such initiatives, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and our families. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, Title I Parent Committee as well as welcomed members of our school community.

PS/IS 76 will support parents and families of Title I students by:

- Providing parents with an understanding of parental involvement – Parental Involvement means the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities;
- Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology; such as providing grade specific common core workshops;
- Providing orientation and transitional support into middle schools;
- Providing information for Dial-a-Teacher and other external student supports;
- 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, as well as accommodating parents' work schedules for our School

Leadership Team and Parent Association meetings, which are scheduled both in the morning and evening hours with some interpretation available for non-English parents;

- Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;
- Involving parents in the joint development of the School's Parent Involvement Plan under Section 1112 of the ESEA;
- Hosting a Title I Parent Meeting (Evening and Morning) to accommodate all parents;
- Distributing the Title I School Parental Involvement Policy each year;
- Involving parents in the process of school review and improvement under Section 1116 of ESEA parental involvement activities to improve student academic achievement and school performance;
- Providing opportunities for parents to confer with teachers every Tuesday 2:40 – 3:30
- Hosting Curriculum Day/Evening(s) to give parents the opportunity to be involved in a classroom setting and share their child's academic experience;
- Conducting workshops to assist parents in supporting their children for assessments in New York State Exams;
- Conducting parent meetings to inform parents of school initiatives and survey parent needs.

PS/IS 76 will celebrate academic achievement, implement test preparation and assessment readiness as well as strengthen the school/home/community partnerships through initiatives such as: Curriculum Day/Night(s), Family Night(s) (e.g. Game Night, Movie Night, basketball – parents and staff vs. students, Zumba, yoga and nutrition classes).

PS/IS 76's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and Students with Disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this Parent Involvement Policy with parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents and enhance the school's Title I Program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, **PS/IS 76** will:

- Involve parents of the PA/PTA on the School Leadership Team (SLT) to participate in school walkthroughs and learning walks. This will enable parents to have a better understanding of the school's operation and how needs are assessed for the upcoming school year;
- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School Parent Compact;
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office;

- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- Host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- Schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening) to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide translation and interpretation services 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's academic skill needs and what parents can do to help.

PS/IS 76 will further encourage school-level parental involvement by:

- Holding an annual Title I Parent Curriculum Conference;
- Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- Supporting or hosting Family Day events;
- Establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- Hosting events to support, men asserting leadership in education for their children, parents/guardians, grandparents and foster parents;
- Encouraging more parents to become trained school volunteers;
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- Providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;
- Providing orientation to parents regarding the curriculum used by each grade.

School-Parent Compact (SPC)

PS/IS 76, 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 progress towards achieving levels of proficiency as outlined by state standards and demonstrated by assessment results.

Provide high-quality curriculum and instruction consistent with state standards to enable participating children to meet the state's standards and assessments by:

- Using academic learning time efficiently;
- Respecting cultural, racial and ethnic differences;

- Implementing a curriculum aligned to the Common Core State Learning Standards;
- Offering high quality instruction in all content areas;
- Providing instruction by highly qualified teachers, and when this does not occur, notifying parents as necessary.

At PS/IS 76, we have the following understandings:

- The need to convene meetings for parents to inform them of the Title I Program and their right to be involved.
- The need to offer a flexible number of meetings at various times and if necessary, seek funding to provide transportation or childcare when possible.
- The need to actively involve parents in planning, reviewing and creating activities in order to meet the Title I Program guidelines.
- The need to provide performance profiles and individual student assessment results for each child and other pertinent individual school district education information.
- The need to assure that parents may participate in professional development activities, i.e., literacy classes and workshops on reading strategies.
- The need to deal with communication issues between teachers and parents through:
 - Parent Teacher Conferences
 - Reports to parents on their children’s progress
 - Reasonable access to staff
 - Opportunities to volunteer and participate in their child’s class
 - Observation of classroom activities
 - Provide opportunities for parents to confer with teachers every Tuesday 2:40 p.m. – 3:55 p.m.

Support home-school relationships and improve communication by:

- Conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;
- Convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;
- Arranging additional meetings at other flexible times, e.g., morning, evening and (if necessary and funds are available) providing 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 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);

Parent/Guardian Responsibilities

I understand the need to become involved in the strategies designed to encourage my participation in parent involvement activities.

I understand the need to participate in or request technical assistance training that the school or district office offers on child rearing practices, teaching and learning strategies.

I understand the need to work with my child on schoolwork.

I understand the need for me to participate in the following activities that benefit my child's progress in school:

- Monitor his/her attendance at school (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;
- Set limits on television watching and video game playing;
- Monitor health needs;
- Read to my child and/or discuss what my child is reading each day
- 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;
- Communicate with my child's teachers about his/her educational needs;
- Ask other parents and school staff to provide information to the school on the type of training or assistance I would like and/or need to help me more effective in assisting my child in the educational process.

Student Responsibilities

I must attend school regularly and arrive on time.

I must complete my homework and submit all assignments on time;

I must follow the school and class rules and be responsible for my actions.

I must show respect for myself, other people and property.

I must try to resolve disagreements or conflicts peacefully;

I must 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>Asa Philip Randolph School</u>	DBN: <u>03M076</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>10</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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
of certified ESL/Bilingual teachers: <u>1</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: English Language Learners (ELLs) at P.S./I.S. 76 (Asa Philip Randolph School) have equal access to all school programs and supplemental services offered in our building. These programs are available to all parents and students in the school, guidance counselor, family worker, parent coordinator, occupational therapist, speech and language therapist, social worker, and psychologist. Students take part in the community building activities.

On Monday, Tuesday and Thursday from 4 to 6 o'clock (two hours) for a period of 22 weeks and 2 hours, a certified ESL teacher will work with 10 advanced and intermediate level students in the Title III Afterschool Program focusing on reading comprehension and writing; the rationale being that the prescribed time during the school day is insufficient to close the gap in literacy. This additional 6 hours of literacy per week will help to address that issue, and target the requisite reading and writing skills necessary for making better gains on the NYSESLAT. The data show that some of the 10 ELL students have been at the same proficiency level -- Advanced -- for at least two years, and our findings reveal that their Reading and Writing scores on the NYSESLAT continue to lag behind their Listening and Speaking scores. Therefore, reading comprehension and writing are the modalities we need to especially target. We hope that the additional small group instruction will enable the students to attain a proficient level and test out of the ESL program.

English Language Learners participate in the school-wide afterschool program which offers homework help, computer literacy, test prep, and an academic intervention program called i-Ready. This year the i-Ready instructional program will target 10 ELLs in grades two through eight whose proficiency levels are Advanced or Intermediate. A certified ESL teacher provides instruction in the i-Ready program. During this time, the teacher will work closely with the students providing differentiated instruction to meet their required needs. A certified instructor/consultant from the Center for Integrated Teacher Education will provide the ESL teacher with three one-hour professional development sessions scheduled for November 2014, December 2014 and February 2015.

Title III funds will also be used to purchase NYSESLAT Preparation workbooks as well as refreshments and materials for two ELL Family Literacy workshops on the use of Max Scholar. These workshops are scheduled for December 2014 and February 2015.

Part C: Professional Development

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

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

Begin description here: Professional development is provided by school staff, community learning support personnel, and other organizations such as the Center for Integrated Teacher Education (C.I.T.E.), and is considered a key component of the P.S./I.S. 76 community. The ESL teacher attends professional development workshops organized by the Language Learning Division, the Learning Network and the Community Learning Support Organization which she then turnkeys to other members of staff. Workshops attended and turnkeyed by the ESL teacher and other members of staff (for example, the technology teacher) have included: Stages of Second Language Development; Scaffolding

Part C: Professional Development

in the ESL Classroom; Teaching Reading and Writing to English Language Learners; Making Content Comprehensible; Interactive Websites for Learning English and Content; How the NYSESLAT Can Drive Instruction and Differentiated Instruction Overview. This year's professional development will focus on NYSESLAT in the era of the Common Core; Scaffolding Instruction for English Language Learners; and Making Content Comprehensible for English Learners through The SIOP Model. Sessions will be held in November 2014, and January and March of 2015. The ESL teacher also participates in other literacy and math workshops within the school community with classroom teachers and other support staff. This is in addition to the ongoing Literacy and Mathematics Lab sites provided to teachers so as to address the needs of all students, including ELLs and struggling students. Grade level collaborative groups also meet to discuss ideas, share professional resources and review books used in the classroom. A certified C.I.T.E. consultant will provide 3 hours of professional development to the Title III teacher working with the ESL students.

