



*PS 176
The Ovington School
2010-2011
School Comprehensive Educational Plan
(CEP)*

*School: 20K176
Address: 1225 Bay Ridge Avenue
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Section I: School Information Page

School Number: PS176 School Name: The Ovington School
School Address: 1225 Bay Ridge Avenue Brooklyn New York 11219
School Telephone: 718.236.7755 Fax: 718.331.0188
School Contact Person: Antonella Capace Email Address: acapace@schools.nyc.gov

School Leadership Team Members

<u>Position/Title</u>	<u>Print/Type Name</u>
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School Leadership Team Chairperson:	Frances Elsayed
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Principal:	Elizabeth Culkin
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UFT Chapter Leader:	Carolyn Chieffo
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Parents' Association President: Doreen Daly

Student Representative:
(Required for high schools) n/a

District and Network Information

District:	20	Children First Network (CFN):	609
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Network Leader:	Debra Van Nostrand
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Superintendent:	Karina Costantino
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Section II: School Leadership Team Signature Page

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/ronlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). **Note:** If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Elizabeth Culkin	Principal or Designee	
Carolyn Chieffo	*UFT Chapter Chairperson or Designee	
Doreen Daly	*PA/PTA President or Designated Co-President Title I Parent Representative (suggested, for Title I schools) DC 37 Representative, if applicable Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools) CBO Representative, if applicable	
Frances Elsayed	Member/Parent/ SLT Chairman	
Gina Leshi	Member/Parent	
Daniella Catugno	Member/ Parent	
Genevieve Mammana	Member/Parent	
Marilyn Murphy	Member/Teacher	
Erin Spelman	Member/ Teacher	
Anastasia Kopatsis	Member/ Assistant Principal	

Add rows, as needed, to ensure all SLT members are listed.

- Core (mandatory) SLT members.
- Signatures of SLT are on file.

SECTION III: School Profile

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Nestled in the Dyker Heights section of Brooklyn, New York, The Ovington School, PS 176, is a unique and exciting, New York City Public School, serving 1240 students in Kindergarten through Grade Five, designed to meet the needs of all children. Our philosophical commitment is to the whole child, balancing social, emotional and educational development. We strive to meet the needs of children by placing equal importance on their emotional intelligence and academics. We believe that each child possesses gifts and talents that are enhanced through our school-wide enrichment programs to bring out the very best qualities in each student. Students are educated in a stimulating environment where they can become both producers and consumers of knowledge. The Ovington School seeks to reflect the ethnic, socioeconomic and geographic diversity of New York City.

Blending a judicious combination of the arts, technology, and enriched instruction, our curriculum builds from fundamentals to promote a hands-on, in-depth discovery approach to learning. Children work both independently and in groups on projects and assignments that stimulate their logical reasoning and imagination. Talented educators address the needs of our children by designing dynamic and nurturing lessons and activities.

Creative problem solving, divergent thinking, critical analysis, research and self-evaluation are emphasized in each classroom aligned with Common Core State Standards designed to engage students in a rigorous and coherent curricula. Collaborative teacher teams on the grade and across the school work diligently using an inquiry approach that promotes shared leadership and focuses on improved student learning. At the same time, our children are assisted in developing essential social skills including respect for others, effective communication and self-esteem. We hope and expect that our children will acquire an understanding of their responsibilities as members of a democratic society along with a lifelong love of learning offering choices for college and career achievement.

Technology is an extremely important tool for students in Twenty-First Century classrooms. All of our classrooms have Smartboards for interactive learning, laptops to enable student research and recording of their hypotheses and conclusions, digital cameras and digi-cams to support student presentations, digital lockers, electronic student portfolios, homework depots to forward completed homework assignments, document cameras to enrich students understanding of times past through the use of primary sources, SMART RESPONSE systems – personal student clickers – to provide instant

feedback on student performance and to individualize classroom instruction, pod-casts, blogs and wikis on our school website to initiate and enhance student/teacher/parent communication.

Multi-media resources are part of our instructional day. These tools are infused throughout our teaching and learning processes. These are the Web2.0 tools we use for learning just as we enjoy listening to great stories and capturing our ideas through the written word.

