



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

11X076

School Name:

P.S. 076 THE BENNINGTON SCHOOL

Principal:

LOUISE SEDOTTO

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: The Bennington School School Number (DBN): 11x076
Grades Served: K-5
School Address: 900 Adee Avenue
Phone Number: 718-882-8865 Fax: 718-882-8870
School Contact Person: Louise Sedotto Email Address: lsedott@schools.nyc.gov
Principal: Louise Sedotto
UFT Chapter Leader: Joanne Angelillo
Parents' Association President: Ignayra Lopez
SLT Chairperson: Julie Porras
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Ignayra Lopez
Student Representative(s):

District Information

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

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1230 Zerega Avenue Bronx, New York 10462
Director's Email Address: Jruiz2@schools.nyc.gov
Phone Number: 718-828-7776 Fax: 718-828-3113

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 School Comprehensive Educational Plan (SCEP) 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)
Louise Sedotto	*Principal or Designee	
Joanne Angelillo	*UFT Chapter Leader or Designee	
Ignayra Lopez	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Ignayra Lopez	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	
Julie Porras	Member/ Staff	
Candice Pantano	Member/Staff	
Elizabeth Gerace	Member/Staff	
Cara McDonnell	Member/Staff	
Sandra Rebelo	Member/ Staff	
Carlotta Stewart	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Radha Singh	Member/ Parent	
Sabina Jackson	Member/ Parent	
Davis Francis	Member/ Parent	
Philip Knowles	Member/Parent	
Ignayra Lopez	Member/Parent	
Ameeta Persaud	Member/ Parent	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP 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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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 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.

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.

Accountability Tools 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 informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

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 SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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: SCEP 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.

P.S. 76, also known as The Bennington School, is located in the Williamsbridge section of the Bronx. Our K - 5 school is organized heterogeneously and serves an ethnically diverse population. Our current enrollment includes 1063 general education and special education students who are primarily housed in the main school building. We also have a mini-building consisting of ten classrooms. Our student demographics are 4% Asian, 46% Black, 41% Hispanic and 7% White. English Language Learners make up 13% of our population and we also have 17% students with special needs.

As articulated in our school Mission statement, our school is committed to providing an environment where all children are prepared to meet the challenges of the 21st century by becoming literate, caring and responsible

citizens of the world. Through standards based-instruction, we are creating critical thinkers and life-long learners. We are committed to preparing our students for College and Careers.

We experienced a significant drop in our ELA scores over the past few years. A significant challenge for us is ensuring that all students are reading on or above grade level before moving onto the next grade. We also had a decrease in our Math scores for the 2014-2015 school year. Therefore, for the 2015-2016 school year, our instructional focus is to use assessment data to plan for differentiated instruction in ELA and Math which will improve student engagement and lead to increased student achievement. We will focus on the improvement of individual student reading levels with an emphasis on guided reading. In mathematics, we will focus on the implementation of mathematical practices which will enhance student understanding. These foci will be supported by our school-wide data inquiry cycles and will assist in raising the level of rigorous instruction.

During the 2014-2015 school year, our school showed significant growth in the element of Strong Family Community Ties from the Chancellor's Framework. Our goal was to increase the number of parent leaders volunteering to work with staff during PTA events as measured by attendance and participation by 50%. Throughout the year we met monthly with our PTA Executive Board to collaborate and create monthly foci in which parents could assist and take the lead. We also implemented incentives to encourage increased parent participation throughout the school year. We surveyed parents at the beginning of the school year about topics and workshops they would be interested in learning about or participating in. As a result, we developed a year-long plan which parents were eager to support. Some highlights of these activities were our 2nd annual Safe Halloween in October, Celebrations Around the World event in December and March Madness basketball game. During the 2015-2016 school year we will continue our partnership with Education Through Music (ETM). ETM provides a teaching artist who assists us in providing formalized music instruction to all students in grades K-5. We are also able to provide band, theatre programs and on-going professional development provided by ETM throughout the school year. Our partnership with Target, and their relationship with Alvin Ailey Dance Company, enables our first grade students the opportunity to participate in a semester-long dance residency which culminates with a performance for students and their families. Food Bank of New York instructs our Kindergarteners on making better nutritional choices and promotes healthy eating through participation

in hands-on cooking experiences through their CookShop program. Monthly workshops are provided for the parents of these students in order to inform and instruct them on the benefits of healthy eating as well. Participants receive healthy recipes and free groceries to use in their homes.

Our strengths include maintaining a positive school climate and tone through the implementation of our school-wide Bennington Buzz positive behavior program. Staff and students are familiar with the Bennington Buzz rubric and positive behaviors are encouraged through the use of our Bee coupons. Weekly activities are held for randomly selected

students and monthly Spirit assemblies are held for all. We have also added an additional positive behavior incentive for the 2015-2016 school year which promotes recognition of positive behaviors throughout the building through the use of our "Bucket Filling" system. Students and staff are encouraged to recognize anyone who "fills their bucket," by being positive throughout the day and random "bucket filling" acts are shared daily.

As a school we are continuously evaluating the quality of school- level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, paying particular attention to the Common Core Learning Standards. Throughout the 2015-2016 school year there will be an increased emphasis on data and how classroom teachers use the information to best meet the needs of their students. Teachers will be more responsive to student needs and we will monitor progress throughout the school year. Additionally, we have hired an ELA and Math consultant to support teachers in curriculum mapping, demonstration lessons and professional development. Throughout the school year our professional development will be tailored to meet the needs of our teachers based upon our Professional Development survey created and administered by the Professional Development Team. Another way to support teachers will be through the process of organized observation cycles, providing timely and actionable feedback requiring teacher reflections and follow up.

11X076 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	1046	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	N/A	# Drama
				N/A
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	71.7%	% Attendance Rate	92.0%	
% Free Lunch	67.2%	% Reduced Lunch	1.2%	
% Limited English Proficient	12.9%	% Students with Disabilities	16.9%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.5%	% Black or African American	46.4%	
% Hispanic or Latino	41.1%	% Asian or Native Hawaiian/Pacific Islander	4.3%	
% White	6.9%	% Multi-Racial	0.9%	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.82	# of Assistant Principals (2014-15)	3	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	2	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	3.1%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)	7.24	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	16.8%	Mathematics Performance at levels 3 & 4	29.6%	
Science Performance at levels 3 & 4 (4th Grade)	74.7%	Science Performance at levels 3 & 4 (8th Grade)	N/A	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan	X	
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	NO	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	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			
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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>According to the Capacity Framework in order to ensure rigorous instruction, a successful classroom requires a strong curriculum, aligned to the Common Core, that challenges students, scaffolds their experience, and is enlivened by teachers who are engaged with their craft. The curriculum must meet students where they are and customize inclusive, motivating instruction. Rigorous instruction aligns practice and content to Common Core strategies within and across grades.</p> <p>Based on the 2014-15 school data, 15% of our third, fourth and fifth grade students met State standards on the State ELA test.</p> <p>In relation to SOP 3.2, the school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the CCLS that is monitored and adapted to meet the needs of students, our strengths are:</p> <ul style="list-style-type: none"> Teachers embed academic and personal behaviors into the school culture. Teachers strive to engage all students in accountable talk during class, small group, and partner discussions. Accountable talk and question prompts may be used to support students of varied abilities. Staff uses Danielson’s Framework as a tool to inform their instruction and increase their own expectations of rigor and quality teaching. 		

In relation to 3.2, the school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the CCLS that is monitored and adapted to meet the needs of students. In order to lift our HEDI rating from Developing to Effective we need to:

- To show evidence of grade level coherence in the implementation of the CCLS curriculum and rubrics for assessing work

In relation to 3.3, teachers develop and ensure that unit and lesson plans used include data driven instruction, protocols that are appropriately aligned to the CCLS and NYS Content standards and address student achievement needs. In order to lift our HEDI rating from Developing to Effective we need to:

- Ensure that instruction is differentiated leading to higher levels of thinking enabling all learners to access the curriculum.
- To include more explicit instruction in the teaching of reading behaviors at all Fountas and Pinnell levels.
-

In relation to 3.4, the school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology and other enrichment opportunities. In order to lift our HEDI rating from Developing to Effective we need to:

- Collaboratively creating unit plans which include opportunities for students to engage in interdisciplinary activities
-

In relation to 3.5, teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of and ownership of learning. In order to lift our HEDI rating from Developing to Effective we need to:

- Ensure teacher teams are using protocols for examining student work pieces such as performance tasks, baseline assessments, and writing aligned to the unit of study to inform, differentiate and adjust instruction.
- Students need to be given opportunities to reflect on their learning and create their own learning goals

Our priority need that will be addressed in our annual goal and action plan is to increase the number of teachers rated Effective in Danielson's Framework component 1e, Designing Coherent Instruction.

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 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

During the 2015-16 school year we will increase the number of teachers who are rated Effective and/or Highly Effective (HE), in Component 1e, Designing Coherent Instruction, by 5% as measured by classroom observations in Advance, which will enhance the level of teaching and differentiation occurring in all classrooms.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <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? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> • In Grades K through 5 teachers are collaboratively creating unit plans which include the CCLS standards addressed in the unit as well as using the backwards design to determine the reading behaviors, formative 	<p>Grades K through 5</p>	<p>November 2015 through June 2016</p>	<p>Classroom Teachers, Literacy Consultant and Administration</p>

<p>assessments and guiding questions which need to be explicitly taught throughout the unit.</p> <ul style="list-style-type: none"> • Incorporation of guided reading and professional development to assist teachers in the implementation of guided reading as well as an ongoing analysis of the Fountas and Pinnell assessments. • Teachers will incorporate formative and summative assessments throughout the school year to monitor reading levels and plan for differentiated instruction. • Leveled Literacy Intervention Program will be utilized as a Tier 1 intervention. • Teachers will be explicitly teaching vocabulary using a school-wide protocol. 			
<ul style="list-style-type: none"> • Self-contained teachers will continue to work collaboratively with the general education teachers to modify the curriculum to meet the needs of their students. • A supplemental literacy technology program (Waterford) will be used to provide additional instructional level support for ELLs (Entering, Emerging and Transitioning), students in self-contained 12:1:1 classes and current holdovers. • Our ELL teachers have been receiving ongoing professional development 	<p>SWDs, ELL students, Holdovers</p>	<p>November 2015 through June 2016</p>	<p>Classroom Teachers, Literacy Consultant and Administration</p>

<p>focusing on the four modalities and have been providing staff and parents monthly ELL tips and strategies.</p>			
<ul style="list-style-type: none"> • We will continue our monthly Coffee Fridays to meet with parents and share information about curriculum and school-wide initiatives and events. This is also an opportunity for parents to ask questions and share concerns. • We will continue to provide differentiated parent workshops during our monthly PTA meetings at which time we highlight and share useful strategies and practices being used in the classroom and that can be reinforced at home as well. • Monthly school newsletter is distributed to all parent to provide information about curriculum and tips for supporting their children at home. 	<p>Parents</p>	<p>September 2015 through June 2016</p>	<p>Parent Coordinator and Administration</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Literacy Consultant increased number of days in order to provide additional Professional Development for Staff • Purchase of Fountas and Pinnell Leveling system for each classroom teacher • Waterford Technology Program • Waterford Professional Development provided by Staff Developer • Leveled Literacy Intervention Program • Per Session allotted for Professional Development on the Fountas and Pinnell Leveling System •
<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		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant	X	School Success Grant	X	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>
<p>Observation data will be analyzed in February and compared to baseline data from the first observation cycle which ends November 30, 2015, to determine if there has been an increase in the number of teachers being rated effective or highly effective in the area of 1e: Designing Coherent Instruction.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	€
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	€
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	€
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	€
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>Our school promotes a classroom and school culture where students feel safe, supported and challenged by teachers and their peers. Our comprehensive assessment of our schools academic program in response to this element of a Supportive Environment indicates that some students are not consistently cognitively engaged throughout lessons.</p> <p>In relation to SOP 5.2, the school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success our school's strengths are:</p> <ul style="list-style-type: none"> Teachers have established protocols with students for classroom conversations. Teachers include opportunities for student conversations on a daily basis. The school environment is conducive to learning. 		