Part D: Parental Engagement Activities

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

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

Begin description here: Parent involvement in our school, including parents of ELLs, is a key component of our planning each year. All parents, including those of ELLs have a parents' orientation several times a year. First, at the beginning of the school year, and then at various times throughout the school year. They are informed about Math, NYSESLAT, ELA, and Science state tests; testing exemptions for new ELLs; testing accommodations for all ELLs; and the promotional policy for ELLs via letter, parents meetings, and an automated calling system. [Correspondence is provided in the parents' language of choice, when possible.] Correspondence in other languages provided by the Department of Education (DOE) is routinely distributed to our Spanish and French speaking parents; as well as available DOE correspondence in other languages represented at our school, such as Arabic, Bengali, Haitian Creole, and Mandarin. The translation/interpretation unit may be used, if needed, although we frequently rely on the assistance of multilingual parents and staff within the P.S./I.S. community. Additionally, P.S./I.S. 76 provides materials and training to help parents work with their children to improve their academic achievement; (eg. Family Literacy Workshops, The Grow Report Workshops, Parent Right Workshops). The school also provides Parent Involvement Workshops (eg. Nutrition, Science, Health, Technology, Music, Art, Physical Education Arts & Crafts and Behavior), and there is always a translator available to ease communication whenever it is deemed necessary. This year, two Parent Workshops on the use of the Computer software-Writing Program, Max Scholar (including materials and refreshments) will be scheduled for December 2014 and February 2015. A certified C.I.T.E. consultant will provide 3 hours of professional development to the Title III teacher working with ELL students. Finally, P.S./I.S. 76 is partnered with the Harlem Children's Zone (HCZ), and as such, parents are also able to attend workshops through this organization. The needs of parents are evaluated in informal and formal ways through parent-teacher conferences, meetings, workshops, surveys, school events, PTA meetings, etc. The educators and administrators listen and have a conversation with parents, and try to answer their questions and concerns. Parents always add valuable information about their children, their background, strengths and weaknesses, behavior and academic work, as well as their socio-economic situation. We work cooperatively with them, and make student referrals for different services according to the students' needs. The parental involvement activities address the needs of the parents by providing workshops, meetings,

Part D: Parental Engagement Activities

and counseling. Parents are also given referrals to outside services whenever it is deemed necessary. In addition, the ESL teacher disseminates to new parents information about courses offered at the Mid-Manhattan Adult Learning Center across the street on West 120th Street. We view parents as an integral component of our school community and work closely with them so as to ensure their children’s improvement and success. Certain correspondence is communicated to some parents in their home languages, for example, lunchforms, report cards, some medical forms, and correspondence which originates from the DOE.

Part E: Budget

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

Allocation Amount: \$11200

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

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 03	Borough Manhattan	School Number 076
School Name Asa Philip Randolph		

B. Language Allocation Policy Team Composition

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

Principal Charles DeBerry	Assistant Principal M. Biancaniello; T. Perez
Coach Yuko Otomo/Math	Coach Aline Fanord/ELA
ENL (English as a New Language)/Bilingual Teacher Henrietta Blyden	School Counselor Christopher Arlee
Teacher/Subject Area	Parent Dorothy Crippen
Teacher/Subject Area Drusilla Jackson	Parent Coordinator Cecilia Crawford
Related-Service Provider Heather Anderson/SETTS-IEP	Borough Field Support Center Staff Member Fanny Castro
Superintendent Ilene Altschul	Other (Name and Title)

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

D. Student Demographics

Total number of students in school (excluding pre-K)	507	Total number of ELLs	48	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	48	Newcomers (ELLs receiving service 0-3 years)	44	ELL Students with Disabilities	5
SIFE	6	Developing ELLs (ELLs receiving service 4-6 years)	4	Long-Term (ELLs receiving service 7 or more years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	44	6	0	4	0	5	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	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		1	2	2	1	1	1	1	2					0
Chinese							1							0
Russian														0
Bengali														0
Urdu														0
Arabic	1				2		1	1						0
Haitian														0
French	1			1	1	1	1	2	1					0
Korean														0
Punjabi														0
Polish														0
Albanian	1												0	0
Other	1	2	2		2	2	5	3	5	0				0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)				2	4	3	2	7	3					0
Emerging (Low Intermediate)	1	1	1		1	1		2	4					0
Transitioning (High Intermediate)		1	1											0
Expanding (Advanced)	4	1	2	1	2	4	3		1					0
Commanding (Proficient)	1		1	1				2	2					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

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			1	1	2	1			2					0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	4								0
4	3		1						0
5	7								0
6	4								0
7	10								0
8	8		2						0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	2		2						0
8	5		2		1				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:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 P.S./I.S. 76 uses Fountas and Pinnell as the assessment tool for assessing the early literacy skills of all students, including ELLs. Children who have not mastered phonics instruction are given phonics intervention using the 'Targeted Reading Intervention' program, 'Hubbards Sight Word Readers', as well as the 'Foundations' program. In addition, the NYSITELL which replaced the LAB-R is now used as the required assessment tool for all incoming ELLs, and gives some indication of the students' early literacy skills. The School Leadership Team and the ENL teacher use the English Language Learner Periodic Assessments administered to third through eighth graders in the Fall and Spring to determine their specific needs, and to inform instruction (i.e. differentiated).
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Data for the English Language Learners in P.S./I.S. 76's free-standing ENL program at the close of 2014-2015 are as follows:
 - 30 students were classified as Entering (Beginner)
 - 7 students were classified as Emerging-Transitioning (Lower-Upper Intermediate), and
 - 13 were classified as Expanding (Advanced)

Of the 30 Entering students, all but 2 were Newcomer ELLs, and had received ENL services for two years or less. Of the remaining 2 students who had been in an ENL program for more than two years, one is Hearing Impaired while the other is a Student with Interrupted Formal Education (SIFE). Furthermore, 17 Entering students were Middle School students who were either newly enrolled in an English speaking school system or had been enrolled for two years or less.

Data for English Language Learners who scored at the Commanding (Proficient) level on the NYSESLAT is as follows:

 - 7 of the 49 students who actually took the test (approximately 14.3%) reached the Commanding (Proficient) level, testing out of the ENL program on the Spring 2015 NYSESLAT. Most of the other students showed progress by moving up at least one proficiency level. [It should be noted that three of the 50 students had only recently arrived in the U.S., joining our program less than a month

before the start of the NYSESLAT administration period. A fourth joined our program only after the NYSESLAT had been administered, and therefore, only did the NYSITELL.]

In the preceding year 2013-2014, nine out of the 42 students (approximately 21%) who were administered the NYSESLAT reached Commanding (Proficient) level on the Spring 2014 NYSESLAT. [Another 3 students enrolled in the ENL program during the NYSESLAT administration period, and were not administered the test.] Others also showed progress by moving up at least one proficiency level. Both sets of data reveal that the percentage of students who tested out of ENL exceeded the 13.4% of ELLs citywide attaining English language proficiency on the NYSESLAT as reported in the NYC Department of Education's latest available report on 'The Performance of New York City's English Language Learners' (2009).

Data for the 45 English Language Learners are as follows:

- 15 students were classified as Entering (Beginners)
- 10 students were classified as Emerging-Transitioning (Lower-Upper Intermediate), and
- 20 students were classified as Expanding.

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

AMAO data reveals that since so many of our ELLs are Newcomer ELLs (0-3 years), their low test scores reflect this fact. However, a total of 7 students did attain Commanding level on the 2015 NYSESLAT, while several students showed a percentile growth on the 2015 NYSESLAT compared with the 2014 NYSESLAT. Data also reveals that 3 students are in danger of becoming long-term ELLs. Since data reveals that the scores for the Listening and Speaking components of the NYSESLAT tend to be higher than those of the Reading and Writing components, we make instructional decisions meant to address the reading and writing modalities more systematically in the early stages of their English Language Learning. A stronger literacy foundation incorporating a greater use of vocabulary building and scaffolding techniques is necessary from the onset across the grades, especially for ELLs. Remedial reading programs such as the computer software programs, Max Scholar and MindPlay Virtual Reading Coach can be used to provide additional support in teaching reading.