Our school website offers our school community resources to communicate with parents, students and teachers. We provide instant alerts to all of our school community for school celebrations, event or important information. Our school website is able to translate all documents into a family's native language. School Messenger, an automated telephone outreach service for our parents and community, informs parents of special school events in their native language. School celebrations such as the Pumpkin Patch, Halloween Parade, Pajama Day, Beach Party, Family Math Night, concerts, shows, and Parent Teacher Association information, offers a snapshot of the many activities for our children families and community. Our students compete at the national and state levels in many technology contests and have won Thinkquest and Robotics tournaments.

Rigorous goals and objectives, high expectations and organization for high student achievement are found within the core subjects: literacy, mathematics, science, social studies, technology, physical/health education and the arts. Morning, afterschool and Saturday programs offer support, enrichment activities and clubs for our children through the arts, sports, and academics. We offer the following snapshot of our core curriculum:

Literacy

We continue our literacy partnership with Teachers College Reading and Writing consortium. This year we welcome the return of our two TC staff developers, who work with our teachers and students, to deepen their understanding of the reading and writing process. Readers and Writers workshop are aligned to state standards/common core standards in literacy. Each month teachers host author celebrations for student writers. Parents, grandparents and other family members participate in the festivities as student authors launch their writing pieces.

Math

The math curriculum is skills based and aligned with the standards created by the National Council of Teachers of Mathematics (NCTM). Investigations in Number, Data and Space, develops math inquiry skills and mathematical reasoning for our young mathematicians. Students learn to solve mathematical problems in a variety of ways using different strategies to arrive at an answer. Students need to be able to reason mathematically and to think logically. They need to know what information is required to solve a problem. TERC Math prepares students to be great mathematicians.

Science

Observing, hypothesizing, designing and conducting experiments, collecting and analyzing data, drawing conclusions are emphasized in our hands-on inquiry approach to science. Using FOSS kits (Full Options Science System), students in all grades receive instruction from one of our school two full time Science teachers. Science is an integral part of our academic track and we are meeting the new common core standards and

state requirements by providing students with the appropriate amount of time in this content area.

Our students compete at the local and state levels through Weather Bug, Achieve competitive contests. We have been the NYC winners for two successive years. Our school was awarded a New York State Science and Technology competitive grant for \$150,000. Our grant proposal studies various formations of climate change and the effects on local, regional and national communities.

We have partnerships with Liberty Science Center, The American Museum of Natural History, The New York Aquarium, and the Bronx Zoo. Through our technology our students speak with docents from the San Francisco Exploratorium, students throughout the world as they compare data and trends in global warming.

Social Studies

Kindergarten through Grade 5 students, explore communities and the world around them. They study World and American history....the cultures and traditions in our global community through an interdisciplinary approach that also integrates language arts, music and art. Strong emphasis is placed on research skills, inquiry based projects, and collaborative written and oral presentations. Title IID funding provides opportunities for Heidi Jacobs Curriculum Mapping initiatives and student multi-media electronic portfolios for student work.

The Arts

The Arts program offers a comprehensive approach in music, theater, dance and visual arts. The music program offers a traditional band program, a jazz band, instrumental music; our string orchestra features violin/cello string sections, guitar, and recorder, choral music, and an acapella chorale group. All of our children learn to play a musical instrument, the recorder, during their school years. Dance provides both traditional ballroom and elements of contemporary hip-hop dancing. In spring, our Dance Festival celebrates the many forms of dance our students study. The Drama Club productions infuse art, music and dance components into their presentations for the community. Our Visual Arts program encompasses all elements and is displayed throughout the building through student work as well as at our spring Arts Fair. Partnerships and residencies are formed with Young Dancers Repertoire, Lincoln Center and Carnegie Hall. Our students have been invited to perform at Brooklyn Borough Hall and many local community centers.

Physical Education

Our Physical and Health Education programs are chockfull of activities for students. Obstacles courses, volleyball and basketball tournaments, cheerleading competition and healthy foods are just a few of the activities and courses that our students engage in. The sports program is lots of fun and helps our students attain physical fitness. Children, parents and teachers play in tournaments, the competition is keen for everyone wants to play!