In relation to SOP 5.3, the school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers and students, our school's strengths are:

- Effective implementation of the Bennington Buzz, our version of PBIS, ensures students are familiar with positive behaviors and these are consistently reinforced.
- The representation of all students on Grades 2 through 5 on the Sounding Board increases student voice and gathers their thoughts and ideas so all students are involved in shared decision making.
 - To heighten students awareness of College and Careers teachers wear college t-shirts on Fridays and discuss college and career goals.

In relation to SOP 5.4, all school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision our school's strengths are:

- Our Building Response Team and Safety Committee monitor and revise safety procedures to ensure the safety and staff of all students.
- The implementation of our "Bucket Filling" system encourages all stakeholders to be kind to one another and notice the positive behaviors and actions of others.

In relation to SOP 5.5, the school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs, the school's strengths are:

- - Students have an opportunity to be celebrated for positive behavior monthly by being selected for Student of the Month and/or Lunch with the Principal based upon teacher observation and social and emotional progress.
- The school's attendance committee meets weekly to review patterns and trends to ensure students are consistently in school and on time daily.

In relation to SOP 5.3, our school's needs are:

- Teachers must plan for consistent, cognitive engagement for all learners, for all lessons.

Our priority need that will be addressed in our annual goal and action plan is to improve the level of engagement to ensure that they are consistently cognitively engaged in their learning.

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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2015-16 school year we will increase the number of teachers who are effective in Component 3c, Engaging Students in Learning, by 10% points as measured by classroom observations in Advance, which will enhance the level of student engagement in the classrooms.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> • Our school promotes a classroom and school culture where students feel safe, supported and challenged by teachers and their peers. We will continue to articulate daily in our morning announcements our mission statement which states, “Our learning community will provide an environment where all children are prepared to meet the challenges of the 	<p>All staff and students K through 5</p>	<p>September 2015 through June 2016</p>	<p>All staff and Administration</p>

21st Century by becoming literate, caring, and responsible citizens of the world. Through standards based instruction, we will create critical thinkers and life-long learners in preparation for College and Careers. “

- Teachers introduced discussion protocols on each grade level in September 2015. Throughout the school year the teachers will discuss the effectiveness of these discussion prompts and which ones lead to increased cognitive engagement. By June, 2016 teachers will collaborate in vertical teams to revise and add to the discussion prompts for each grade.

- Teachers will provide more explicit modeling using differentiated discussion prompts and design differentiated tasks which encourage students to use these prompts to increase student engagement.

- Feedback to teachers based on the Danielson Framework Evaluation as well as purposeful planning for professional development will continue throughout the school year. Best practices around increased student engagement and the use of differentiated instruction will be highlighted and shared with staff.

<ul style="list-style-type: none"> Literacy and Math Staff Developers will support all initiatives mentioned above. Actionable teacher feedback is followed up with teacher reflections via email or meetings. <p>• Through collaboration with our staff we will continue to share the vision that at P.S. 76 we believe that students learn best when:</p> <ul style="list-style-type: none"> - Tasks and expectations are rigorous and demand high order thinking. - The needs of every student are met through differentiation, (content, process and/or product.) - Learning has purpose that is clearly articulated in student and teaching goals. 			
<ul style="list-style-type: none"> Teachers will form partnerships so that SWDs and ELLs are paired with a buddy who can support his/her ability to participate in classroom activities and discussions. <ul style="list-style-type: none"> The Waterford technology program will be used to provide additional exposure to the written and spoken language will support students in their levels of engagement. 	ELLs and SWDs	November 2015 through June 2016	All staff and Administration
<ul style="list-style-type: none"> Parents will be provided with our school's belief statements which indicate 	Parents and Students	November 2015 through June 2016	All Staff and administration

<p>how P.S. 76 believes students learn best.</p> <ul style="list-style-type: none"> • Two guidance counselors work with students either through whole class conversations or group sessions to support their social and emotional development. • Students receive report card grades for Academic and Personal behaviors. Teachers discuss these grades with parents during Parent Teacher Conferences in November and March. • Parents are provided with written follow up on the implementation of their suggestions and ideas from Coffee Friday. 			
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> • Professional Development provided by Literacy Consultant to support this work • Waterford Program which provides exposure to the written and spoken English language for our SWDs and our ELLs. • Math Consultant to support this work • Per Session allotted for mentors and mentees to meet after school with focus around goal 											
<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		Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	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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Observation data will be analyzed in February and compared to baseline data from the first observation cycle which ends November 30, 2015, to determine if there has been an increase in the number of teachers being rated effective or highly effective in the area of 3c: Engaging Students in Learning.

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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>Based on the 2014-15 school data, 15% of our third, fourth and fifth grade students met State standards on the State ELA test.</p> <p>In relation to SOP 4.2, school and teacher leaders ensure that instructional practices and strategies are organized around annual, unit and daily lesson plans that address all student goals and needs, the school's strengths are:</p> <ul style="list-style-type: none"> School leaders provide opportunities four to five times a week for teachers to collaborate during common preparatory periods. School leaders provide weekly professional learning community meetings with the support of the school's Literacy Consultant. The school is part of the DOE's Learning Partner Program which provides our school the opportunity to collaborate and visit with partner schools. During these visits and monthly meetings best practices are shared which support school goals. <p>In relation to SOP 4.2, the school's need is to:</p> <ul style="list-style-type: none"> Develop and implement a standards based, interdisciplinary ELA curriculum on each grade. <p>In relation to SOP 4.3, teachers provide coherent and appropriately aligned Common Core learning standards (CCLS) based instruction that leads to multiple points of access for all students, the school's strengths are:</p> <ul style="list-style-type: none"> Teachers received professional development on how to create rigorous activities strongly aligned to the CCLS. <p>In relation to SOP 4.3, the school's needs are:</p>		

- To provide professional development to all teachers on differentiation.
- To effectively use data to determine instructional needs and plan for both small group and individualized instruction.

In relation to SOP 4.4, teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students, the school's needs are:

- For all teachers to provide specific and timely feedback during guided reading lessons.
- To include more explicit instruction in the teaching of reading behaviors.
- For all students to be aware of their reading goals and their action plan to achieve the goals.

In relation to SOP 4.5, teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources, the school's strengths are:

- Assessment benchmarks (September, January and May) have been identified for all students in order to progress monitor.
- Our MOSL measure is for students to show growth in their reading levels according to the F&P benchmark assessment. This is in alignment with our instructional focus.

In relation to SOP 4.5, the school's needs are:

- To establish protocols for weekly data inquiry meetings with a focus on analyzing students' F&P running records in order to identify implications and next steps for small group instruction.
- To establish protocols for students to monitor their own progress toward increasing F&P levels.

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

Part 2 – Annual Goal

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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 10% increase in the percentage of students who are reading on or above grade level. This will be determined by the Fountas and Pinnell leveling system administered in October 2015 and again in June 2016.

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? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> • Teacher Teams are provided the opportunity to meet four to five times a week to collaborate and share best practices. • Teacher Teams will receive professional development on differentiated instruction and guided reading. • Literacy Consultant will work with administration and staff during weekly PLC meetings on incorporating 	<p>All Teachers</p>	<p>November 2015 to June 2016</p>	<p>Administration and Literacy Consultant</p>

<p>reading behaviors into their unit and guided reading plans.</p> <ul style="list-style-type: none"> • Weekly data inquiry meetings will focus on analyzing student's F&P running records in order to identify implications and next steps for small group instruction. • 			
<ul style="list-style-type: none"> • Self-contained special education teachers work with grade level teams that best match their students' functional level. • All special education teachers will continue to work with one another to make additional modifications to meet the needs of their students' individual IEP goals. • Paraprofessionals will provide guided reading instruction to students in their classrooms daily. • Our ELL support teachers will collaborate with classroom teachers by providing tips and strategies to support ELL students within their regular classrooms 	<p>All Special Education teachers, paraprofessionals and ENL providers</p>	<p>November 2015 to June 2016</p>	<p>Administration and Literacy Consultant</p>
<ul style="list-style-type: none"> • Parents will receive notification of their child's independent reading level periodically throughout the 	<p>Parents</p>	<p>September 2015 to June 2016</p>	<p>Administration, Teachers, Parent Coordinator and Literacy Consultant</p>

<p>school year (Parent Teacher Conferences, progress reports, etc.)</p> <ul style="list-style-type: none"> • Monthly parent newsletter includes specific information related to reading behaviors being taught in school for the month. 			
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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.											
<p>The following resources are needed to implement this action plan;</p> <ul style="list-style-type: none"> • Professional development opportunities available. • Literacy Consultant • Articulation time, prep changes and teacher coverages as needed. • Professional Development time scheduled for collaborative planning. • Per session allotted for curriculum writing • Daily common planning to promote collaboration built into schedules 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	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.
<p>January Benchmark Results from Fountas and Pinnell Leveling System. An increase of 5% or more students should be on or above grade level.</p>
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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	€
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	€
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	€
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	€
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>Feedback from our NYC 2014-2015 Survey Report based upon teacher responses, indicates the need for growth in the area of Effective Leadership.</p> <p>In relation to SOP 2.2, the school leader ensures that the school community shares the SMART goals/mission and long-term vision inclusive of core values that address the priorities outlined in the SCEP our school's strengths are:</p> <ul style="list-style-type: none"> All staff share the beliefs that students learn best when tasks and expectations are rigorous and demand higher order thinking, the needs of every student are met through differentiation, student performance is monitored regularly and learning has purpose that is clearly articulated in student and teaching goals. All staff was provided with the instructional focus template which includes the focus statement and action plan for the 2015-2016 school year. <p>In relation to SOP 2.2, our school's needs are:</p> <ul style="list-style-type: none"> To provide ongoing opportunities for staff to share input throughout the school year regarding professional development which will assist them in achieving school goals. <p>In relation to SOP 2.3, leaders make strategic decisions to organize programmatic, human and fiscal capital resources our school's strengths are:</p> <ul style="list-style-type: none"> Hired a Literacy and Math Consultant to support teachers with the implementation of the core curriculum Opportunities are provided for teachers to meet four to five times a week to work plan collaboratively. Teachers meet for weekly PLCs with the Literacy Consultant for professional development. 		

- The school applied and was accepted to the DOE's Learning Partners Program for the 2015-2016 school year.
- For the 2014-2015 school year, staff worked with a coach from the Interschool Development Program for teacher effectiveness. We will continue this for the 2015-2016 school year.

In relation to SOP 2.4, the school leader has a fully, functioning system in place aligned to the district's APPR to conduct targeted and frequent observations and track progress of teacher practices based on student data and feedback the school's strengths are:

- In the first and second year of Danielson implementation, administration met all compliance issues related to Measures of Teacher Practice.
- As a result of professional development related to Danielson led by teachers, staff compiled a Danielson resource of evidence based best practices available to lift each level of the Danielson components
- Teachers have been provided with on-going professional development on the framework for Danielson and have created resources for one another in each domain.
- Teachers continue to share best practices for each component that will be rated this year.
- Teachers receive verbal and written feedback in a timely manner.
- All observation data is entered into the Advance System, allowing administration to analyze the data for school wide patterns and trends to plan for professional development.
- Actionable feedback is provided to teachers with specific recommendations. Teachers are required to provide timely reflection on the implementation of the recommendation and its impact on student learning.
- Administration is committed to continuing to improve observation and norming practices by participating in on-going professional development offered by our District Talent Coach.

In relation to SOP 2.4, our school's needs are:

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

Our priority need that will be addressed in our annual goal and action plan is provide opportunities for staff to share input about school wide decision.

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 1b, and be written as SMART— Specific, Measurable, Achievable, Relevant, and Time-bound.

By April 2016 there will be a 5% increase in positive teacher responses in relation to Effective School Leadership reflected in our NYC DOE 2015-2016 NYC School Survey Report through protocols and structures that will be implemented to allow more teacher input into school wide decision making.