However, we continue to posit that overall, ELLs' results are consistent with the Second Language Acquisition theory that Basic Interpersonal Communicative Skills (BICS) progress at a faster rate than Cognitive Academic Language Proficiency (CALP). Furthermore, they tend to support the argument put forward by Second Language Acquisition theorists such as Jim Cummins that ELLs need 5-7 years to be academically on a par with their English-speaking peers. The largest proportion of our current ELLs (44 out of 48) are classified as Newcomer ELLs, meaning that they have been receiving ENL services for between 0-3 years (i.e. less than the researched 5-7 years).

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?

4a(1). In 2013-2014 academic year, 30 ELLs at all proficiency levels in the fourth through eighth grades were tested on the new Common Core aligned English Language Arts (ELA) Exam. Twenty-one scored at level 1; nine scored at level 2; none scored at levels 3 or 4. Of the 30, twenty-one did not meet the standards, and 9 showed a partial achievement of the standards. Thirty-one ELLs at all proficiency levels in the fourth through eighth grades were tested in the new Common Core aligned Math. Twenty scored at level 1, ten scored at level 2, one scored at level 3, and none at level 4. Of the 31 tested, 20 did not meet the standards, 10 showed a partial achievement of the standards, and a partial understanding of mathematical concepts, and 1 met the standards.

These results indicate that there has been a decline in student scores with the introduction of the new Common Core aligned ELA and Math performance tests. However, these results are mirrored throughout the New York City public school system over the past 2 years. In the case of our ELLs, these scores are not so surprising since more than 50% of our ELL population are Newcomer ELLs, and predominate in Middle School. However, we do acknowledge that there remains a need for more vigorous scaffolded instruction to facilitate language development and to make abstract math concepts more concrete for those ELLs who are new, and who could not meet the standards.

Twelve ELLs were tested on the new Common Core aligned Science Exam in 2013-2014. Four scored at level 1, Six scored at level 2, one scored at level 3, and one scored at level 4. Of the twelve tested, 4 did not meet standards; 6 showed partial achievement

of the standards, 1 met the standards, and 1 exceeded the standards. These results indicate that despite adapting to the new Common Core aligned Science Performance tests, there was a slight increase in students scores with two-thirds of our ELLs either partially or fully meeting the standards. However, we do acknowledge that there remains the need for improved teaching of content vocabulary and scaffolding of abstract scientific concepts for the ELLs.

4a(2). P.S./I.S. 76 has traditionally had a Freestanding English as a New Language program (ENL) with a Push-In/Pull-Out model. This year 2015-2016, we are transitioning to the new standalone-integrated ENL model. Thus, allocating languages between content area subjects would not pertain to us, and no students took the Math and Science tests in their Native Language during the preceding two years.

4b. The School Leadership Team and the ENL teacher are using the results of the New York City Performance Tasks (NYCPT) on all the grades, the twice-yearly ELL Periodic Assessments for grades 3 through 8, as well as the NYSESLAT to guide us in modifying lessons, and providing the kind of scaffolding necessary to make abstract concepts more accessible for ELLs. Consequently, we continue to make instructional decisions meant to address the reading and writing components more systematically in the early stages of their English Language Learning. Although it is not a mandatory test, P.S./I.S. 76 has elected to administer the ELL Periodic Assessments during the Fall (September to October) and the Spring (February to March) since its introduction.

4c. What the school is learning about ELLs from the Periodic Assessments is that generally, the longer a student has been in an ENL program the higher his or her score will be on the Periodic Assessments, and the more likely the student is to test out of ENL during that academic year. We find that the length of time in an English speaking school system, coupled with more intensive vocabulary and grammar instruction as well as scaffolding, are of the utmost importance.

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

The School Leadership Team and the Pupil Personnel Team (PPT) (which includes the ENL teacher) continually review data from both formal and informal assessments to identify students who are struggling or academically at risk. We then use the data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5) by assigning students to small groups to work with the different service providers who are trained to address the specific academic skills goals specified on their IEPs or recommended, if the student does not have an IEP. We know that in order to meet ELLs' needs in an RtI framework, it is important to understand their characteristics as children and learners, and to ensure that we view their status as language learners as an asset to draw upon as well as a dynamic developmental process that is inextricably tied to learning opportunities. They are also taught the general curriculum skills required for their grade level, using the components of the Standards Based curriculum, ReadyGen and GoMath that are designed specifically for ELLs.

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

The ENL teacher shares with the classroom teachers their ELLs' educational and linguistic histories. Some teachers, in as much as they are able, build upon the linguistic capabilities that their ELLs bring to the classroom, and understand where challenges may lie. The teachers look for the students' linguistic strengths in order to guide them, for example, they may incorporate such strategies as 'cognate recognition' which train ELLs (especially in the upper grades) to look for similarities between words in their native language and the second language as well as using analogies to support their English language comprehension.

Also, as previously mentioned, we make instructional decisions meant to address the reading and writing components more systematically in the early stages of their English Language Learning. We aim to provide a strong literacy foundation which incorporates a greater use of scaffolding techniques and vocabulary building, contextualization, and cognate recognition; all of which are necessary from the onset across the grades, especially for ELLs. In addition, we take into consideration where they are on the second language development continuum, especially as it relates to their oral language production within a classroom context.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the 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?

Not applicable

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

The success of the program for ELLs at P.S./I.S. 76 is evaluated by monitoring students' progress in class, NYSESLAT results, movement

from one proficiency level to another, as well as across the language modalities. The success of the program is measured by the percentage gains of NYSESLAT results from Entering to Commanding levels, taking into consideration the number of years a student may have been receiving ENL services. We also look at the gains made by third to eighth grade ELLs on the State assessments in the content areas of ELA, Math, and Science.

Part IV: ELL Identification Process

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

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.

At P.S./I.S. 76, the English Language Learner (ELL) Identification Process includes 5 steps: (1) the administration of the Home Language Identification Survey (HLIS), which includes an interview with the student and parent to determine the student’s home language, (2) determination of eligibility to take the New York State Identification Test for English Language Learners (NYSITELL), (3) the administration of the NYSITELL, (4) the administration of the Spanish LAB to newly identified ELLs whose home language is Spanish, and (5) determination of Student with Interrupted/Inconsistent Formal Education (SIFE) status. When parents enroll their child in a school, the school must determine the enrollment status category to which the student belongs. There are three enrollment status categories: (a) Enrolling as a new student to New York City and was never in a New York City or New York State public school; (b) Enrolling as a new student to New York City and is coming from a New York State public school (either directly or was enrolled in a New York State public school within the preceding 2 years); and (3) Enrolling as a former New York City or New York State public school student.

The licensed pedagogue, usually but not always, the ENL teacher/ELL coordinator who holds a M.A. in TESOL from Teacher’s College, Columbia University, and who speaks French and some Spanish (and is NYS certified and NYC licensed) completes the HLIS with the parent and ensures timely entry of this information into the designated ATS screens. As per CR Part 154, the licensed pedagogue is trained in cultural competency, language development, and the needs of English language learners. The licensed pedagogue is also proficient in the home languages of some of the students or their parents or guardians, but if not, he/she uses a qualified interpreter/translator of the language or mode of communication the student or parent or guardian best understands. The completed HLIS forms are placed in the student’s cumulative file and remain a part of the student’s permanent record.

If the student’s home language is English, the ELL Identification Process terminates at this step but if the student’s home language is not English, the ELL Identification Process continues to the next phase. In order to determine eligibility to take the NYSITELL, the licensed pedagogue interviews the student in both English and the home language, reviews student’s prior schoolwork in reading, writing, and mathematics in both English and the home language, and determines potential SIFE status. After the interview, initial screening and HLIS administration, the ENL teacher administers the NYSITELL to the student if it is determined that the child is eligible to take the NYSITELL. This is done within ten business days of enrollment, and the parent is informed of the results of the NYSITELL and the child’s ELL status within five days using the NYCDOE standard parent notification letters (in the parents’ preferred language).

All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results must be administered the Spanish LAB at the time of initial enrollment (or reenrollment) during the same 10-day testing window (20 school days for students entering with IEPs), including placement in an ELL program, if applicable. The Spanish LAB is used to support schools in instructional planning in providing bilingual and English as a new language (ENL) services to these students. Spanish LAB results are not used to determine ELL status or service entitlement.