Through a grant from The Trust for Public Lands, our new schoolyards, offer a track and multi-purpose field for sports, physical fitness equipment, a student designed playground, basketball courts, outdoor classroom space, planting beds for horticulture, herb gardens, tables, chairs and benches for outdoor activities to play checkers and chess and many opportunities for our children, parents and community to play after school and on the weekends.

We continue our Friday Night Sports program for our children and Saturday Morning Team sports offerings. In July 2010, we invited our community to participate in **Cinema Under the Stars** – a drive-in movie concept – in which our community came at

dusk to view Disney movies in our new sports field on Tuesday evenings. Our school seeks to be the lynchpin within our community reaching out to our community and inviting them to join our programs.

We offer a comprehensive, differentiated variety of programs to meet the needs of all of our children. We provide after-school Literacy/Math programs, NIA enrichment clubs, New Beginnings (ELL's) after-school programs, Saturday Scholars Academy, Friday Night Sports Club, and a Saturday Morning Team Sports program. We offer a Latchkey after-school program for students to participate in academic, homework help and recreational activities.

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 176 Ovington								
District:	20	DBN:	20K176	School BEDS Code:	332000010176				
DEMOGRAPHICS									
Grades Served:	Pre-K		3	✓	7		11		
	K	✓	4	✓	8		12		
	1	✓	5	✓	9		Ungraded	✓	
	2	✓	6		10				
Enrollment				Attendance - % of days students attended:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		96.1	96.7	TBD		
Kindergarten	186	198	203	Student Stability - % of Enrollment:					
Grade 1	165	195	197	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	184	178	189		93.2	93.8	TBD		
Grade 3	184	186	178	Poverty Rate - % of Enrollment:					
Grade 4	184	181	192	(As of October 31)	2007-08	2008-09	2009-10		
Grade 5	201	192	174		70.2	67.8	75.0		
Grade 6	0	0	0	Students in Temporary Housing - Total Number:					
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	0	0	0		5	0	TBD		
Grade 9	0	0	0	Recent Immigrants - Total Number:					
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		36	40	17		
Grade 12	0	0	0	Special Education Enrollment:					
Ungraded	2	0	5	(As of October 31)	2007-08	2008-09	2009-10		
Total	1106	1130	1138						
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	31	32	17	Principal Suspensions	0	1	TBD		
# in Collaborative Team Teaching (CTT) Classes	46	34	52	Superintendent Suspensions	0	2	TBD		
Number all others	27	41	41	Special High School Programs - Total Number:					
These students are included in the enrollment information above.				(As of October 31)	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:					
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10		
(As of October 31)	2007-08	2008-09	2009-10	Number of Staff	78	80	TBD		
# in Transitional Bilingual Classes	54	34	23						
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	203	200	222						

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	10	29	Number of Administrators and Other Professionals	15	17	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	8	13	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	98.7	100.0	TBD
				% more than 2 years teaching in this school	76.9	68.8	TBD
				% more than 5 years teaching anywhere	64.1	62.5	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	86.0	84.0	TBD
American Indian or Alaska Native	0.0	0.0	0.0		100.0	100.0	TBD
Black or African American	0.8	0.6	0.9				
Hispanic or Latino	18.8	19.2	18.5				
Asian or Native Hawaiian/Other Pacific Isl.	51.6	53.2	54.3				
White	28.8	26.7	26.1				
Male	48.9	49.7	50.4				
Female	51.1	50.3	49.6				
2008-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2008-10) Based on 2008-09 Performance:							
	Phase				Category		
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	√			ELA:			
Math:	√			Math:			
Science:	√			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√					
Multiracial							
Students with Disabilities	√ ^{sh}	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	7	7	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	91.4			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	11.2			Quality Statement 2: Plan and Set Goals			
(Comprises 15% of the Overall Score)				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	19.1			Quality Statement 4: Align Capacity Building to Goals			
(Comprises 25% of the Overall Score)				Quality Statement 5: Monitor and Revise			
Student Progress:	52.1						
(Comprises 60% of the Overall Score)							
Additional Credit:	9						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{sh} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