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 parent leadership and engagement as a key lever for school improvement. 	<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? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> • The Professional Development Team in conjunction with the MOSL Committee will create a survey via surveymonkey to elicit suggestions and ideas for ongoing professional development from staff throughout the school year. • Teachers will be provided the opportunity to provide professional development to colleagues if they choose. 	<p>All Staff</p>	<p>September 2015 to June 2016</p>	<p>Administration</p>

<ul style="list-style-type: none"> • Additional surveys on various topics (ex: RtI survey, PBIS ideas, etc.) will be administered throughout the school year. • School leaders will analyze Advance observation data and staff goals for 2015-2016 school year and to determine one component from the Danielson Framework most in need of improvement to provide professional development to all teachers. The professional development will include enhancing teacher effectiveness and instructional practices for this component in all core subject areas. • Teachers with TIP plans will meet following each observation in order to share reflections and feedback. • 			
<ul style="list-style-type: none"> • Cohorts of teachers of ELLs and SWDs will meet monthly with supervisors and Literacy and Math Consultants to discuss challenges and best practices for addressing individual and class needs. • Inter-visitations will be scheduled so that 	Teachers of ELLs and SWD	September 2015 to June 2016	Administration, Literacy and Math Consultants

teachers can offer one another feedback.			
<ul style="list-style-type: none"> Monthly newsletters will include ways that parents can assist their child at home within the areas of focus. Teachers will be provided with the opportunity to share tips and strategies for parents in monthly newsletters. 	All Staff	September 2015 to June 2016	Administration

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.											
<ul style="list-style-type: none"> Professional development team will meet regularly to review survey results and implementation plan Literacy consultant to support this work Math consultant to support this work Materials and resources to support teachers with initiative (ex: attribute cards) SurveyMonkey account in order to create teacher surveys Technology support 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	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.
In January, staff survey will be administered monitor if there is a 3% increase in the number of positive teacher responses for Effective Leadership.
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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. <p>Based on the results of our 2014-2015 School Environment Survey, 92% of parents are satisfied with the education their child has received at P.S. 76. 92% of the parents feel that the school offers a wide enough variety of courses, extracurricular activities, and services.</p> <p>In relation to SOP 6.2, the school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement, our school’s strengths are:</p> <ul style="list-style-type: none"> Monthly Coffee Friday and meetings offer parents an opportunity to meet with Administration and other members of the school community to share feedback, praise, and suggestions to improve our school environment. On average over 100 parents attend our monthly PTA meetings. Our PTA works collaboratively to plan informative and engaging workshops for students and parents. Student leaders co-facilitate each workshop. Collaboration with the New York Public Library Allerton Avenue Branch. Monthly calendar of events is sent home for parents. Teachers and students attend trips to the Library. Librarian visits our school and issues library cards to students. <p>In relation to SOP 6.3, the school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning, our school's strengths are:</p> <ul style="list-style-type: none"> Monthly newsletters for parents in all content areas . School wide monthly newsletter for parents. School website with resources for parents, students, and teachers. 		

- In relation to SOP 6.4, the school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success, our school's strengths are:
- Partnerships with outside community agencies allow us to offer various extracurricular activities to our students including dance, swim, cooking, and a band and chorus program.
- Partnerships with Astor Guidance and Jewish Board to assist parents in receiving counseling and guidance support.

In relation to SOP 6.5, the school shares data in a way that promotes dialogue among parents, students and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children, our school's strengths are:

- Formative and Summative Assessment Results are shared with parents
- School-wide Data is shared during monthly PTA meetings and Coffee Friday

Individual student data is shared during Planned Parent engagement meetings as well as PTC

- Our School needs are:

- To continue to strengthen the parent leadership within our building at PTA events.

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

Part 2 – Annual Goal

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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

During the course of the 2015-2016 school year, 12 CORE Parent Ambassadors will meet monthly and consistently. This will assist in a 15% increase in the number of parent members who will volunteer to work with staff during PTA events as measured by attendance and participation at parent events.

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? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> • Separate sign-in sheets for PTA executive board and SLT members will be available at executive board meetings and PTA meeting so that we can monitor parent attendance. • Follow up phone calls and emails will be made to re-schedule meetings at a time more convenient to the majority of the parents. • To collaborate and create a specific monthly focus for 	<p>PTA Executive Board Members and SLT Members and Parent Coordinator</p>	<p>September 2015 through June 2016</p>	<p>Administration and Parent Coordinator</p>

<p>parents to take the lead at our monthly PTA meetings to ensure accountability and involvement.</p> <ul style="list-style-type: none"> • To clearly delineate the roles and responsibilities of parent leaders. <ul style="list-style-type: none"> • Formation of a Parent Ambassador Group which will meet monthly to plan and discuss ways to increase parent involvement during PTA events. • Create a reflection sheet in which all members of the PTA executive board and Parent Ambassadors complete collaboratively at each PTA executive board meeting as well as all parents who attend the actual monthly parent meetings. 			
<p>To assign point persons from the PTA executive board and SLT to ensure that the planned monthly parent activities are scaffolded to meet the needs of the sub groups (SWD's and ELL's).</p>	<p>Parents of SWD's and ELLs</p>	<p>September 2015 through June 2016</p>	<p>Administration, Parent Coordinator and point person for SWD's and Ell's.</p>
<p>Review the monthly parent attendance at PTA meetings, PTC and Coffee Friday attendance to compare the monthly PTA topic to the parent attendance.</p>	<p>Administration and Parents</p>	<p>September 2015 through June 2016</p>	<p>Administration, Parent Coordinator</p>
<p>Parents are provided with written follow up on the implementation of their suggestions and ideas from Coffee Friday to encourage their collaboration. To collaboratively review the</p>	<p>Administration and Parents</p>	<p>September 2015 through June 2016</p>	<p>Administration, Parent Coordinator</p>

reflection sheets to drive our future planning.			
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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.											
<ul style="list-style-type: none"> • PTA Executive Board and School Leadership Team members • Parent Coordinator • Scheduling time for formal meetings and follow up time for staff and parent collaboration • Resources and materials for parents to encourage participation 											
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		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant	X	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.											
In February, we will analyze the monthly parent attendance sheets, feedback forms, and meeting agendas that will include parent leadership participation for parent meetings conducted thus far to determine if there is an increase in parent involvement.											
Part 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 at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<p>Leveled Literacy ,</p> <p>Guided Reading and Foundations are provided to students struggling in reading and to students who need support to move reading levels;</p>	<p>Grades 1-5 – teachers use a variety of strategies dependent upon individual student needs.</p> <ul style="list-style-type: none"> ● Leveled Literacy Instruction (LLI) <p>supplementary literacy intervention includes strategies to improve fluency, phonics, reading and writing including phonics, word work, repeated readings, guided reading, writing responses and on-going assessment and discussion on texts read</p> <ul style="list-style-type: none"> ● Guided Reading – support for small groups of readers as they learn to use various reading strategies (context clues, letter and sound relationships, word structure, etc.) ● Foundations – Self-contained classrooms; a phonological/ phonemic awareness, phonics and spelling 	<p>LLI – small group</p> <p>Guided Reading – small group</p> <p>Foundations – whole class</p> <p>Foundations - small group</p>	<p>LLI – during the school day daily</p> <p>Guided Reading – during the school day</p> <p>Foundations – during the school day</p>

		program . Lessons focus on carefully sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling		
Mathematics	Go Math Tiered Intervention activities – students selected based upon assessment results and daily performance in math	• Go Math Tiered intervention activities – Tier 2 and Tier 3 math intervention activities specifically designed to address student misunderstanding at different levels	Go Math Tiered intervention activities - small groups	Go Math Tiered intervention activities – during the school day
Science	Students who need additional support based upon formative and summative assessments	Repeated teaching of content with scaffolds and/or support	Small group instruction	During the school day
Social Studies	Students who need additional support based upon formative and summative assessments	Repeated teaching of content with scaffolds and/or support	Small group instruction	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students struggling with social/emotional issues are serviced	At risk Counseling – provided by the guidance counselor. Strategies taught may include conflict resolution, peer mediation, reflection and coping skills	individual or in small groups	During the school day

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the 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.
We work with several Colleges to provide student teaching placements, field work experiences and observation experiences to both undergraduate and graduate level students. Potential candidates are observed in these positions and recommendations are made by cooperating staff for future employment. Newly hired staff members are assigned to teach in their license areas and each new teacher is provided with a mentor who provides support throughout the school year. At present all staff members have been identified as highly qualified.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
Ongoing professional development each week will be provided with a focus on looking at student work and the Common Core Learning Standards. Our Literacy Consultant will meet weekly with teachers to plan, share feedback and provide professional development, to support staff as we collaboratively create and implement our ELA Curriculum units. Administration is committed to observing all teaching staff and providing actionable feedback with a focus on student learning. Differentiated professional development is offered throughout the year to support teachers in growing and developing professionally. Staff and Administration participate in professional development offered by our District 11 Borough Office and NYCDOE. We have a professional development committee that meets regularly. Surveys will be administered throughout the year to elicit professional development needs of the staff. Staff will have opportunities to provide professional development to colleagues if they choose as well.

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
For the 2015-2016 school year a MOSL committee will be formed to make recommendations to administration on the local and state measures that will be used to evaluate teacher effectiveness. All staff will be presented with the recommendations. Professional Development will be provided to all staff on norming scoring practices and on analyzing student work to plan for next steps in instruction. The Professional Development Committee created a survey for teachers to complete with specific questions related to the professional development they would need to address the student needs related to the school's MOSL selections.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes ¹ . To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u> ² . 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	733,363.00	X	10, 14, 17
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	212,726.00	X	10, 14, 17

Title III, Part A	Federal	13,636.00	X	10,14
Title III, Immigrant	Federal	not released as of yet	X	10,14
Tax Levy (FSF)	Local	5,787,926.00	X	10, 14, 17, 20, 23

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to 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 SCEP 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) Template

P.S. 76

THE BENNINGTON SCHOOL

900 ADEE AVENUE

BRONX, NEW YORK 10469

Louise Sedotto

Principal

Candice Pantano Maria Cioffi Julie Porras

Assistant Principal Assistant Principal Assistant Principal

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S. 76x** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S. 76x** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right

to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

P.S. 76

THE BENNINGTON SCHOOL

900 ADEE AVENUE

BRONX, NEW YORK 10469

Louise Sedotto

Principal

Candice Pantano Elizabeth Gerace ***Julie Porras***

School-Parent Compact

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

1. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

2. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check my child's schoolbag and folder daily for notices, homework, tests, and quizzes;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms, school wide policies, and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

3. Student Responsibilities:

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

Application for Immigrant Funding

Requirements: Title III, Part A - Immigrant Funds can be used for activities that provide enhanced instructional opportunities for immigrant students, which include:

- family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children
- support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant students
- provision of tutorials, mentoring, and academic or career counseling for immigrant students
- identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds
- basic instructional services, including costs for additional classroom supplies, transportation costs, or other costs directly attributable to such services
- other instructional services designed to assist immigrant students to achieve in elementary and secondary schools in the United States, such as programs of introduction to the educational system and civics education
- activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant students by offering comprehensive community services

Funding follows similar guidelines for Title III funds established by the Department of English Language Learners and Student Support (DELLSS) and can only be used to provide supplementary services to English language learners (ELLs) and immigrant students. Priority areas for the use of Title III, Part A - Immigrant Funds are as follows:

- developing new and/or enhancing programs for immigrant students from the Caribbean countries where English is spoken as a dialect
- developing new and/or enhancing programs for newcomers
- developing new and/or enhancing Transitional Bilingual Education programs and/or Dual Language programs
- improving teaching and learning in core subject areas
- implementing strong student supports to increase graduation rates

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist.