In addition, if the student is determined to be an ELL, the information gathered by the licensed pedagogue is used to determine if the student requires further assessments for SIFE status. Students with interrupted/inconsistent formal education (SIFE) are ELLs who have attended schools in the United States (the 50 States and the District of Columbia) for less than twelve months and who, upon initial enrollment in such schools are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States.

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).

The ENL teacher/coordinator makes an initial SIFE determination within 30 school days from initial enrollment. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. If there are indications within the ELL Identification Process that a newly identified ELL, an ELL in grades 3 to 9, and an ELL

at the beginner/entering or low intermediate/emerging level of proficiency as indicated by the NYSITELL results has had an interruption or inconsistency in their formal schooling, the ENL teacher/administrator conducts the SIFE Identification Process. This entails administering the oral interview questionnaire. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, the ENL teacher administers the Literacy Evaluation for Newcomer SIFE (LENS). Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. If there are indications within the ELL Identification Process that a newly identified ELL, an ELL in grades 3 to 9, and an ELL at the beginner/ entering or low intermediate/emerging level of proficiency as indicated by the NYSITELL results has had an interruption or inconsistency in their formal schooling, the ENL teacher/coordinator conducts the SIFE Identification Process. This entails administering the oral interview questionnaire. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, the ENL teacher administers the Literacy Evaluation for Newcomer SIFE (LENS).

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).

NYSITELL eligibility for students entering P.S./I.S. 76 with IEPs (from within the United States) is based on the determination of the

newly-formed Language Proficiency Team (LPT). The LPT is comprised of a Spanish bilingual assistant principal, the ENL teacher/

coordinator, the IEP/SETTS teacher, and the individual student's parent or guardian. A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, is present at each meeting of the LPT. These procedures are used for initial entry into DOE schools or reentry after 2 years. The LPT determines whether the student should take

the NYSITELL. The LPT considers evidence of the student's English language development using several criteria (some of which have

previously been mentioned), then makes a recommendation to the principal.

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.

An entitlement letter is provided to parents to inform them of the results of the NYSITELL and the child's ELL status within 5 days using the NYCDOE standard parent notification letters (in the parents' preferred language). Our school ensures that entitlement letters are distributed and the Parent Survey and Program Selection forms are returned. Copies of entitlement letters and other letters are kept on file and kept confidential. If the parents are not present during the Orientation session (provided within 10 days of enrollment) and the Parent choice forms are not returned, the ENL teacher meets them on a make-up day, follows up with a personal mailing, and phone calls if necessary. Parents of newly enrolled ELLs are invited to two additional informational meetings as required under Part 154; they meet with an ENL teacher during the School Open Night and Parent-Teacher Conferences. The submitted forms are closely reviewed by the ENL teacher in order to conform with the choice of the parents. Any requests or concerns are brought to the attention of school administrators. Whenever needed, ELL parents are provided with access to translation and interpretation services, as well as all documents in their native languages, if these are written languages.

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).

Students are informed that they have the right to appeal ELL status within 45 days of enrollment via written and oral communication.

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.

When a new ELL enrolls, the school informs parents of the three instructional models available in New York City: These are Transitional Bilingual (TBE), Dual Language (DL), and Freestanding English as a New Language (ENL), regardless of whether the preferred model is currently offered in the school. To inform parents of these options, the school provides parents of newly enrolled ELLs with a parent orientation within 10 days of enrollment, where they can view the Parent Orientation video (which explains the three program options and is available in 13 languages). The ENL teacher/coordinator records staff members present at the orientation, and languages used other than English, and maintains attendance records using existing procedures established in the school. During the orientation, parents are also provided with information on standards, curriculum, and assessments. The parent orientation session also provides a high quality orientation section on the Common Core Learning Standards, assessments, and school expectations for English language learners, as well as the program goals and requirements for the English as a New Language (formerly English as a Second Language but now referred to as ENL) program. We make every effort to provide the orientation in a language or mode of communication that the parent or guardian best understands. The ENL teacher or the Parent Coordinator contacts the Translation and Interpretation Unit if the school requires an interpreter for a language that is not spoken by any member

of the school staff.

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 ENL teacher monitors the return of the Parent Survey and Program Selection forms, and repeatedly contacts parents by phone or through hand-delivered mailings via their child. The teacher may sometimes have to intercept the parent when he/she is dropping off or picking up their child from school. Returning the form is of some urgency since schools are responsible for entering parent choice as indicated on the Parent Survey & Program Selection Form in the ELL Parent Choice Update screen within 20 days. The parent's first choice is entered as noted on the selection form, regardless of whether that choice is currently offered at the school. Parent Survey & Program Selection Form is a formal record of the parent's preference of ELL program for their child, and is retained in the student's permanent record and accessible for State or City audits and reviews. A copy of the completed Parent Survey & Program Selection Form can be provided to the parent upon request.

If the parents are not present during the Orientation and the Parent choice forms are not returned, the ENL teacher schedules a meeting with them on a make-up day; follows up with a personal mailing; and makes phone calls, if necessary. Parents of newly enrolled ELLs are invited to two additional informational meetings as required under Part 154; they meet with an ENL teacher during the School Open Night and Parent-Teacher Conferences. The ENL teacher may also follow up with the parents at that time. The submitted forms are closely reviewed by the ENL teacher in order to conform with the choice of the parents. Any requests or concerns are brought to the attention of school administrators. Whenever needed, ELL parents are provided with access to translation and interpretation services, as well as all documents in their native languages, if these are written languages.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. As previously stated in paragraph #7 above, the ENL teacher monitors the return of the Parent Survey and Program Selection forms, and repeatedly contacts parents by phone or through hand-delivered mailings, if necessary. The teacher may sometimes have to intercept the parent when he/she is dropping off or picking up their child from school in order to have him/her attend the Orientation session and complete the Parent Survey and Program Selection form. However, if a parent should not complete the form, his/her child is put in the school's default program which is English as a New Language (formerly, ESL)
9. Describe how your school ensures that placement parent notification letters are distributed.

The ENL teacher distributes placement parent notification letters by hand-delivered mailings, usually through the ELL students themselves.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). The ENL teacher makes copies and retains all ELL documentation for each child in the ENL Program files. The original HLIS goes into the student's CUM folder while a copy is kept in the Principal's office. Likewise, the original Parent Survey and Selection Form goes into each student's CUM, and a copy is retained in the ENL Program files and the Compliance Binder.
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. As the New York State English as a Second Language Achievement Test (NYSESLAT) administration period approaches, the ENL teacher prints a copy of the NYSESLAT Eligibility Roster (RLER) which lists the names of all ELLs who need to be tested. The ENL teacher attends a citywide training session which she turn-keys to the four other members of the NYSESLAT administration and scoring team. [This year, all are members of the LAP Committee.] She informs them of the administration dates and procedures to be followed in proctoring the test. Testing of three modalities (Listening, Reading and Writing) is scheduled on three days within the designated week. All members of the NYSESLAT team administer the test at the same time to different grade bands in the school. Students who are absent on testing days are administered a make-up test during the designated period. A fourth modality (Speaking) begins two weeks earlier (usually, in mid-April).

In conjunction with the NYSESLAT, students in Grades 3 to 8 are administered the ELL Periodic Assessments (a predictive assessment) in the fall (September-October) and the spring (March) which helps the teachers to prepare them for the NYSESLAT. Students are being prepared throughout the school year to take the NYSESLAT, as well as the Common Core State Standards tests.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. At the beginning of each school year, the ENL teacher ensures that continued entitlement and transitional support parent notification letters are hand-delivered to the parents in their preferred language through the ELL students themselves. Copies are retained in the

ENL Program files and the Compliance Binder.

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).

Parent Survey and Selection Forms maintained in the school files dating back to 2003-2004 reveal a trend towards a Freestanding ENL model. By the end of the 2013-2014 academic year, 4 of the 6 parents who returned the Parent Survey and Selection and Parent Choice forms chose our Freestanding ENL program model for their children. Of the 2 remaining parents, one chose not to transfer their children to a Spanish bilingual program in the area (Districts 3 or 5), citing distance as a factor. The sixth parent never attended a Parent Orientation session nor returned the Parent Choice form despite several notes, messages and phone calls home. However, this parent had previously had a child do his entire elementary through middle schooling here at P.S./I.S. 76, so we had to surmise that this parent was opting for ENL.