Section IV: Needs Assessment

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, summarize in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- **What student performance trends can you identify?**
- **What have been the greatest accomplishments over the last couple of years?**
- **What are the most significant aids or barriers to the school's continuous improvement?**

Data Review

PS 176 analyzed the following data for their needs assessment:

- NYS Progress Report
- NYC Quality Review Report
- NYS Annual School Report Card (2008-2009)
 - Accountability and Overview Report
 - Comprehensive Information Report
 - NYC Annual School Report Card supplement
 - nySTART Assessment Reports
 - NYS English Language Arts assessment
 - NYS Math assessment
 - NYS Science assessment
 - NYS Social Studies assessment
 - NYS English as a Second Language assessment (NYSESLAT)
- NYC Predictive Exams in English Language Arts and Mathematics
- NYC Interim Assessments in English Language Arts and Mathematics
- ARIS Reports
- Teachers College Reading and Writing TC Pro assessments –
 - Monitoring for progress
 - Monitoring for results
- TERC (Investigation in Number, Data and Space) units of study assessment
 - Monitoring for progress
 - Monitoring for results
- Teacher Observations: Conference notes, Reading Records, "Kid watching" Notes

What student performance trends can you identify?

After conducting a comprehensive review of our school's educational programs informed by current quantitative and qualitative data, we were able to identify many of our strengths and accomplishments, as well as challenges we face. Our most recent New York State Annual School Report Card indicates that we are a **School in Good Standing**. PS 176 received an A on its most recent School Progress report, 2009-2010, with the following sub-scores:

School Environment	A
Student Performance	B
Student Progress	A
Additional credit	
Overall Score	A

Through an analysis of the results of assessments by our Math Coach and staff members, we see a positive trend in students achieving and exceeding the state standards. Multiple assessments were used to identify where our students strengths and weaknesses lie. In addition to the citywide and state test results, assessments such as the Predictive assessments, Instructional Targeted assessments, Performance Series, portfolios, Investigations in Number, Data and Space (unit, benchmark and online tests), exemplars, teacher-made tests and observations were used in our analysis. We are supplementing our Math with a new program entitled "Envisions", which enables student to work on differentiated levels, online from home or school to develop problem solving skills and strategies. We are also differentiating instruction through the use of Tabula Digita (Dimension M), which is a video game that builds math skills tailored to individual needs. Smart Response has also been added to classrooms for instant assessment to build small group instruction.

After reviewing New York State Mathematics test results we have determined that over the past three years, the number of students who are achieving the standards have increased. In 2010, 98.3% of all students tested achieved the standards work in Level 2, 3 and 4. A preliminary review of 2010 math data indicates that 81% have met promotional criteria meeting or exceeding standards work. We will continue to work to decrease the number of students achieving level 1 and level 2 and increase the number of students from level 3 to level 4. Our special education population has made growth over the past three years in achieving the standards by almost 19.1 % from 68.8% in 2008 to 87.9 % in 2009 and saw a slight decrease due to the norming criteria. Through an analysis of our student achievement by sub-group, our special education and English Language Learner populations, including our Hispanic students, we noted that these sub-groups are having difficulty in meeting the standards without strong academic intervention support provided by the after school/Saturday school programs. As evidenced by several measures of achievement and discussions by several of our teams, overall we find strengths in our students' ability in computation. Multi-step problem solving, algebra and geometry are areas of concern across all grades requiring analysis of causes and the remedy needed for each strand to enhance student understanding of the concepts.

After reviewing the NYS English Language Arts results, 93% of all students tested achieved standards in 2010. Over 81.4% of all students tested performed at or above the

NYS standards on the NYS English Language Arts assessments in 2009, which represents an increase over the past three years. In 2010, student progress increased but ELA performance measured against the norming for the ELA assessment declined. Analyzing data generated from conference notes, reading records, teacher conferences, and Teachers College Reading and Writing Pro Assessments, indicates that our students are increasing their proficiency in their reading ability. Last year, we implemented **Imagine English**, for our English Language Learners and students with disabilities, to enhance student vocabulary development, word recognition, and comprehension. The data reflects a significant rise in the number of students who participate in the Imagine English program and it is our priority to continue to improve all students' literacy ability.