Directions: Please complete the Title III - Part A, Immigrant Program application below. Completed applications must be submitted by November 26 via email to your Senior ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: The Bennington School	DBN: 11x076
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	
Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply): X <input type="checkbox"/> Before school After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:	
Total # of immigrant students (including ELLs) to be served: TBD upon data results	
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	
Total # of teachers in this program: 2 certified ESL teachers and 1 Supervisor	
Describe the direct instruction supplemental program in the space provided below. Description should include:	
<ul style="list-style-type: none"> • Rationale • Subgroups and grade levels of students to be served • Schedule and duration • Language of instruction • Number and types of certified teachers • Types of materials 	
Begin description here:	
<p>Our focus for the supplemental program is to target new immigrant students who need additional support and instruction in the core content areas. The students to be served include English language learners as well as native English speakers who were born in countries other than the United States. The students range from grades Kindergarten through fifth. The program will begin in January and run through April on Wednesday and Thursday mornings from 7:00-8:00am. The instruction will be taught in English by 2 certified teachers. The teaching materials to be used will be determined by the results of the AIMSWEB Diagnostic tests in order to drive the instruction in our supplemental program. Those students found to be making grade level progress will be provided with indirect supplemental instruction with the Waterford computer program. The immigrant students who are found to be below grade level will receive direct instruction targeted to their language needs, including additional support in reading fluency, reading comprehension, decoding, vocabulary development, and oral language skills.</p>	
Part C: Professional Development	
Describe the school's professional development program for Title III Immigrant Funds program teachers as well as other staff responsible for delivery of instruction and services to these targeted immigrant students. Description should include:	
<ul style="list-style-type: none"> • Rationale • Teachers to receive training • Schedule and duration 	

- Topics to be covered
- Name of provider

Begin description here:

The professional development for the Title III Immigrant Funds will be determined by the workshops offered by the Department of English Language Learners Student Support. We will be looking for professional development specific to working with new immigrant students. We will also be receiving professional development on AIMSWEB and Waterford (a computer based supplemental education program).

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of immigrant students (including ELLs) that will impact higher achievement for these targeted students. Description should include:

- Rationale
- Schedule and duration
- Topics to be covered
- Name of provider
- How parents will be notified of these activities

Begin description here:

Once a month, we will be inviting the parents of the students in the targeted group to attend a class in which the students will share what they are learning and discuss their progress towards their goals. At that time, students will display completed work and explain how this work shows progress compared to their earlier work. This parent engagement will take place within the morning class, facilitated by the teachers, but provided by the students. Parents will be notified with a letter home in English as well as their native language. We will follow up the letters with a phone call in their native language provided by the NYC DOE Translation Unit. In addition, we will share information with these parents regarding workshops and conferences offered by the Department of Education.

Part E: Budget

FOR SCHOOLS THAT ARE NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your budget matches your plan as described in Parts B, C, and D above.

Allocation Amount: \$ 17,792

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title
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Professional salaries (Schools must account for fringe benefits.) <ul style="list-style-type: none"> • Per session • Per diem 	\$10,676	Two teachers and a supervisor to teach and monitor the morning program
Purchased services <ul style="list-style-type: none"> • High-quality staff and curriculum development contracts 	\$1779	Professional development from AIMSWEB and Waterford consultants
Supplies and materials <ul style="list-style-type: none"> • Must be: <ul style="list-style-type: none"> – supplemental – additional curricula, instructional materials – clearly listed 	\$5337	<ul style="list-style-type: none"> - notebooks for students - leveled readers for students - big books and additional phonics materials to support programs - related trips for students and families
Educational software (Object Code 199)		
Travel		
Other		
TOTAL		\$17,792

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 11	Borough Bronx	School Number 076
School Name The Bennington School		

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 Louise Sedotto	Assistant Principal Elizabeth Gerace
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Penelope McKown, ENL	School Counselor
Teacher/Subject Area Mary Cullen, ENL	Parent Farooz Saleh
Teacher/Subject Area Marian Hartstein, ENL	Parent Coordinator Gloria Peralta
Related-Service Provider type here	Borough Field Support Center Staff Member José Ruiz
Superintendent Meisha Ross Porter	Other (Name and Title) Jamie Polcari, Testing Coord.

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	4	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	1
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)	1067	Total number of ELLs	139	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	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

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	0	0	0	0	0								0
Dual Language	0	0	0	0	0	0								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	139	Newcomers (ELLs receiving service 0-3 years)	130	ELL Students with Disabilities	21
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	8	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	130	0	16	8	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	0	0	0	0	0								0
SELECT ONE	0	0	0	0	0	0								0
SELECT ONE	0	0	0	0	0	0								0
TOTAL	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																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0							0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0							0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0							0	0
TOTAL	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								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	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	20	10	17	10	15	8								0
Chinese			0	1	1									0
Russian														0
Bengali	3	0	0	1	1									0
Urdu	4	0	1											0
Arabic	5	6	4	5	15	7								0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian						1								0
Other	1	1	1											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)	11	2	3	1	6	5								0
Emerging (Low Intermediate)	4	6	2	2	4	2								0
Transitioning (High Intermediate)	13	4	1	1	9	1								0
Expanding (Advanced)	5	5	16	12	13	8								0
Commanding (Proficient)	7	7	4	4	6	4								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	25	3	1	0	0
4	11	5	0	0	0
5	12	0	0	0	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	19	5	6	0	2	0	0	0	0
4	13	1	4	0	0	0	0	0	0
5	9	0	2	0	1	0	0	0	0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	4	1	8	0	5	0	0	0	0
8									0
NYSAA Bilingual (SWD)									0

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

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

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

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

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

To assess the early literacy skills of our ELLs, we use the Fountas and Pinnell assessment. This assessment provides benchmark leveling of students by analyzing decoding, reading comprehension, and fluency. Running records are an important part of this assessment. We also use AimsWeb to measure fluency in our early readers.

In past years, we noticed from our data that many new Kindergarten ELLs were lacking in letter/sound recognition and other early literacy skills. This information prompted the addition of the Foundations program by Wilson to our curriculum. This widely-recognized program teaches letter formation, phonemic awareness, phonics, vocabulary, fluency, and reading comprehension by using structured, step-by-step methods. We have noticed an improvement in the early literacy skills of our ELLs as a result of their working with the Foundations program. Foundations end of unit assessments also provide valuable data on the progress of each student and this data is added to Schoolnet. This data can then be used to drive instruction, both for the classroom and the ENL teacher. Specific data to be supplied by Naomi Laks/Jamie Polcari.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

In the fall of 2015, forty-four children were administered the NYSITELL. Fourteen scored at the Entering level, four scored at the Emerging level, and twelve scored at the Transitioning level. Six students scored at the Expanding level, and seven scored at the Commanding level of English proficiency. One of these students is awaiting the ELL Reidentification process. The majority of children taking the NYSITELL were in Kindergarten. There was one new ELL in first grade, and one new ELL in second grade. This data tells us that many of our ELLs are entering the school at the Entering or Transitioning levels.. This has major implications for instruction for the Entering students by ENL teachers and classroom teachers in terms of scheduling and in terms of differentiating instruction to make content comprehensible for children at the very early stages of learning English. This year we noticed that we had many more Transitioning than Emerging students. The numbers of students in these two levels will impact instructional groupings.

Last year on the NYSESLAT, for our Kindergarten class, we had one student score at the Entering level, six at the Emerging level, four at the Transitioning level, five at the Expanding level, and seven students scored at the Commanding level.

For first grade, two students scored at the Entering level on the NYSESLAT, three students scored at the Emerging level, one student scored at the Transitioning level, and fifteen students scored at the Expanding level.. Two first graders tested as

Commanding. We noticed that we have many more students at the Expanding level in the first grade, a trend we used to see more frequently in the higher grades.

For second grade, one student scored at the Entering level, one student scored at the Emerging level, one student scored at the Transitioning level, and twelve students scored at the Expanding level. Again, this data reflects the same thing we noticed for our first graders--many more students tested at the Expanding level.

For third grade, five students scored at the Entering level, four students scored at the Emerging level, ten students scored at the Transitioning level, and twelve students scored at the Expanding level. Two students scored at the Commanding level.

For fourth grade, five students scored at the Entering level, two students scored at the Emerging level, no students scored at the Transitioning level, and eight students scored at the Expanding level. Three students tested out at the Commanding level.

For fifth grade, one student tested out at the Commanding level.

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

We use the information from the AMAO tool to drive our instruction as we prepare the students for the NYSESLAT. It is useful to see in which modality the student needs support and by how many points they missed progressing to a higher proficiency level. This information allows us to provide specific, targeted instruction. In examining the AMAO data, we were also surprised to note that some of our students did not achieve proficiency due to the Speaking component of the test. This information allowed us to focus on improving Speaking skills. Two of the ENL teachers did some inquiry work on using graphic organizers to bolster comprehension and therefore elevate Speaking skills.

We were able to meet our AMAO objectives as a result of the 2014 NYSESLAT, which is an improvement over our results when this report was last written. We were one point away from meeting our AMAO2 target. As a support, administrators observed ENL teachers twice a week during our before school NYSESLAT test preparation program. These supervisors offered advice on how the teachers could improve their lessons by using more explicit teaching methods and including ongoing assessment in each lesson. We are optimistic that our new Reach program of instruction and our adoption of the SIOP Model Protocol will also benefit our students and allow them to achieve higher scores on the NYSESLAT.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. Looking at the ELA scores for last year's third grade ELL students, we that the greatest number of students (ten) scored at a Level 1. One student scored at level 2, and we had no students who scored at Level 3 or Level 4. In last year's fourth grade, nine students scored at a Level 1, two students scored at a Level 2, and no one scored at a Level 3 or Level 4. In last year's fifth grade class, the greatest number of students, nine, scored at a Level 1, while four students scored at a Level 2, one scored at a Level 3, and no one scored at a level 4.

In looking at the NYS Math scores for our ELL students in last year's third grade, we see that eight students scored at a Level 1, with no one taking the test in the home language. Four ELL students scored at a Level 2 in Math, with three students taking the test in a native language. One student scored at a Level 3, but took the test in English. One ELL scored at a Level 4, but took the test in English. In last year's fourth grade, nine students scored at a Level 1, with one student taking the test in the home language, two students scored at a level 2, and no one scored at a Level 3. One fourth grade student, who took the math test in English, scored at a level 4. Among last year's fifth grade students, four scored at a Level 1 in math, five scored at a level 2, four scored at a Level 3, and one scored at a Level 4.

In analyzing the scores for ELL students taking the state Science test, we see that one student score a Level 1, five students scored a Level 2, four students scored at a Level 3, and one student, who took the Science test in his home language, scored at a Level 4. In analyzing the test results for students taking the tests in English and home languages, we see that there are times when a student does better in a home language. We also see that many students who speak and understand a home language fluently, do not read or write that language. Some students did not attend school regularly in their naïtive lands and therefore do not have the math- or science-related vocabulary to do well in these standardized tests. For that reason, some students prefer to take the state tests in English but do not yet have the English proficiency to do well on those tests.

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](#).]

Our school uses data from Schoolnet which analyzes assessments according to skills and standards. We also consider the ELL students' Fountas and Pinnell reading levels and their progression of improvement. At that point, we provide RTI services for students who are not making adequate progress. RTI services are fluid based on student needs in ELA, math, or the content areas. RTI services can include, but are not limited to, reteaching Foundations through a "double dose", Leveled Literacy Intervention, Guided Reading, small group strategy lessons, writing, and reteaching Go Math material.

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

In the coming academic year, ENL teachers will co-teach and plan collaboratively with classroom teachers to provide integrated ENL services. This interaction will allow a greater exchange of information about the second language development of the ELL students.

Also to insure that a child's second language development is considered in instructional decisions, all teachers are required as per the Danielson rubric, to plan purposefully and differentiate within their lessons to meet the particular needs of the English Language Learners in their classes. Teachers must analyze ELL-related data found on Schoolnet, ATS, or other sources, so that they may plan lessons to accommodate the varying language proficiencies of their students.

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

We do not have a dual language program.

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

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

We are continually striving to find new resources which will bring success to our ELL students. This year all ENL teachers attended monthly ELL Liason meetings at which they learned about many new products from various vendors and received professional development in such areas as SIOP, tailoring instruction to Beginner ELLs, and scaffolding techniques. This specific professional development allows us to be more responsive to our Beginner level population. We are also hopeful that the addition of the Reach program with its engaging materials and SIOP Protocol to our teaching will bring additional success to our students' learning.

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

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.