During the 2014-2015 academic year through the early part of 2015-2016, 25 parents who were sent the Parent Survey and Selection forms and Parent Choice forms opted for ENL. Two of those parents either did not return the Parent Choice form or did not return it on time, and therefore, their children were placed in our school's default program (ENL). Two parents chose Transitional Bilingual Education (TBE) for their children, while 5 chose Dual Language (DL). However, it must be noted that few parents consider moving their child(ren) to a Spanish or French bilingual school, if it requires taking the child to a different school zone or neighborhood. We do understand, however, that if at any period we should have 15 students in two contiguous grades speaking the same home language, we are mandated to create a self-contained Transitional Bilingual Education class as is required by law. As has already previously been noted, most of our ELLs originate from the West African region, and there are presently no bilingual programs in their home languages.

Thus, the program model offered at our school is aligned with parents' requests. As a result of the small ELL population at P.S./I.S. 76, the Freestanding Integrated ENL model is the only program offered. To build alignment between parent choice and program offerings, we give them sufficient information about the TBE and DL program models available in District 3 and nearby District 5. In addition, we explain the benefits of choosing a particular program for their child and sticking with it, whether the program is housed at our school (Freestanding ENL) or at another school in Districts 3 or 5 (TBE and DL).

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction 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.
 - 1a. Our school is transitioning from a Freestanding Push-In/Pull-Out English as a New Language model to one that combines Stand-alone ENL instruction with Integrated ENL. Stand-alone ENL is instruction in English with home language support which emphasizes English language acquisition, and Integrated ENL is instruction which aims to build English language skills through content area instruction. The former is delivered as a Pull-Out model by the certified ENL teacher, while the latter is delivered as a Push-In model by a certified content area teacher (i.e., English language arts, math, science, or social studies) co-teaching with the certified ENL teacher. This is in alignment with the CR Part 154.2 mandates. The ENL program services children daily as a part of their language development and academic instruction. In this program, the ENL teacher scaffolds content instruction in the push-in scenario, or provides ENL instruction in an out of class setting, also aided by the use of various types of scaffolding. Students are serviced within the parameters of their grade clusters. All proficiency levels are serviced together with differentiated instruction provided. The proficiency levels are Entering (formerly Beginning), Emerging (Low Intermediate), Transitioning (Intermediate), Expanding (Advanced) and Commanding (Proficient).
 - 1b. The ENL program provides services to ELLs in Kindergarten through Eighth Grade. Students are usually grouped

according

to the following grade clusters: K-1, 2-3, 4-5, 6-7, and 8. However, the number of ELLs registered each year on a particular

grade may change the group configurations slightly, for example K-2, 3-5 or 6-8. The ENL teacher pushes in for an Integrated ENL session or pulls-out for a stand-alone session, according to the new ELL Policy guidelines. Each week, groups are scheduled to meet for two through seven 54-minute periods, according to their required unit of study for either Stand-alone ENL, Integrated ENL or a combination of both. One unit of study is 180 minutes; 2 units of study is 360 minutes; and a .5 unit of study is 90 minutes. Former ELLs who have attained Commanding (proficient) level are entitled to receive a .5 unit (90 minutes) of Integrated ENL instruction or other approved former ELL services for two additional years.

As previously mentioned, some ENL methodologies used by the certified teacher in the Stand-alone ENL class are Total Physical Response, Read-Alouds, Cooperative Learning, Cognitive Academic Language Learning Approach, Scaffolding, Modeling, Bridging, Schema Building, Contextualization, Cognate Recognition, Sheltered Instruction Observation Protocol (SIOP), Text Representation and Metacognition.

The program helps ELLs to achieve proficiency and reach the standards established for all students for grade promotion and

graduation. The primary goal of this program is to assist students in achieving English Language proficiency within three years. Additionally, the goal is to amplify the literacy and academic skills of ELLs who participate in this program. We strive to incorporate recognized and researched based ENL instructional strategies across content subject areas and to give students the skills to perform at city and state grade levels in all subject areas. The school directly provides or makes referrals to appropriate support services that may be needed by ELL students in order to achieve and maintain a satisfactory level of academic performance.

- b. TBE program. *If applicable.*

Not Applicable

- c. DL program. *If applicable.*

Not Applicable

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)?

As previously mentioned, we are transitioning from a predominantly Free-standing Pull-out model to the new

Stand-alone/

Integrated ENL model. We are making plans for a strong ELL team, and taking into consideration the diverse expertise that our teachers bring to the school. We are exploring which of our teachers have multiple credentials, licenses, or extensions and can offer our school community additional flexibility to meet the needs of our ELLs. We understand the importance of using the multiple human and fiscal resources that can accelerate ELLs' academic English language proficiency and content-area mastery. We provide ENL and ELA instructional minutes through both the Stand-alone and the Integrated model. The ENL teacher pushes in to work with the ELA teacher (middle school) and the common branch teacher (elementary school), and pulls out for as many of the entitled minutes as possible. We do our best to be in compliance with CR Part 154, providing all our students, according to their proficiency levels, with 90 to 360 minutes a week of standalone ENL, Integrated ENL or a combination of both. All Entering and Emerging students receive 360 minutes of ENL instruction per week while Transitional and Expanding students receive 180 minutes. Students are grouped by language fluency within age parameters. The program serves all students with limited English proficiency (ELLs) until they achieve proficiency in the English 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.

Students of limited English proficiency receive the same academic content as those students who are native English speakers. In order to maximize English language acquisition for ELLs, the ENL and content teacher work closely together to deliver literacy instruction, as well as tailor additional content instruction to meet the needs of ELLs. To help students to progress in these programs, we utilize the following practices: Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition, Cognate Recognition and the Sheltered Instruction Observation Protocol (SIOP) model. We also utilize collaborative planning between ENL, ELA, Math teachers and other

content area teachers for each unit. Additionally, we continue to strongly encourage target language development across the grades and content areas, creating opportunities for active meaningful engagement. In all content areas the teachers are concerned with the language needs of ELLs and modify their instructional language and scaffold the instruction in order to ensure students understanding. Beyond explicit ENL, collaboration between teachers means that there is a consideration for the language needs of ELLs. For example, content area teachers monitor the understanding of linguistically challenging material and use a variety of realia, as well as phrasings and synonyms in order to clarify meaning. In addition, math teachers devote extra class time to untangling difficult word problems. Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension. The ENL teacher modifies and supplements the curriculum in accordance with ENL teaching methodologies. The use of technology is also an important component in ENL instruction because of the interactive, multi-sensory nature of language development computer software.

French and Spanish books (including dictionaries, content picture dictionaries and glossaries) are housed in the school library as well as in the ENL classroom. ELLs in the early stages of English Language development are not discouraged from using their native languages. As more than 50% of our ELL population speaks a West African language in the home, we have not been able to acquire children's reading materials in most of these languages. The ENL teacher who is proficient in French and has a working knowledge of Spanish may use both languages for clarification purposes with the French and Spanish speakers. The teacher encourages students in the initial stages of English language learning to produce written work in their native languages in order to ascertain the students' prior educational experience and capabilities. The teacher then translates the words into English and uses the vocabulary derived from the child's own writing as a starting point in her instruction, according to the Language Experience Approach methodology. In addition, the teacher may use words in the child's home language (for example, French and Spanish) to assist in vocabulary building on a one-to-one basis in the child's writing notebook. Students are encouraged to use the computer website 'google interpreter' to translate their early work from their native language into English, as well as download language Apps onto i-pads for use. The ENL teacher instructs the French and Spanish-speakers on 'cognate recognition.'

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Not applicable

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELLs are evaluated on an on-going basis throughout the year by way of classroom assignments, teacher observations, class participation (taking into consideration the students' proficiency levels), teacher prepared assessments, and the MOSL 'NYC Baseline Performance Tasks in Math, Social Studies, ELA, and Science on most grades. Finally, the ELL Periodic Assessments, administered in the fall and spring, are used to evaluate ELLs in Grades 3 through 8

6. How do you differentiate instruction for 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

6a. The ELL population at P.S./I.S. 76 consists of many subgroups, and they all require differentiated instruction.

For the SIFE population in our school, we:

- Provide academic intervention services as an extension of the regular school program for both push-in and pull-out services.
- Make an individualized student needs assessment.
- Differentiate instruction in all areas.
- Provide grade appropriate instructional support materials.
- Communicate closely with the parents to monitor their children's progress.