PS 176 is a participating member in the Teacher's College Reading and Writing Project. The components of TCRWP are put into practice each day and support our children as they become independent readers and writers. As evidenced by several other measures of achievement and discussions by several of our team members, overall, we find strength in our students' ability to read grade-level texts. 90% of our students achieved TC Pro Assessment independent reading benchmarks. Writing has greatly improved with the use of rubrics and training in the TCRWP narrative writing continuum. As a partner with Teachers College Reading and Writing Project, our school has two on-site staff developers who work directly with our staff members to enrich our literacy program to increase student achievement.

In Science, students are performing well. Based on the results of the Fourth Grade New York State Science Assessment, 90% of the children in the Fourth Grade met or exceeded the State Standard in 2010 which is an increase from 86% that met the Science standard in 2008. The New York State Annual School Report Card indicates that 90% of our students met or exceeded state standards in Social Studies

Our Inquiry Team members work diligently to improve the performance of our targeted students and many positive outcomes resulted from the team's work. Fourteen out of Fifteen targeted students had a rise in scale score based on the NYS ELA (2010) and students increased their independent reading levels (IRL's) by five (5) levels as demonstrated through Teacher College Pro assessments. Our Inquiry Team was able to effect change in our school culture enabling us to make informed instructional decisions based on our team's work in piloting the goal setting initiative at our school. The work initiated by the Inquiry Team also fostered greater teacher reflection and collaboration about instructional practices and student needs. In order to continue the exemplary work of the Inquiry Team, which started, three years ago, we'll increase the work of the inquiry team this year to include a higher percentage of teachers participating in the process.

Differentiated instruction continues to be a priority of our instruction at PS176 in order to support students in achieving grade level goals. This support is delivered through various models. We provide Academic Intervention Services (AIS) to targeted students in small group settings during the school/extended day program. In addition, we use Words Their Way and the TC Reading and Writing Workshop models to allow teachers to effectively differentiate their instruction.

We offer a comprehensive, differentiated variety of programs to meet the needs of all of our children. We provide an after-school Literacy/Math programs, the NIA enrichment clubs, New Beginnings (ELL's) after-school programs, Saturday Scholars Academy, Friday Night Sports Club, and a Saturday Morning Team Sports program. We

offer a Latchkey after-school program for students to participate in academic, homework help and recreational activities.

What have been the greatest accomplishments over the last couple of years?

The New York City School Progress Report confirms the significant gains described above in student performance and student progress for students who met and exceeded state standards in the NYS ELA and NYS Math assessments. We have shown significant success in the progress that our students have made for one year's growth on the ELA and Math assessments. This has placed our school in the top 15% of city school's. We are especially proud of the progress demonstrated by our English Language Learners and students with disabilities, with additional extra credit earned by both sub-groups.

What are the most significant aids or barriers to the school's continuous improvement?

The most significant aid to the New York City Progress Report is to continue setting rigorous goals for our students to meet; to monitor student sub-groups to ensure that all student needs are met to increase student achievement; and to use our funding wisely to provide enriched curricula opportunities across all classrooms and our school, for all students to meet the requirements to close the achievement gap and/or college readiness expectations in order to fully participate in a democratic, pluralistic society. The 21st Century tools that our children will need – science, math and technology – begin at the earliest level of formal education. Our goal is to provide a variety of experiences for our students to make an informed career choice.

Section V: Annual School Goals

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Annual Goals

By June 2011, to build capacity of the staff to measure student progress in literacy against interim goals, and for teachers to set rigorous short term goals and plans that allow for repeated practice in small group settings, especially for English Language Learners and students with special needs, 90% of targeted inquiry students will demonstrate an increased performance level as measured by the Performance Series multiple choice reading comprehension assessments and/or teacher assessments

Description

After conducting our needs assessment, we determined that while our data reflects the majority of students meeting standards it is our priority to continue to improve the progress of all students to meet or exceed standard based literacy work

By June 2011, we shall increase the ability of 90% of teachers to analyze data and develop strategies for instruction as evidenced by collaborative teacher team planning based on student data-analysis supported through the expansion of the Inquiry Team's work

After conducting our needs assessment, we identified student strength in collecting and analyzing student data. We have also worked hard to enhance the ability of teachers to use this data to develop rigorous goals and objectives to increase student performance. We have identified a need to continue to increase teacher ability to develop effective data-driven analysis for instruction.