During the registration process, parents of new entrants to the NYC Public School system are required to complete the Home Language Identification Survey (HLIS). These surveys are made available to the parents in various languages, in addition to English. At the time a parent or guardian brings a student for admission to the school, the Pupil Accounting Secretary, Maritza Conklin, notifies a licensed ELL teacher (Penelope McKown, Marian Hartstein, Mary Cullen, or Lily Green), or other licensed pedagogue, such as the Testing Coordinator, Jamie Polcari, or the Data Specialist, Naomi Laks, to come to the main office to assist the parent or guardian in completing the Home Language Identification Survey. The procedures we follow to identify our ELLs are based on the parents' responses to the HLIS and an informal oral interview which is conducted by our licensed and certified ELL teachers or by other licensed pedagogues. The informal oral interview is conducted with the student and parent in English, and as needed, in the native language with the help of an interpreter. The name and title of the person conducting the interview are recorded on the HLIS form. The ELL teachers speak only English, so interpreters are used to communicate with non-English speaking parents. We use interpreters from our school staff, such as the Parent Coordinator, Gloria Rivera Peralta, who is fluent in Spanish. Sometimes parents prefer to bring an English-speaking family member or friend with them to act an interpreter. If necessary, we can also seek assistance from the translators available by telephone from the DOE Translation and Interpretation Unit. This allows a non-English speaking parent to have any questions answered in their preferred language.

At the time of the interview, written work of the student, if available, will be reviewed. The quality of this work can have a bearing as to whether or not this student will be administered the NYSITELL exam. To do the informal interview, we use a set of questions which remain the same for all students. The questions are written on a piece of school letterhead and the licensed teachers record the answers on the form. Copies of the informal interview forms with questions and answers are kept in the ELL Support Room in the ELL Compliance binder. The original of the informal interview form is also filed on the student's cumulative folder, and is

attached to the original HLIS form.

The white original HLIS forms are given to the classroom teachers to place in the children's cumulative files. The yellow copies of the HLIS forms and copies of the student interview form are retained in the ELL Compliance binder in the ELL Support room. The ELL Compliance binder contains pocket folders for each of the students identified as an ELL. Within each pocket folder, the ESL Coordinator files copies of the HLIS, Interview Form, various parent notification letters, and a copy of the ELPC screen print-out.

Once the HLIS is completed and the parent identifies the home language as English, the student enters the general education program. If the results of the informal interview indicate that the child is not English-dominant, the child is given the NYSITELL exam by one of the certified ELL teachers on a rotating basis. If the results of the informal interview indicate that the child is English-dominant, that information is noted on the interview form, and the child is not given the NYSITELL. All new entrants whose HLIS form indicates a language other than English on one question in (Part 1: questions 1-4) and two questions in (Part 1: questions 5-8) are considered to have a home language other than English. If the parent indicates a home language of Spanish and scores are at or below NYSITELL cut scores, the Spanish LAB must be administered. We use a fully licensed teacher who is fluent in Spanish to administer the Spanish LAB to our students. A student who scores below proficiency levels at either a Beginning, Intermediate or Advanced level is considered Limited English Proficient (LEP) or an English Language Learner (ELL), according to NYS education regulations. The Testing Coordinator prints the NYSITELL and Spanish-LAB tests from the ATS system and the test forms are scanned and scored. If the student scores at or above the proficiency level on the NYSITELL, a Non Entitlement letter is sent home to the parents. We are able to provide this letter in various languages from the Department of Education web pages. If the student scores below proficiency levels on the NYSITELL, the parents are notified that their child will be in the ENL program by the Entitlement letter, which is also available in various languages to fit their needs. The student is placed in our freestanding ENL program, pending the completion of the Parent Survey and Program Selection form at our Parent Orientation meeting. The child immediately begins to receive ENL instruction. If the parent or guardian selects a program other than freestanding ENL on the Parent Choice Survey, we follow the steps necessary to honor that parent's choice. If the parent choice is other than ENL, the choice is noted in red ink on the cover page of that student's pocket folder in the ELL Compliance binder. A master list of student names and parent choices other than ENL is kept at the beginning of the student file section in the ELL Compliance binder.

If a student is enrolling as a new student in the NYC school system and is coming from a New York state public school or a school in another state after having been enrolled there for less than two years, the student will not go through the ELL Identification process. If the student is readmitted to the NYC school system after more than two years, must complete the entire ELL Identification process again.

All of our students who are ENL entitled are administered the New York State English as Second Language Achievement Test (NYSESLAT). The NYSESLAT is administered annually in the spring, during the months of April-May. Students are assessed in the four modalities (Listening, Speaking, Reading and Writing) in order to measure their progress in developing full proficiency in the English language. The NYSESLAT is the only assessment which can determine if the students are eligible to continue receiving ELL services. When students are fully proficient in all four modalities as assessed by the NYSESLAT, they have attained the proficiency level of Commanding and are entitled to receive 90 minutes of integrated ENL instruction per week for two years after attaining the Commanding level of proficiency.

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).

When the parent is initially completing the HLIS form with a licensed pedagogue, information about the child's prior education in the native country is recorded. If the parent indicates that the child has had interrupted or inconsistent schooling, the student will be assessed using the SIFE Identification Process. Students who are in grades 3-9, new to the country, and identified as ELLs scoring at the Entering/Emerging levels of proficiency fit the criteria for SIFE. As part of the identification process, the Oral Interview Questionnaire is used to find out about a student's gaps in formal education; it includes other questions designed to provide information about a student's linguistic and literacy abilities.

If the answers on the Oral Interview Questionnaire indicate that the student is a potential SIFE, another diagnostic instrument, the LENS (Literacy Evaluation for Newcomer SIFE) is administered. The LENS measures both literacy and math skills and is helpful for planning appropriately leveled instruction for SIFE.

Once a student has been identified as a SIFE, the appropriate code is entered into the BNDC screen in ATS. The initial SIFE identification is done within 30 days, while the final SIFE determination must be done within one year. Once a SIFE has achieved a score of Transitioning or higher on the NYSESLAT, the SIFE status will be removed from that student.

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

The school is in the process of forming a Language Proficiency Team (LPT):

Our Language Proficiency Team is comprised of the following:

___ Liz Gerace _____ (School Administrator)
___ Lily Green _____ (Certified Teacher or Certified ENL Teacher)
___ Melanie Rigaglia _____ (Director of Special Education, or Comparable Title)
___ Student's Parent/Guardian _____ -(Student's Parent or Guardian)

____ Gloria Peralta _____-(Parent Coordinator)

____ Student's Teacher _____ (Student's Teacher)

It is the duty of the Language Proficiency Team to determine if a student should take the NYSITELL. In making this determination, many factors must be considered. They include information on the student's HLIS form, the interview done with the parent and student (in both English and the home language, with an interpreter as needed), an analysis of the student's prior school work (reading, writing, math, if available) or other appropriate screening tool.

When the LPT meets, translation/interpretation services for a non-English speaking parent must be provided. The LPT will consider factors such as the information obtained from the ELL Identification process, the student's history of language use, the results of the individual evaluation of the child which includes assessments in the native language, and information provided by the CSE (Child Study Team?) as to whether or not the child's disability is the determinant factor affecting whether or not the child can demonstrate proficiency in English. The child will take the NYSITELL if the LPT determines that he/she has language acquisition needs. If the LPT decides that the child does not have language acquisition needs and therefore should not take the NYSITELL, that recommendation is sent to the principal for review and approval. If the principal rejects the LPT's recommendation to not administer the NYSITELL, the NYSITELL may be given immediately. If the principal accepts the LPT's recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent for final review and decision. After the decision is made, the parents must be notified in their preferred language within three days. The superintendent has ten calendar days in which to accept or reject the recommendation of the LPT.

The form titled "Language Proficiency Team NYSITELL Determination Form" (page 50 in the English Language Learner Policy and Reference Guide) must be completed and placed in the cumulative folder of the student. The ELL Policy and Reference Guide also includes a helpful table (p. 51) which gives information on the similarities between components of learning disabilities and the process of second language acquisition.

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.

We follow the procedures outlined in the English Language Learners Policy and Reference Guide. Our school ensures that entitlement and non-entitlement parent notification letters are sent home within five days by testing potential or re-entering ELLs in a timely fashion. This involves planning and cooperation on the part of the school's administration, Testing Coordinator, ENL Coordinator, and ELL teacher team. Once the NYSITELL has been administered, the ENL Coordinator uses the results to determine whether an entitlement or non-entitlement letter should be sent to the parents of the students who have been tested. Entitlement letters are sent home to parents of children who have tested into receiving ENL services via the NYSITELL. If a student scores as English-proficient on the NYSITELL and therefore will not be receiving ENL services, a non-Entitlement letter is sent home. Original letters are sent home to the parents and copies are retained in pocket folders for each child in the ELL Compliance binder. Copies of letters are also placed in the cumulative folders of the students, so that this information is a part of the child's permanent record.

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).

The Re-Identification process pertains to students who have already undergone the ELL Identification process. Students may be reidentified as ELLs or non-ELLs if parents or teachers believe that a mistake has been made during the initial ELL Identification process. To initiate the ELL Re-Identification process, the parent, or the teacher with the cooperation and permission of the parent, must send written notification to the school within 45 school days of the student's enrollment. Schools have 10 school days to complete the Re-Identification process after the written request is received; schools have 20 school days to complete the process if the student is a special education student and the CSE needs to be consulted.

The Re-Identification process is long and complex, and involves the review of documents relating to the initial ELL Identification process, as well as the analysis of the student's written work, both in English and in the home language, if available. If the student was not determined to be an ELL during the initial identification process, the NYSITELL will be administered. However, if the NYSITELL was administered during the initial identification process, it can not be administered again. A school-based assessment is used to measure the student's skills in speaking, listening, reading, and writing in English. If the student has a disability, the CSE is consulted during the Re-Identification process. The school's principal will make the decision as to whether or not the student's ELL status should be changed and the parents are notified in writing of the change. Once the principal has made a decision, the documentation of that decision is sent to the superintendent, who reviews them and renders a final decision. Written notification of the superintendent's decision is sent to the principal and the parents. Documents are translated into the parents' home language as needed. If applicable, changes are made in the student's program of study. Documents pertaining to the student's re-identification as an ELL or non-ELL are kept on the student's cumulative file.

At the current time, we are informing parents orally that they may request a change in ELL status within 45 days of enrollment. If the Entitlement or Non-Entitlement letters in various languages available on the DOE website are updated to include this important information, we will use those letters to notify parents of the right to appeal ELL status within 45 days of enrollment.

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

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

At the beginning of the school year, the ELL Support teachers, Penelope McKown, Marian Hartstein, and Mary Cullen, in collaboration with the Parent Coordinator, Gloria Peralta, hold a Parent Orientation meeting, where parents are informed about program choices for their child. At these sessions, parents are informed about the processes of identifying, placing, and assessing English Language Learners according to NYS education regulations. The meeting is conducted by the ELL Support teachers, Penelope McKown, Marian Harstein, Mary Cullen and Lily Green, with the assistance of the Parent Coordinator, Gloria Rivera Peralta, and the school's administration. The Principal, Mrs. Louise Sedotto, and an Assistant Principal, attend the meeting and welcome the parents to the school. During the orientation sessions, parents view an Online Parent Orientation Video, which further explains and demonstrates program choices. This video is shown in several different languages to insure that parents are fully informed of the program choices for their children. At the beginning of the meeting, parents are required to sign in on a sheet of paper with spaces for their names and the names of their children. They are given copies of the ELL Parent brochure, in English and in various languages depending on the needs of the parents. Parents watch a brief PowerPoint presentation which includes a welcome, the agenda of the meeting, and a flow chart which explains the ELL Identification Process. Paper copies of the agenda and sign-in sheets are retained at the school in the ELL Compliance binder. At the orientation meeting, parents are also informed about the curriculum, academic expectations, assessments, specifically the NYSESLAT, and ways they can support their child during the school year. The Parent Coordinator, Gloria Peralta, also speaks in English and Spanish about her role as a resource and support to the parents. Parent volunteer translators, English-speaking family members or friends, or translators provided by the DOE are available at this meeting to make sure that all of the parents understand what is being said. If we do not have an in-person translator for a parent, we make use of the telephone translating services provided by the DOE Translation and Interpretation Unit.

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

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

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

Whenever possible, we request that the parent or guardian complete the Parent Survey and Program Selection form at the time of the Parent Orientation. We generally collect the completed and signed forms at the end of the meeting. To help us keep track of which parents will be attending which sessions, we also send home a tear-off response form. This allows us to track the responses of the parents and to plan effectively for each orientation session. If these response forms are not returned to the school in a timely manner, we follow up with phone calls with translators if necessary, or we may send a copy of the Entitlement Letter home again. We also enlist the aid of our Parent Coordinator, Gloria Peralta, or classroom teachers, to speak with parents at dismissal time to check on the whereabouts of the response forms.