Once SIFE students are identified, P.S./I.S. 76 monitors the progress of those students as well as their scores on the NYSESLAT, ELA

and Math assessments. Support is provided in all content areas, and instruction is differentiated for varying literacy needs. P.S./I.S. 76 makes available all existing support structures, such as the ENL After-School reading remedial program, Saturday Institute which provides ELA and Math, and Speech; all of which benefit the ELLs. During the 2014-2015 academic year, there were

6 SIFE students, most of whom were new arrivals. In 2015-2016, the number is likely to grow as we enroll new ELLs

throughout the school year.

6b. Plan for Newcomers:

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

- Buddy system identifying a similar student in his/her class that will assist during the day. Finding a student who speaks the same language as the ELL who can help him/her in the classroom.
- An informal student orientation.
- Encourage student to participate in After School activities.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home school communication is an important factor for our newcomers.

The newcomers who have been in the US schools for less than three years are provided with a variety of strategies and materials are used to aid their instruction: scaffolding, picture dictionaries, photo cards, realia, manipulatives. Those students who arrive in 3rd grade or later are required to take the ELA test after one year. In addition to the support received in ENL classes, those students are required to participate in Extended Day program and Small Group Instruction. They are provided with the support that prepares them to participate in NYS assessments (e.g. ELA, Math, Science, Social Studies). Students work in small groups with their classroom teachers targeting specific areas of need. In addition, word to word dictionaries and glossaries are in place to support them during the tests as well as translated tests editions may be available.

As already indicated in #3 above, French and Spanish books (including dictionaries, content picture dictionaries and glossaries) are housed in the school library as well as in the ENL classroom. Newcomers are not discouraged from using their native languages. As more than 50% of our ELL population speaks a West African language in the home, we have not been able to acquire children's reading materials in most of these languages. The ENL teacher who is proficient in French and has a working knowledge of Spanish may use both languages for clarification purposes with the French and Spanish speakers. The teacher encourages students in the initial stages of English language learning to produce written work in their native languages in order to ascertain the students' prior educational experience and capabilities. The teacher then translates the sentences into English, and uses the vocabulary derived from the child's own writing as a starting point in her differentiated instruction. This is in accordance with the Language Experience Approach (LEA) methodology. In addition, the teacher may use words in the child's home language (for example, French and Spanish) to assist in vocabulary building on a one-to-one basis in the child's notebook. Classroom teachers who are proficient in the student's Native Language can use the language for clarification purposes, and other native language speakers who have been in an English speaking system for a longer period can also provide clarification to newcomers.

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

In 2014-2015, there were 6 students who had been receiving ENL services for 4-6 years. One of the six students is Hearing Impaired, communicates through the use of a sign interpreter and electronic hearing aids, has an IEP and is in a self-contained Special Education class. This year 2015-2016, there are 4 students who have received ENL services for 4-6 years. Our plan for ELLs receiving services for 4 to 6 years is to provide them with the same support structures detailed above along with a heightened focus on phonics intervention and reading comprehension strategies. P.S./I.S. 76's curriculum for instruction is RIGBY's On Our

Way

to English Program, Raz-Kids Internet Library, and MIND PLAY Virtual Reading Coach are geared towards enabling students to work independently at the computer.

We have found that ELLs who have been receiving ENL services for 4 or more years are usually quite competent in their Basic Interpersonal Communication Skills (BICS), and seldom need scaffolding in the native language. However, we do continue to make available to them dictionaries, content picture dictionaries and glossaries in the native language (i.e. for French and Spanish speakers only).

6d. Plan for Long Term ELLs:

Our plan for servicing Long Term ELLs is as follows:

- To monitor their progress in all content areas and differentiate instruction for literacy needs.
- To encourage their participation in the school's programs which enrich their language and academic skills.
- To communicate closely with the parents and collaboratively monitor their children's progress.

6e. Plan for former ELLs:

The school has a plan for transitional support for two years for ELLs reaching NYSESLAT proficiency. For example, students are entitled to 90 minutes of ENL services as well as test accommodations on all the NYS standardized tests for an additional two years.

Parents of former ELL students are invited to the school-wide and NYC conferences and workshops. All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

7. 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.

Between 6 and 12 months after the re-identification has been established, the principal reviews the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will

consult with the ENL teacher/coordinator, the parent/guardian, and the student. If the principal, based on the recommendation of

qualified personnel (e.g. the ENL teacher) and consultation with the parent/guardian believes that the student may have been

adversely affected by the determination, the principal must provide additional support services to the student as defined in CR

Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse

the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the

parent, guardian, and/or student in the parent's preferred language within 10 school calendar days. This year, 2015-2016,

P.S./I.S. 76 has requested the reidentification of two French speaking students returning from West Africa after 2-4 years, who

had originally enrolled as English speakers in the New York City public school system.

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 of ELL-SWDs use a variety of modified instructional strategies and grade-level materials to aid in their instruction:

Chart scaffolding, picture dictionaries, photo cards, realia, manipulatives, books with text support features and graphic organizers. All of these provide access to academic content and accelerate English language development. Once the Student Based Support Team (SBST) has evaluated the ELL-SWD and determined what services the student needs, each service provider (e.g. ENL, speech, etc.) is informed. The different service providers coordinate the student's schedule with each other so that all the mandates are implemented. If an IEP mandates bilingual instruction, the SBST team finds an appropriate placement for the child, usually at P.S. 165 (234 West 109 Street). If it is not possible to find a proper placement for the student or the parent chooses to keep the child in this school, the student automatically receives ENL services.

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

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <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	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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

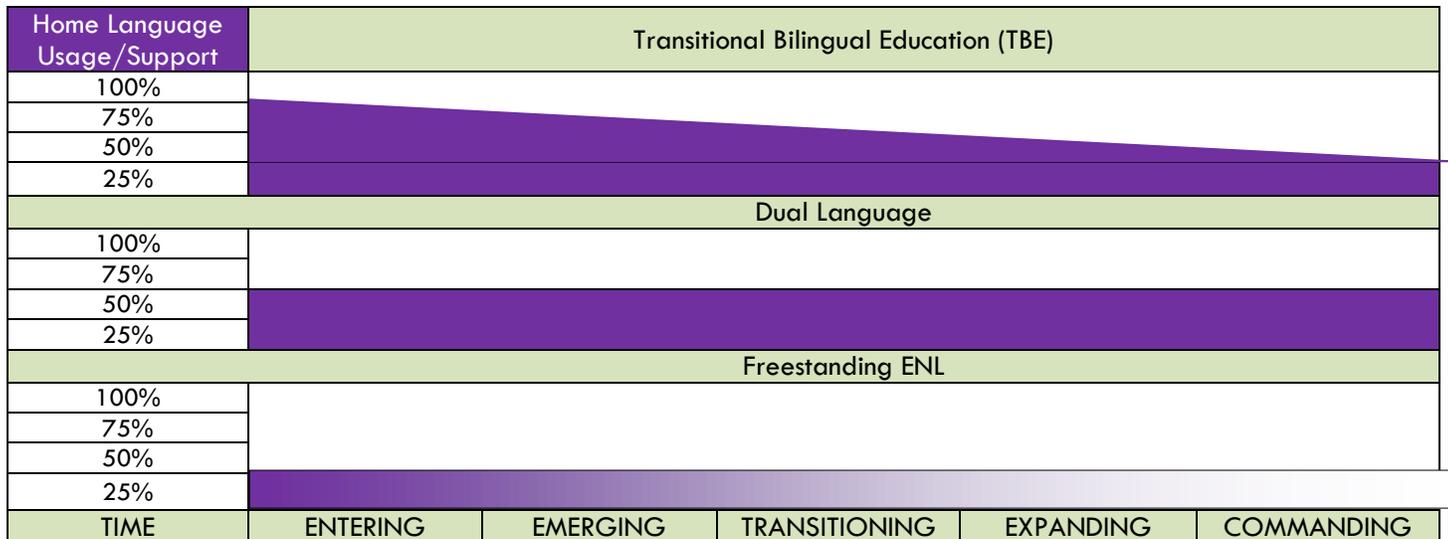


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Targeted interventions programs for all the different ELL subgroups are the Balanced Literacy Extended Day Program; the Saturday Literacy Institute and Academic Enrichment Programs in ELA and Math; Library Power; RAZ-KIDS Internet Library; and MIND PLAY Virtual Reading Coach. All intervention services are offered in English since our school has no TBE or DL programs.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The program is effective in meeting both the content and language development of our ELLs in that instruction provides comprehensible input (using visuals, charts, graphs, graphic organizers, CD-Roms, CDs, realia) both in the Integrated ENL content classes as well as in the Stand-alone ENL class. Our current program provides a supportive environment for our ELLs; respects the stages of oral language development and literacy; provides teacher modeling, and opportunities for meaningful practice by the students; establishes a link between home and school; provides opportunities for ELLs to engage in lessons by responding non-verbally, and provides instruction that addresses varied cognitive styles.