There are occasions when the parent or guardian can not attend an orientation session at the school, so we send home the Parent Survey and Program Selection form along with the informational brochure translated in the appropriate languages needed to make

the information comprehensible to the parent. If the form is not returned in a timely manner, we telephone the parent, using an interpreter from our school staff or from the DOE Translation and Interpretation Unit. We also send home another copy of the Parent Survey and Program Selection form, along with a note, translated as needed, requesting that the Parent Survey be completed, signed, and returned. If the form is still not returned, we follow up with another phone call assisted by an interpreter. We make every effort to see that the form indicating parent choice is returned and followed according to the wishes of the parents.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The ENL Coordinator, Penelope McKown, while maintaining a pocket folder of documents for each ENL child, keeps a checklist of those documents which are needed to complete the official documentation of each child's journey through the ELL Identification process. The checklists in the ELL Compliance binder are periodically reviewed and any gaps in the documentation are noted. Most of the time, as noted in the previous question, we receive the completed Parent Survey and Program selection form at the time of the Parent Orientation. When we review the checklists and note that the Parent Survey and Program selection form has not been returned, we follow steps to contact the parent to be sure that the form is returned. We also send home another copy of the Entitlement letter and highlight the information indicating the student will be placed in a freestanding ESL program if the Parent Survey and Program Selection forms are not returned.
9. Describe how your school ensures that placement parent notification letters are distributed.
To ensure that the placement parent notification letters are distributed, we follow the procedures as outlined in the NYCDOE ELL Policy and Reference Guide. Following the administration of the NYSITELL to a student who tests into receiving ENL services, we send home a copy of the Entitlement Letter, indicating that the child has been tested with the NYSITELL, the score received on the NYSITELL, and information about the Parent Orientation session. The original letter is placed on the student's cumulative file as a part of the permanent record and a copy is also retained in the ELL Compliance binder. Originals and copies of Continued Entitlement Letters and Non-Entitlement Letters are treated in the same manner. For each letter, we provide a copy in English and a copy in the home language of the family, as available on the DOE website.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
It is the responsibility of the ENL Coordinator, Penelope McKown, to maintain ELL documentation for each child. The ELL Compliance binder holds pocket folders for each student which contain copies of the HLIS forms, interview forms, entitlement letters, non-entitlement letters, Parent Choice and Program Selection Surveys, and copies of the ELPC screen, documenting that the Parent Choice has been recorded in ATS. Originals of these documents may be placed on the student's cumulative file. In addition, copies of parent notification letters are sent home, along with translations, to the parents.
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.
Planning for the administration of the NYSESLAT is taken very seriously at P.S. 76. The ELL teachers work with the Testing Coordinator, Jamie Polcari, to devise a schedule so that every child takes all parts of the NYSESLAT. ELL teachers also consult ATS reports, such as the RLER and the RLAT, to double check that all identified ELL students are included in the testing schedule. During the days of the NYSESLAT testing, the ELL teachers use a checklist to be sure that each child is tested in each of the four modalities. At the end of each testing day, the ELL teachers meet with the Testing Coordinator to review the day's progress and the steps that need to be taken in the testing process for the next day. Student absences are carefully noted and adjustments are made to the testing schedule to be sure that no student is missed or omitted from the testing. ELL teachers administering the test adhere strictly to the rules for giving the NYSESLAT. A schedule is carefully devised so that for the Speaking part of the exam, ELL teachers are not testing the students they teach. We also take care to see that ELL teachers are not scoring the Writing tests of the students they teach.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Continued entitlement letters are sent to parents after the results of the NYSESLAT have been received. They inform parents that their children will continue to receive ENL services, based on their NYSESLAT scores which indicate that they are entitled to continue to receive ENL services. Originals of the letters are sent home to families, while copies of the letters are placed in the cumulative folder for each student as well as in the pocket folders in the ELL Compliance binder. We provide letters written in English as well as in the home language of the family, as available on the DOE website.
At this point, we do not have the transitional support parent notification letter. When that letter and corresponding translations are available on the DOE website, we will follow the same procedures as outlined above..
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).
During the 2015-2016 school year, forty-three students took the NYSITELL and thirty-four were identified as ELLs. Our numbers over the last several years have shown an overwhelming preference on the part of parents for the freestanding ESL model. This year, only two of thirty-four parents preferred a bilingual or a dual language program to ESL. (Those children were placed on a waiting list, after their parents were advised that we do not have enough children for a TBE or dual language class..) In the previous year,

only one of 43 families of newly identified ELLs chose ENL in a freestanding program as their preference. Years prior to 2014 bear out this trend of choosing freestanding ENL as their preference as well. Therefore, the program model at our school is aligned to parent choice.

Our ENL program combines integrated and standalone instruction. Instruction is delivered in English. Notices, newsletters, and other important information for parents that is sent home are translated into Arabic and Spanish. Oral communication with Spanish-speaking parents is largely done by our bilingual Parent Coordinator. We also use the DOE translation service for telephone conversations with parents or other family members in Arabic, Spanish, and Urdu. With our multiple parent orientation sessions and relevant materials in each parent's native language, we insure that not only is parent choice honored, but that parents are fully informed of their rights and choices.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction 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.

We have a freestanding ESL program for students in grades K-5, with four full-time licensed ELL teachers. We service a total of 138 students. ELL students at P.S. 76 speak eight languages; they are Arabic, Albanian, Bengali, Chinese, Fulani, Spanish, Twi and Urdu. Students whose IEPs dictate so are serviced in self-contained classes or integrated co-teaching classes. Integrated and standalone ESL will be implemented as per CR Part 154.2, with Entering and Emerging ELL students being pulled out for portions of instruction, as noted in the CR Part 154 Requirements for English as a New Language chart on page 24 of the English Language Learner Policy and Reference Guide (2015-16). Students may be grouped according to proficiency levels within the classes in which they are clustered. ENL teachers will push-in several times a week to the same class to work with different groups of students who are grouped according to their English proficiency levels. Students who are in self-contained or ICT classes will receive ENL instruction as designated on their IEP's.

Delivery of instruction will also be impacted by the certifications of the current ENL teachers. One teacher is dually certified and will be able to continue with her pull-out program. The other two ENL teachers who are certified in ENL only will push-in and co-teach with classroom teachers in accordance with the new regulations in CR Part 154.2.

- 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)?

This year, we have four full-time ENL teachers. Great care is taken when scheduling ENL instruction at the beginning of the school year to ensure that all ELL students receive the mandated number of instructional minutes. For the coming academic year, we will organized the groupings and schedule according to proficiency level to ensure that we are in compliance with the mandated ENL minutes and in order to better meet the needs of our ELL students. For the coming academic year, we will adjust our schedule to include the mandated minutes of standalone and integrated ENL, using co-teaching with classroom teachers to provide content area instruction as required in the new regulations in CR Part 154.

While all ENL instruction is given in English, we strive to use multiple methods to connect with the children in their native language. New York City Department of Education translators in Spanish, Arabic and French are used to translate state tests for the students. Our school library has a growing collection of books in Spanish and Arabic, which the students are encouraged to borrow and read. Collections of books in various languages are also available in our ENL rooms, and used with not only students brand-new to the country, but with those who are increasingly comfortable with English as well. Two of the ESL teachers here at P.S. 76 speak some Spanish, and two speak some French. Those languages are called into service often to ease the way for brand-new students, or to act as a bridge to understanding English. While none of the ESL teachers here speak Arabic, our teachers have made connections within the

Arab community and have enlisted parent volunteers who come to the school to help with translations and to help with acclimating new Arab students. We are able to access a selection of leveled readers in Spanish and French through our school's subscription to Reading A-Z.com. We use these native language texts and their English counterparts to instruct those children who are literate in French or Spanish. Reading A-Z also offers an extensive collection of graphic organizers which help the ELLs with planning, classifying and writing information. There are also many picture-based activities which can be printed out to help those children in the beginning stages of learning English. We also have a lending library of English-Arabic and English-Spanish dictionaries which teachers use in classrooms with new ELLs.

In the coming academic year, ENL teachers will make use of the SIOP model protocol to be sure that students receive comprehensible input and information to build background, including native language supports whenever possible or within the abilities of the ENL teachers or other school personnel.

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

3. Describe how 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.

Within our ENL model in which content is delivered in English, we are careful to include Common Core Learning Standards in each lesson. For the coming academic year, we will be using the Reach program which is aligned to the Common Core. Reach is designed to provide content area instruction for ELLs based on Social Studies and Science content. This program provides extensive and engaging illustrations, a music component, picture cards, hands-on activities, and vocabulary development activities to build background for ELLs. All of these components also help to make content comprehensible and foster language development. In addition, the SIOP Protocol will be used to develop academic language and make content comprehensible to our ELL students.

In our school, we use the Go Math! program for our instruction in mathematics. Some of the materials and textbooks associated with this program are available in Spanish and are used by Spanish-speaking students to provide comprehensible content. In addition, there is an ELL component in each Go Math! lesson and that component and the ELL activities workbook are used to augment the lessons given when an ENL teacher pushes in to teach math in the classroom.

During this academic year, much emphasis has been placed on explicit instruction. ENL teachers have received feedback on this facet of instruction as part of their observations and have worked with supervisors to become more proficient in explicit instruction. This type of instruction will greatly benefit ELLs due to its clarity and focus.

In the coming academic year, ENL teachers will be co-teaching with classroom teachers to provide the required minutes of integrated ENL instruction. When our co-teaching program is fully in place, we will be planning together with classroom teachers and working as a team to provide comprehensible input and language development strategies to our ENL students while teaching core content.

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

At the beginning of the year, all new students who are native Spanish speakers are given the Spanish LAB test. We use that data to determine if they have literacy in their native language. This information is relayed to the classroom teacher who may then use it to design appropriate instruction for the student. We use licensed, Spanish-speaking teachers to give the Spanish LAB. Throughout the year when necessary, we use Department of Education translators to translate state tests into Arabic, as needed. If the state test is available in a Spanish version, that test is also made available to Spanish-speaking students. ENL teachers and the Testing Coordinator collaborate to determine which students would benefit from translated tests and which students are more comfortable in taking the tests in English.

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

ENL teachers have worked with network instructional specialists to review and revise lesson planning templates to that all four modalities are included in every lesson. In addition, the Reach program provides lesson components which are designed to foster growth in each of the four modalities. ENL teachers are careful to provide several opportunities for assessment of each of the four modalities in their lessons. These opportunities include both self- and peer-assessment. They may take the form of exit slips, checklists, or other techniques such as the fist to five rating system in which students indicate their comprehension of a lesson point with hands and fingers.

In addition, we use the NYSESLAT Sampler as a practice test/predictor to evaluate which of the four modalities need to be especially addressed in our instruction as we prepare our students for the NYSESLAT. Data from the results of the practice test then drives our instruction as we prepare for the NYSESLAT.

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

- a. SIFE
- b. Newcomer

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

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

b) Newcomers will receive scaffolded instruction which is appropriate to their needs. The Reach program provides a variety of resources, such as leveled books and picture cards which help in language development for newcomers. In addition, there is a special component of the Reach program which has been developed especially for newcomers and may be purchased in the future, if funding permits. If the child has literacy skills in the native language, efforts will be made to provide age-appropriate books in the native language for independent reading during literacy instruction. The ELL Support room has a collection of story books and children's classic books which are available in Spanish, Urdu, French, Arabic, Bengali, and Punjabi. Our subscription to Reading A-Z.com provides many leveled readers in numerous foreign languages in addition to English. Dictionaries in English and the native languages, including picture dictionaries, are also provided for newcomers. The ELL teachers and other push-in support teachers, along with the classroom teachers, provide instruction in test-taking strategies to ELLs who must take the ELA exam after having been in this country for only one year. Selected newcomers, long-term ELLs, and ELLs who have been in this country for 4-6 years will also use the Imagine Learning English software to develop their language skills. The ENL teachers will also work closely with these children to prepare them for the NYSESLAT exam, using workbooks which have been especially designed for practice in the speaking, writing, listening, and reading portions of the test. Where appropriate, some ELL students use a strategic guided reading program called the Fountas and Pinnell Leveled Literacy Intervention (LLI) program. Students in this program are offered intensive support and are taught in small groups by paraprofessionals. ENL teachers also use LLI for instructing newcomers who have a low reading level.

c) . For developing students, we try to focus on their writing as well as their reading and comprehension of academic non-fiction. Frequently, we will try to give them extra attention during our before-school programs in an effort to give them the boost they need to pass the NYSESLAT in the spring.

d) We are aware that long-term ELLs are at risk for not finishing high school, and we strive to insure that these students will receive the support and instruction they need in order to succeed. Several years ago, staff at P.S. 76 began a program to familiarize students with colleges. Teachers have posted college banners and signs outside their rooms with information about the colleges they attended and pictures of the college mascots. There is a bulletin board prominently displayed in our school lobby with a map marking where all our staff attended college. On Fridays, teachers wear a T-shirt or sweatshirt with the emblem of the college or university they attended. Teachers are also encouraged to speak to their students about the colleges they attended. In this way, we hope to promote interest in pursuing a college education and to encourage our students to stay in school. In addition, many of our long-term ELLs make up part of our before-school program, receiving a total of two extra hours each week of English language instruction in a small group. Long-term ELLs many also use the Waterford Early Learning program or Imagine Learning English, our two computer-based programs to help in language development. Long-term ELLs also receive appropriate intervention and support services to aid in their acquisition of English.

e) According to the revised CR Part 154, we will provide 90 minutes of integrated ENL instruction per week for two years after achieving the level of Commanding on the NYSESLAT. We also make sure to give them the testing accommodations they are entitled to: time and one half on all state tests, as well as testing in a location separate from the rest of their class. ENL teachers collaborate with the Testing Coordinator to make sure that these testing accommodations are given to these students.

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.

Within 6 to 12 months after the student has been re-identified as an ELL or as a non-ELL, the principal must review the Re-Identification process to evaluate whether or not the student's academic progress has been adversely affected by being re-

identified. There will be a meeting with the principal, student, parents, and a qualified staff member of the school. If it is the principal's opinion that the child has been affected adversely by the re-identification, additional support services must be provided. The re-identification may be reversed and the superintendent must be consulted if ELL status is reversed. The final decision must be communicated to the parent in their preferred language within 10 calendar days.

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?

During the coming year, we plan to use the SLOP method to improve our instruction. ENL teachers will be pushing into self-contained classrooms to work very closely with classroom teachers, aligning instruction to the classroom teacher's. Whenever possible, we plan to use the Reach program with these students; the instruction and accompanying materials lend themselves to differentiate instruction for our ELL- SWDs. The picture cards for each unit illustrate the unit themes, as well as the social studies and academic vocabulary that are in every unit. The cards are very useful for instruction with the ELL-SWDs. In addition to introducing academic and social studies vocabulary, the Reach program's theme-based units alternate social studies and science, using fiction and non-fiction selections, grammar instruction that targets the needs of ELLs, and various writing exercises to stimulate writing. The program provides ways to differentiate instruction for the ELL- SWDs without losing any rigor, while consistently engaging the students. The Reach program allows us to formulate questions that challenge, but do not frustrate, our students. In addition, each Reach unit has individual books with different various F & P levels that correspond to our students' reading levels. To supplement reading instruction, this year our students began to use a new software program, Waterford, to support their decoding and reading comprehension. We use the data based on the students' use of the program to drive our instruction as well. All of the ELL-SWDs are using Waterford.

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?

When pushing into the self-contained classroom, the ESL teachers work with very small groups (no more than four students, and usually fewer than that), allowing each student to receive a great deal of individualized instruction. We have found that pushing into self-contained classrooms allows instruction to continue smoothly and allows us to provide our ESL services in the least restrictive environment. ESL teachers with ELL-SWDs are quite familiar with the IEP goals of each student, and instruction is targeted to address the reading and writing goals on the IEP.

Our school uses curricular, instructional, and scheduling flexibility in a variety of ways to meet the diverse needs of ELL-SWDs. Depending on their individual needs and as stipulated in their IEPs ELL-SWDs may also receive such services as occupational therapy, physical therapy, adaptive physical education, speech pathology, and individual and group counseling. Within the school, we have a Child Study Team, which meets on a regular basis to discuss the special needs of students who may be at risk or in need of services delivered in a self-contained classroom.

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
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.

Chart

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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

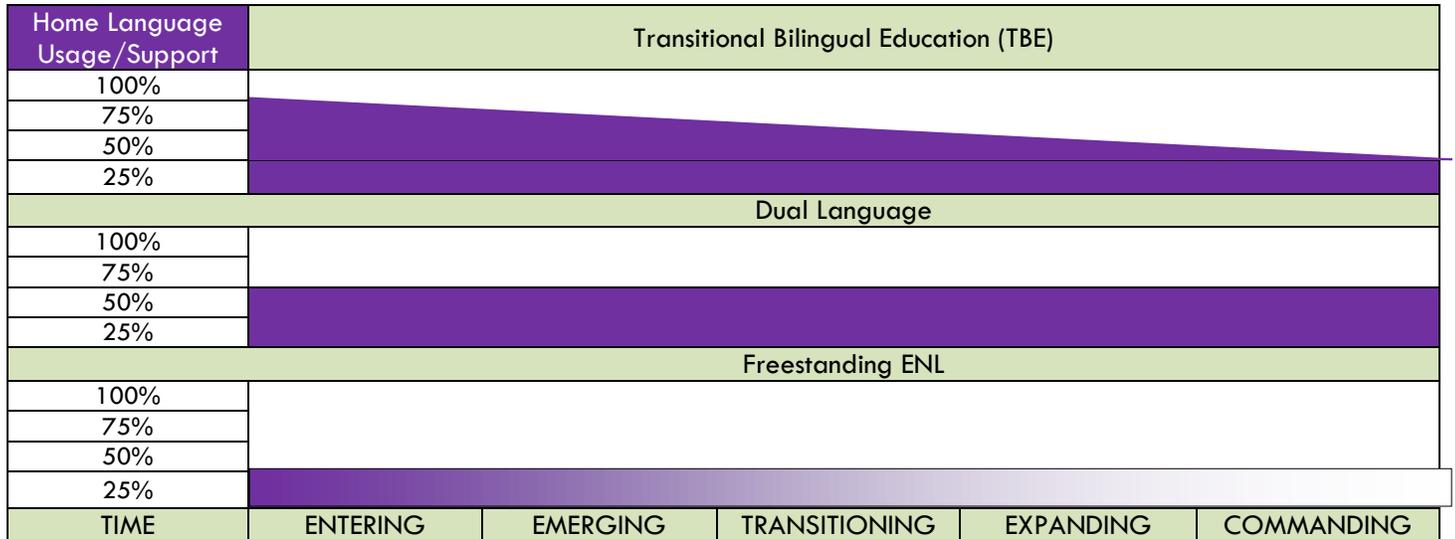


*Note “other approved services” does not apply to New York City at this time.

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. All instruction at our school is provided in English with some home language support when possible. Our school provides many instructional supports for our students. We provide after school programs for students in grades 3 - 5 to prepare them for the state tests in ELA and Math. In addition, we offered a before school program to boost the reading and writing levels of our ELLs in preparation for the NYSESLAT exam. Likewise, we offered an after school Newcomer program to help improve the literacy skills of students who were new to the country. The use of computer-based programs, such as the Waterford Early Learning program and Imagine Learning English also provide targeted intervention for ELLs. Another intervention used with ELLs at our school is the Leveled Literacy Intervention which is used both by our AIS personnel and ENL teachers.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
For the coming year, we will need to restructure our program due to the changes in the new CR Part 154. Our program, which had been mostly pull-out, will now change to accommodate the need to deliver the mandated minutes of standalone and integrated ENL. Due to the certification of the ENL teachers, two teachers will push into classrooms and one teacher will be able to deliver instruction in a pull-out program, as she is dually certified. We anticipate that our effectiveness in teaching content area subjects will increase as we plan and co-teach with classroom teachers to meet the new requirements.
We have recently begun to use the Reach program in instruction for all of our ELLs. This program provides language development in all four modalities with engaging texts; lessons in the Reach program are based on Science and Social Studies.
12. What new programs or improvements will be considered for the upcoming school year?
For the upcoming school year, we will be using the Reach program to instruct our ELLs. This program includes academic vocabulary which is constantly reinforced throughout the lessons in a unit. The program makes use of SIOP-based instructional techniques, such as scaffolding techniques to make content comprehensible for ELLs. Sentence frames are also widely used in the Reach program; they provide practice in modeling appropriate grammar and English for the students. The brightly colored illustrations, songs, and computer-based components of the lessons make them appealing to the students and therefore enhance their involvement in the lessons.
We will also be using two computer-based programs, Imagine Learning English and the Waterford Early Reading program to help students progress in acquiring English proficiency.
For the first time this year, ENL teachers compiled summer homework packets for all ELL students. These packets were designed to keep the literacy levels of students from slipping during the summer months. Beginner level students received eight books printed from Readinga-z.com as part of their summer homework. Students at higher levels received materials from Readworks.org or from other sources.
13. What programs/services for ELLs will be discontinued and why?
We are not discontinuing any programs/services for ELLs at our school. Instead, we are adding new instructional programs and techniques to augment their English acquisition.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
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.
The Waterford Early Reading program is a research-based computer program that provides a comprehensive curriculum for children reading below the third-grade level. It is comprised of three core courses: Level One prepares students for beginning reading instruction by teaching print concepts, phonological awareness, letter recognition, letter sounds, simple decoding and vocabulary comprehension. Level Two teaches phonics, letter sounds, word recognition, vocabulary and reading comprehension. Level Three takes students from beginning reading to fluent reading and comprehension. This program supports the objectives of the Common Core Standards.
All of our ELL students (in addition to some of our general education students) spend fifteen to twenty minutes each day in their general education classroom (not during their ENL instructional time) working with this program. Teachers are able to generate reports from the program about each student's progress and areas of difficulty. They use this data to help inform their instruction.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
In both our push-in model and our pull-out program model, instruction is always given in English. In our self-contained special education classes, we have Spanish-speaking alternate placement paraprofessionals to assist our Spanish speaking ELLs. Native language support also is available when newcomer LEPs with literacy skills in their original language are given independent reading materials in that language. Students taking certain assessments, such as the state math and science exams are able to take these exams in their native languages or with the assistance of an interpreter provided by the DOE Translation and Interpretation Unit.

Although we do not teach in languages other than English, we do try to use some home language words or phrases when possible

to act as a bridge for learning between the two languages. In the fall of 2014, labels in English, Spanish, and Arabic, were printed and distributed to classroom teachers so that they could label items in their rooms to help the ELLs in making a connection between languages. Several students felt pride at seeing their home language displayed and commented favorably on the practice.

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

Our push-in model for integrated ENL as well as our pull-out model for standalone ENL instruction will insure that our program supports the students in an age-appropriate way. When ESL teachers push in to the classroom, the children remain in their own classroom where instruction is appropriate to the grade level and age of the students. When students are pulled out, they are grouped with students in their own language proficiency level, within their grade level. Second graders learn with second graders. Fifth graders learn with other fifth graders.

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).

When new ELLs are enrolled, we give them information about program choices at our Parent Orientation meetings. At those meetings, we introduce the parents to the school's Parent Coordinator, who speaks briefly about services she can provide to help new families. When a new ELL is added to a class, the classroom teacher frequently assigns another child who speaks the same language to be a "buddy" to the newly arrived student. This "buddy" helps in familiarizing the new child with the classroom routine and with the location of important places, such as the gym and lunchroom, in the school. If a new ELL student or family displays a particular need, a referral may be made to the Guidance Department or to our Child Study Team.

19. What language electives are offered to ELLs?

Currently we do not offer language electives to ELLs.

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)?

We do not have a dual language program at this time.

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 for the ELL staff at PS 76 is ongoing and constant. Weekly professional development is provided by our own school administration and focuses on topics of concern to all teachers, such as working with SESIS, creating formative assessments, understanding Danielson's rubric, classroom management techniques, developing meaningful discussion in the classroom and differentiating instruction for children with special needs.