At the beginning of the academic year, the ENL teacher shares the NYSESLAT scores, proficiency levels and Years of Service report with all classroom teachers of ELLs, so that they are aware of what instructional strategies, and differentiation will be most effective for the students.

12. What new programs or improvements will be considered for the upcoming school year?
In academic year 2013-2014, P.S./I.S. 76 initiated the use of Common Core aligned curricula recommended by the Department of Education for both ELA and Math. Grades K-5 uses ReadyGEN for ELA while Grades 6-8 uses Common Core CODE X. For Math, Grades K-2 uses GO MATH! while Grades 6-8 uses CONNECTED MATH CMP3. A computer-based reading program MIND PLAY Virtual Reading Coach has been introduced to the ENL program this year.
13. What programs/services for ELLs will be discontinued and why?
We will not discontinue any of the services and programs that we provide to ELLs. ELLs participate in all available programs provided at P.S./I.S. 76.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs at P.S./I.S. 76 have equal access to all school programs and supplemental services offered in our building. They are available to all parents and students in the school – guidance counselor, family worker, parent coordinator, occupational therapist, speech and language therapist, social worker, and psychologist. Students take part in the community building activities.

ELLs participate in the afterschool program that offers homework help, computer literacy, and test prep. During this time, ELA teachers and Special Education teachers work closely with the ELL students providing differentiated instruction to meet their required needs. In previous years, the computer-based remedial reading programs, SpellRead and MaxScholar Orton-Gillingham Multi-sensory Phonics Program were introduced into the afterschool program for the ELLs. This year, the program will use reading materials more aligned with the Common Core State Standards.
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.
As previously mentioned, during academic year 2013-2014, a new curriculum aligned with the Common Core Standards was introduced to support ELLs as well as all other students in the lower grades. These are Pearson ReadyGEN for English Language Arts and HMH Go Math! for Math. The new curriculum introduced in the upper grades are Scholastic Code X for English Language Arts and Connected Math Program 3 (CMP3) for Math. Other instructional materials that the English Language Learners use are RIGBY's On Our Way to English Program, Attanasio & Associates Language Proficiency Intervention Kits which use science as a vehicle to increase language proficiency in grades K-8, Benchmark Educational Company's English Explorers series of science readers for the upper grades (including DVDs and CD-Roms). Both programs are aligned with the ELA Standards, ENL standards and the National Science Standards. This is supplemented by the The Oxford Picture Dictionary in the content areas with workbooks (grades 3-8). In addition, RAZ-KIDS Internet Library and the computer based reading program, MIND PLAY Virtual Reading Coach are used to enable students to work independently at the computer.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

In October 2005, the LAP team recommended the acquisition of books and other literature in as many of the English Language learners' languages as possible. French and Spanish books were purchased as well as books-on-tape. These books are now housed in the ENL classroom, and are easily accessible to our newly incoming French and Spanish speaking students. Some classrooms (including the ENL Class) have also been provided with Spanish and French books and books-on-tape. The district has several other languages represented, such as: Arabic, Haitian Creole, Wolof, Yoruba, Bambara, Malinke, French, Dioula, Garifuna, Bosnian, Hausa and Fulani. In 2013-2014, we added Bengali and Mandarin to the list of languages represented, and while our Bengali-speakers have departed, we have since added Albanian to our roster of languages. Historically, P.S./I.S.76 has been able to provide only the new Spanish students with the option of having the content area tests in their native language for reference. Spanish Math textbooks and workbooks are provided to ELLs in the upper grades, whenever it is deemed necessary.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
The required services support, and resources correspond to ELL's ages and grade levels. For example, we have an after school program for all grades from pre-K to 8th which consists of reading and math preparation and enrichment. ELLs are expected to acquire and develop English language skills while meeting their grade and age level standards in core subjects. ELL students are assessed on an ongoing basis with the help of Fountas & Pinnell, Engage NY and New York City Performance Tasks data to drive teaching goals and instruction.

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).
Our ELL population is quite small, and as such, we conduct orientations with the parents as they enroll their children and after the child is identified as an eligible candidate for ENL instructional services. P.S./I.S. 76 does, however, conduct an orientation session to assist all the newly enrolled students prior to the first day of school. Our parents and students are invited to attend and participate. In addition, there are meetings with the parent coordinator, principle and vice principle, school secretary and other pedagogues to discuss the child's placement, to gather necessary documentation before the enrollment and to conduct the oral interview with the parent. Over the phone translation is available, if necessary and bilingual paras are also available.

19. What language electives are offered to ELLs?
Students have a choice and are not discouraged from using their Native Language with one another. Classroom teachers and other service providers who are proficient in the student's native language may use it for clarification purposes; as do other native language speakers who have been in an English language system for a longer period of time. In addition, we provide bilingual picture dictionaries and glossaries in the ENL classroom for additional support.

Students in the 8th grade are offered foreign language electives, such as Latin, French, Spanish, German, Chinese and American Sign Language.

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

Not applicable

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Professional development is provided by school staff, community learning support personnel, and other organizations, and is considered a key component of the P.S./I.S. 76 community. Workshops attended and turnkeyed by the ENL teacher and other members of staff (e.g. the technology teacher) have included: Stages of Second Language Development; Scaffolding in the ENL Classroom; Teaching Reading and Writing to English Language Learners; Making Content Comprehensible; Interactive Websites for Learning English and Content in Grades K-4; How the NYSESLAT Can Drive Instruction and Differentiated Instruction Overview. This is in addition to the ongoing Literacy and Mathematics Lab sites provided to teachers so as to address the needs of all students, including ELLs and struggling students. Grade level collaborative groups also meet to discuss ideas, share professional resources and review books used in the classroom. All members of staff, including teachers, assistant principals, guidance counselors, special education teachers, psychologist, school secretaries and the parent coordinator attend these professional development sessions.
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 ENL teacher attends professional development workshops organized by the Language Learning Division, the Learning Network and the Community Learning Support Organization. The ENL teacher/coordinator also participates in other literacy and math workshops within the school community with classroom teachers and other support staff.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our guidance counselor works with 8th grade teachers to provide an advisory conference with our ELL students to ensure a smooth transition, and to set goals for college and career readiness. The ELLs also participate in the College for Every Student Program.
4. 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.
P.S./I.S. 76 provides professional development to all teachers and administrators that specifically addresses the needs of English Language Learners. This academic year 2015-06, a minimum of fifteen percent (5%) of the required professional development hours for all teachers newly prescribed by CR Part 80 is being dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English Language Learners (ELLs). In previous years, the CEIA facilitator in conjunction the ENL teacher provided workshops and one-on-one professional development sessions. The classroom teachers received strategies and support with instruction regarding ELL students. The attendance is always taken, and the records are kept in the teachers' files. Workshops attended by the ENL teacher and other members of staff (e.g. technology teacher) and turnkeyed to the rest of the staff have included: Danielson's Framework as it relates to ELLs (Getting to Know Your Student; Facilitating Development Through ENL Instruction (BICS and CALP); How We Can Best Support Children's Second Language Acquisition; Literacy Strategy: Sentence Starters and Frames for Language Development; Stages of Second Language Acquisition; Scaffolding in the ENL Classroom; Teaching Reading and Writing to English Language Learners; Making Input/Content Comprehensible; Interactive Websites for Learning English and Content in Grades K-4; How the NYSESLAT Drives Instruction; and Overview of Differentiated Instruction.

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?

Parent involvement in our school, including parents of ELLs, is a key component of our every year planning. Parents of ELLs have a parents' orientation twice a year. First, at the beginning of the school year, and later during the school year. They are informed about math, NYSESLAT, ELA, science and social studies state test, testing exemptions for ELLs, accommodation for ELLs and promotional policy for ELLs by letters, parents meetings and automated calling system put in place by the Parent Coordinator.

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.

Correspondence in other languages provided by the Department of Education (DOE) is routinely distributed to our Spanish and French speaking parents. We also disseminate available DOE correspondence in the many languages represented at our school, such as Arabic and Haitian Creole. The Parent Coordinator keeps records of all parent meetings and workshops that she schedules and coordinates, while the ENL teacher keeps records of all meetings with parents that she schedules and coordinates.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Additionally, P.S./I.S. 76 provides materials and training to help parents work with their children to improve their academic achievement, for example, Family Literacy Workshops, The Grow Report Workshops, and Parent Rights Workshops. The school also provides Parent Involvement Workshops (e.g. Nutrition, Science, Health, Technology, Music, Art, Physical Education and Dance, Arts & Crafts and Behavior modification). There is always a translator available to ease communication whenever it is deemed necessary.

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

Finally, P.S./I.S. 76 is partnered with the Harlem Children's Zone (HCZ), Community Counseling and Mediation's FutureYouth Initiative (CCM/FYI), Harlem Lacrosse Leadership (HLL), College for Every Student (CFES); which provide various After-school and Saturday academic, social and physical education programs for students (including ELLs). Parents are invited to play a role in the activities and workshops provided by these organizations.

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

The needs of parents are evaluated in informal and formal ways through parents' teachers' conferences, meetings, workshops, surveys, school events, PTA meetings, etc. The educators and administrators listen and have a conversation with parents, and try to answer their questions and concerns. Parents always add valuable information about their children, their background, strengths and weaknesses, behavior and academic work, as well as their social-economic situation. We work cooperatively with them, and make student referrals for different services according to the students' needs. The Parent Advisory Council (PAC) was recently formed to ensure effective involvement of all parents of Title I participating children in various aspects of the Title I program.

Effective 2015-2016, the ENL teacher/coordinator will meet individually with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress

meetings or

other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in

all content

areas. This additional meeting will include school staff necessary to sufficiently inform the parents or guardians about the child's

the child's

language development in all content areas in English. A qualified interpreter/translator in the language or mode of communication the parent or guardian best understands will be in attendance, and the ENL teacher will record attendance using the

school's

existing procedures.

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

The parental involvement activities address the needs of the parents by providing workshops, meetings, and counseling. Parents are also given referrals to outside services whenever it is deemed necessary. In addition, the ENL teacher disseminates to new parents information about courses offered at the Mid-Manhattan Adult Learning Center across the street on West 120th Street. We view parents as an integral component of our school community and work closely with them so as to ensure their children's improvement and success. Certain correspondence is communicated to parents in their home languages, for example, lunchforms, report cards, some medical forms, and correspondence which originates from the DOE. The translation/interpretation unit may be used, although we frequently rely on the assistance of multilingual staff and parents within the P.S./I.S. 76 community. This academic year 2015-2016, we have augmented our team of translating/interpreting members of staff to at least 11 people, representing the following languages: Arabic, French, Haitian, Japanese, Spanish and Tagalog.

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.

School Name: 076

School DBN: 03M076

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)
Charles DeBerry	Principal		10/31/15
M. Biancaniello; T. Perez	Assistant Principal		10/31/15
Cecilia Crawford	Parent Coordinator		10/31/15
Henrietta Blyden	ENL/Bilingual Teacher		10/31/15
Dorothy Crippen	Parent		10/31/15
Heather Anderson/SETTS-IEP	Teacher/Subject Area		10/31/15
Drusilla Jackson/Common Branch	Teacher/Subject Area		10/31/15
Yuko Otomo/Math	Coach		10/31/15
Aline Fanord/ELA	Coach		10/31/15
Christopher Arlee	School Counselor		10/31/15
Ilene Altschul	Superintendent		10/31/15
Fanny Castro	Borough Field Support Center Staff Member		10/31/15
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **03M076** School Name: **076**
Superintendent: **Ilene Altschul**

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) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

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

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

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

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

A review of several ATS Reports (e.g. RLER, RLAT, RHLA, RPOB) will provide us with information about the languages spoken in the homes by all of our families. We retrieve most of our data about language preferences of the parent community for both written and oral communication from the Home Language Inventory Surveys (HLIS). In addition, the ENL teacher, Parent Coordinator, and several other staff members will assess the language needs of parents through phone and in person contact.

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.

Our records reveal that Spanish-speaking parents prefer Spanish to be used for both written and oral communication. Since the fall of 2014-2015, five out of six Spanish-speaking parents chose Spanish as their preferred language. The sixth parent had lived in the United States for years, although her step-child had just arrived from the Dominican Republic. On the other hand, our parents from the West African countries such as Senegal, Mali, Ivory Coast, and Guinea tend to opt for English in written communication, at least. This can be explained by the fact that they are aware that few employees at the New York City Department of Education can speak or write their home languages (e.g. Wolof, Bambara, Dioula, Mandingo, Fulani, etc.). During the same time period, the parents of nineteen out of twenty-two ELLs (all of them from the West African region) chose English as their preferred language for both Oral and Written communication. An additional parent chose both English and French as

languages of communication. The parent of two children from Yemen chose Arabic, while one Albanian parent chose English as the preferred language. A couple of parents did not choose a language.

Part B: Creating a Communications Calendar

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

Documents prepared and translated by the Department of Education pertaining to the English Language Program (for example, Notification Letters, Placement Letters, City-wide Parent conferences, etc.). School-wide notices such as parent-teacher conferences and parent workshops tend to be translated into Spanish. All correspondence is disseminated in a timely manner.

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.

The Parent-Teacher conferences will occur on November 5, 2015 and March 3, 2016. In addition, the ENL teacher schedules on-going Orientation meetings with parents within 5 to 10 days of their child's enrollment in P.S./I.S. 76. During the course of the year the ENL teacher will also meet with the parent of each English Language Learner (ELL), according to the new Part 54 mandate. In addition, the middle school teachers has scheduled monthly grade conferences with parents throughout the year.

Part C: Providing Language Assistance Services

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

P.S./I.S. 76 has about 10 or more languages represented (some of which are not written languages). Our translation needs can be met through the use of the Interpretation Unit of the Department of Education, staff members and parents in our community. Staff members who provide language translation and interpretation services include, but are not limited to, members of the administration, teaching staff, school secretary, social worker, and the Community Based Organization director. In addition, some of our needs can be met through the use of technology such as i-pads,

Ectaco electronic translators, and 'Google Translate' which provide simultaneous translation. The ENL teacher works with the Parent Coordinator to coordinate translation and interpretation needs. We will continue to use the written translation services at our disposal (see above). Furthermore, we will continue to use the various translated documents provided by the Department of Education to communicate with the parents of our English Language Learners.

2. Describe 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.

As has already been noted above, P.S./I.S. 76 has about 10 or more languages represented. Our interpretation needs can be met through the use of the Interpretation Unit of the Department of Education, staff members and parents in our community. Staff members who provide interpretation services include, but are not limited to, members of the administration, teaching staff, school secretary, social worker, and the Community Based Organization director. In addition, some of our needs can be met through the use of technology such as i-pads, Ectaco electronic translators, and 'Google Translate' which provide simultaneous translation/interpretation. The ENL teacher works with the Parent Coordinator to coordinate translation and interpretation needs. We will continue to use the available interpretation services at our disposal (see above). Furthermore, we have identified a team of at least 7 foreign language speakers who can communicate with the parents of our English Language Learners. They represent the following languages: Arabic, Chinese, Spanish, French, Haitian, Japanese, and Tagalog,

Part D: Training Staff on Policies and Procedures

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

Our school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation services at Professional Development sessions provided by the ENL teacher/coordinator.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

Our school will fulfill parental notification requirements for translation and interpretation services through the use of the Interpretation Unit of the Department of Education, staff members and parents in our community. The ENL teacher will work with the Parent Coordinator to coordinate translation and interpretation needs. We will continue to use the available interpretation services at our disposal (see above).

Part F: Monitoring and Quality Control

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

Our school will gather feedback from parents on the quality and availability of services through a parent survey, Parent Coordinator-scheduled parent workshops, and parent meetings with the ENL teacher during the year.