Last school year, ELL teachers had an opportunity to attend numerous and various professional development sessions outside of our building. ELL teachers attended two meetings on the new SIOP initiative, a meeting on how to use the AMAO toolkit, and a meeting on understanding the new Language Progressions. At other meetings we have attended, the focus has been on strategies for reading and writing for ELLs, best practices for organization of ELL compliance, and the new ELL blueprint.

In addition, two ELL teachers attended a three-day seminar on Reading and Writing Nonfiction for ELLs, presented by the NYC Division of Students with Disabilities and English Language Learners. The same office had a two-day seminar on Instructional Strategies for ELLs with Special Needs, which two of our ELL teachers attended and then turn-keyed to our Child Study team.

In addition, one of the ENL teachers was designated as the school's Language Access Coordinator and attended a training on the responsibilities involved in that position.

ENL teachers received training on using the Reach program and materials. Training was provided by a sales representative and educational consultant from National Geographic.

Each year, in response to the changing nature of the NYSESLAT, ESL teachers receive instruction on new facets of the administration of this assessment. This instruction usually includes training in how to score the Writing portion of the exam. This year, the Testing Coordinator turnkeyed the information to ELL personnel.

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 ELL team attended a professional development program on the National Geographic REACH program, the curriculum used for the stand-alone ENL program. We have ongoing access to REACH personnel, particularly regarding the online automated lesson plans. The ELL team will continue to attend seminars and programs offered by the NYC Department of Education - Department of English Language Learners & Student Support (DELLSS), the NYS/NYC Regional Bilingual Education Resource Network (RBERN), the United Federation of Teachers, and Julie LeGuen, our school's Literacy Consultant, in order to fulfill 50% of total Professional Development hours. The ELL team will then turn key to the staff so that they can meet their professional development requirements. The ELL team will also provide professional development to staff during which we address specific ELL strategies, planning, and modifications for ELLs, focusing on integrating language and content instruction. Staff members also receive training on the Waterford Early Learning System. Each time we hold a professional development activity, we will take attendance and provide an agenda handout to all attendees. Each staff member will be reminded to record their professional development hours on their own personal tracking form.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

ELL teachers of fifth grade students conference with student to be sure that middle school applications are taken home, completed, and returned in a timely way. We review the forms with the students, so they can turnkey the information to their parents. We try to impress upon them the importance of returning the applications in a timely way so that their school choice can be honored.

Based on this demonstrated need for assistance in filling out middle school applications, ELL teachers will conduct a workshop on middle school choice and the application process for parents and students in the fall. We will assist parents in completing the applications, with the assistance of translators, either provided by parents or by the DOE.

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.

Our school has a Professional Development team which meets to design professional development sessions for all staff. In planning professional development for the coming academic year, this team will take into account the new professional development requirements for ENL teachers and for all teachers as per CR Part 154.2 and plan professional development in the school accordingly. At all professional development sessions held at the school, there either a sign-in sheet or an attendance list is circulated for teachers to sign. Agendas are either circulated in paper form or displayed on a SmartBoard. Records of professional development are kept by Administration in a binder in the school's main office.

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?

Our plan for 2015-16 is to meet with parents of our ELLs on a one-to-one basis during our Tuesday afternoon parent involvement block. We will begin meeting with parents soon after the school year begins, in order to provide them with the most up-to-date information as to how their child(ren) performed on the NYSESLAT. We will give them what information is made available to us as to their progress from last year's NYSESLAT to this year's NYSESLAT. We will discuss scores and strengths and weaknesses in all four modalities as measured by the NYSESLAT. We will inform parents of our instructional goals, and which areas need to be targeted. During these conferences, we will also make parents aware of the importance of their roles in supporting their child(ren) at home by checking homework and reading with them. We will also make them aware of our availability should they have questions at any point during the year. We will give parents information as to the changing nature of our ESL instruction to include both push-in and pull-out instruction, and we will introduce parents to our instructional materials.

In the case of kindergarten and other students new to New York where no NYSESLAT scores are available, we will inform them of their child's level based on the results of the NYSITELL and the Spanish LAB, if applicable, and explain their scores in all four modalities.

At the one-to-one conferences, we plan to use the translation services of the Translation Unit's telephone translators to conduct interviews in parents' native languages where it is appropriate. These meetings will be separate and distinct from the mandated ENL parent orientation meetings and the parent-teacher conferences which are a regular part of the DOE calendar.

The annual individual meetings with ELL parents will be documented on a form which will be collaboratively developed by the members of the ELL teacher team. This form will include areas to document in-person meetings, phone calls, letters, and any involvement of the Translation and Interpretation Unit. Copies of the form will be retained in the pocket folders for each student in the ELL Compliance binder.

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

Paste response here:

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

At P.S. 76, we are proud of the interest level, enthusiasm, and involvement of our ELL parent population. ELL parents enjoy attending PTA meetings where translation is provided for them, as needed. We have an active PTA team of school personnel who plan, organize, and attend the meetings on a monthly basis. Topics of this year's meetings may include fitness and health, how to help your child using math and ESL strategies, a Halloween celebration with safety tips, a March Madness event with a basketball team composed of faculty and parents, and a multi-cultural celebration of holiday customs around the world.

During Parent Engagement time of Tuesday afternoons, ENL teachers provide two cycles of parent classes. A "survival" English class was taught by two of the teachers and it provided information on how to use English to communicate during parent-teacher conferences and during phone calls to office staff at the school. Parents were also instructed on how to use English phrases while shopping or at medical appointments, as well as how to complete a basic form. Two other ENL teachers taught parents how to help their children with reading. Parents were taught various strategies to use with their children while reading at home. Teachers also instructed parents on how to access the website Readinga-z.com which offers a variety of resources, some available in French and Spanish, to allow parents to increase their children's reading ability and enjoyment at home.

A Newcomer (Title III) class was also taught by an ENL teacher twice a week after school. This class was designed for students who had immigrated to America within the past two years, ELLs and non-ELLs. Parents came to the school to hear their children sing and recite poems with hand-motions, as well as to celebrate Valentine's Day. This class provided opportunities for parents to socialize with each other. In addition, the ENL teacher often conferenced with parents about their children's progress during dismissal time. Other parents or school staff assisted in facilitation these discussions.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Currently the school is partnering with the local branch of the New York Public Library to invite students to participate in a summer reading program. It is hoped that ELLs who take part in this program will be able to retain their current level of English usage over the summer by reading at the library and at home. ELL parents have greatly enjoyed Education Through Music's choral performances and plays featuring their children. Although some parents might not understand the words to the music, they wholeheartedly support their children's participation in these events at the school. Another popular event at the school is the performance by first grade students with the Alvin Ailey dance ensemble. The school also partnered with Cassandra Bond, a behavioral specialist, who provided information on how parents could better handle challenging behaviors exhibited by their children.

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

One way to evaluate the needs of the parents is to analyze the information which they supply on the NYC School Survey. ELL parents also communicate their needs to the Parent Coordinator directly to the ENL teachers. On occasion a student communicates a family need to an ENL teacher and that teacher refers the situation to a guidance counselor or member of administration, as appropriate.

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

Parents of ELLs may be new to the country or may aspire to improve their English comprehension and speaking skills. Our parent classes, both in learning English and in learning techniques to help children succeed academically, have responded to this need. The PTA meetings also provide a wealth of information about health, nutrition, test preparation, math and ELA strategies, and other topics which create a bond between parents and the school community. Parents of ELLs may themselves have attended school in another country and need this information to understand and feel comfortable in the American school system. Parents are able to relate well to the Parent Coordinator, as she is bilingual and speaks about her own experiences in learning English.

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.

Part VI: LAP Assurances

School Name: _ **School DBN:** _

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **11x076** School Name: **The Bennington School**
Superintendent: **M**

Before you begin, please check the following:

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

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

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

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

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

1. The entire interview process for children newly admitted to the school is done by an ENL teacher, with translation assistance as needed. The Student Emergency Contact card provides information about the parent's preferred language of communication, in both written and oral information coming from the school. This information is included as well in Part 3 of the Home Language Identification Survey. During our intake conversations with parents, we inform them that translations are available through the Department of Education, and that they can receive letters home from school in the language of their choice. The RAPL report as well provides information about the parents' English proficiency as well as their preferred language. Finally, the RPOB report gives us information about the birth place of the student, which can provide clues to the family's home language.

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.

According to the most recent RHLA report, we have 850 students whose families' home language is English. 135 families report their home language as Spanish, and 55 report their home language as Arabic. In addition, 6 speak Urdu, 6 speak Bengali, three speak Twi, two speak Chinese, and one speaks Albanian.

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.)

Through the Department of Education's Translation and Interpretation Unit, the school has surveys, informational documents, and notifications translated into home languages. These include: Parent Survey and Program Selection forms, ELL Brochures, Entitlement Letters, Continued Entitlement Letters, Non-Entitlement Letters, and Placement Letters. In addition, the school calendar, Parent Newsletters, parent-teacher conference announcements, after-school information, New York State testing dates, and any other important letters from the school administration regarding school policies, procedures, and closings are translated and distributed to families. We build into our planning the two-week turnaround time for any translated documents, so that the documents are translated and sent out several days prior to any important events or dates.

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.

Within the first 10 days of school, the parents/guardians of newly admitted ELLs must attend a Parent Orientation meeting, at which time they will watch an informative video in their home language explaining the ENL program, and complete a Parent Survey and Program Selection form in their home language. Our Parent Coordinator, Gloria Peralta, is present in order to translate in Spanish. For parent-teacher conferences which occur two times a year (November 5th, 2015, March 3rd, 2016, and May 12th, 2016), Family Night (September 17th, 2015), translators are present and available to work with teachers when conferencing with non-English speaking parents. School staff and parent volunteers may provide these services, as well as interpreters provided by the Department of Education. In addition, our school uses an automated school messenger system that translates phone messages for parents in their home language, as well as over-the-phone interpretation provided by the DOE's Translation and Interpretation Unit.

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.

1. Parents are made aware of the Department of Education's Translation and Interpretation Unit services through publicly posted notices within and around the school building in all languages. Before any face-to-face meetings where translators are needed, the school will secure in advance the number and type of translator needed. Translated documents regarding ENL entitlement and placement are sent home within the first 10 days of school. Written translation services will be provided by the Department of Education's Translation and Interpretation Unit.

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.

Parents are made aware of the Department of Education's Translation and Interpretation Unit services through publicly posted notices within and around the school building in all languages. Before any face-to-face meetings where translators are needed, the school will secure in advance the number and type of translator needed. Translated documents regarding ENL entitlement and placement are sent home within the first 10 days of school. Written translation services will be provided by the Department of Education's Translation and Interpretation Unit. On-site interpretation services will be provided by our Parent Coordinator, Gloria Peralta and available school staff. We will also use the over-the-phone interpreters via the Translation and Interpretation Unit.

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.)

Information will be disseminated at staff meetings regarding the use of translation services. This information will also be provided in our beginning of the year conference notes and the Parent Coordinator will also be able to assist staff throughout the school year if necessary. The information about translation and interpretation appears with the web address in the school's weekly newspaper before Parent Teacher Conferences and other parent-specific meetings.

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

Parents are made aware of the Translation and Interpretation Unit services through publicly posted notices within and around the school building in all languages. Dependent on the needs of the parents, letters are translated into a variety of home languages and interpreters are hired when necessary. Parents may also indicate that they need interpreters through written communication with the school. Teachers are aware that translated documents can be found at the Translation and Interpretation Unit's website, so when they need specific translations for a field trip, for example, they know to look there.

Part F: Monitoring and Quality Control

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

We will review the data from our Learning Surveys distributed to all parents in the Spring. These give us valuable feedback about how parents feel we are serving their child's needs. When we have our twice-yearly meetings with ELL parents, we will be including targeted learning surveys (translated into appropriate languages) which will provide us with information about what parents think about the ENL program. Finally, we have a School Leadership Council, which meets monthly with the school administration. The parent volunteers on this committee change from year to year, but are often bilingual and are able to provide informal feedback on how we are meeting the language needs of all the children in the school.