By June 2011, 90% of all students tested will meet or exceed TERC Benchmark Unit assessments.

After conducting our needs assessment, we determined that while our data reflects a significant rise in the number of student performing at high levels, it is our priority to continue to improve the progress of all students.

By June 2011, the percentage of students achieving student proficiency, level 3 and level 4, will increase by 5% as measured by the Fourth Grade New York State Science assessment

After conducting our needs assessment, we determined that our students needed to increase their achievement in Science and Technology through the use of 21st Century web 2.0 tools for inquiry based project work In Science.

By June 2011, 90% we shall have increased our communication/engagement for our school parents and community as evidenced in School Messenger logs, email logs and attendance logs for all school functions: Parent Handbook, school website, PT conferences, parent workshops, PTA meetings, school celebrations and events.

After analyzing results from our 2010 Learning Environment Survey, our parents reflect that our school has a warm and inviting culture. Our parents have expressed an interest in a desire to participate/communicate in more school functions.

Section VI: Action Plan

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. Reminder: Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Goal 1

Subject/Area (where relevant):

Literacy

Annual Goal

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

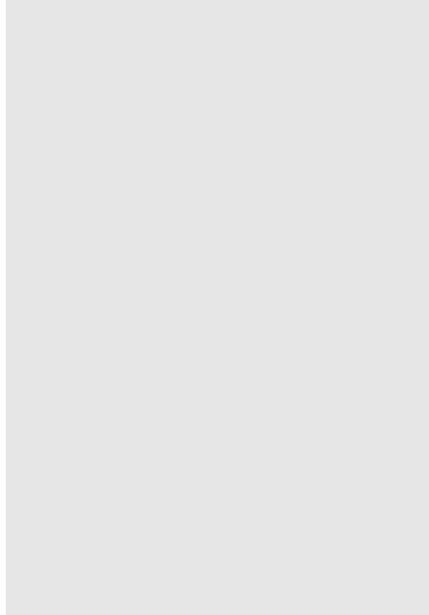
By June, 2011, to build capacity of the staff to measure student progress in literacy against interim goals and for teachers to set rigorous goals and plans that allow for repeated practice in small group settings, especially for English Language Learners and students with special needs, 90% of targeted inquiry students will demonstrate an increased performance level as measured by the Performance Series multiple choice reading assessments and/or teacher assessments

Action Plan

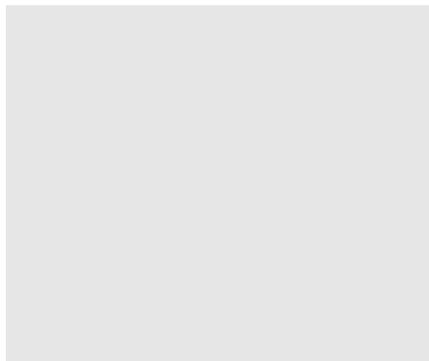
Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

- Continued implementation of Teachers College Reading and Writing Project by all classroom teachers
- Professional development literacy workshops and institutes for teachers at Teachers College
- Professional development ESL workshops and institutes for teachers at Teachers College
- Continued Academic Intervention Service (AIS) programs including push-in/pull-out; extended day; after-school by all teachers including classroom teachers, AIS teachers, ESL teachers, SETSS teacher
- Utilization of specialized interventions by AIS teachers/speech teachers
- Intensive professional development by Teachers College on-site two (2) staff developers
- Expanded work by school's Inquiry Team to identify student need and best practices
- Timeline: September 2010 through June 2011 five days per week

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.



Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains



Tax levy, Fair Student Funding, Children First, Inquiry Team, Title 1 SWP ARRA, Title 1SWP funding to provide Literacy support and professional development services

- Teachers College Reading and Writing Project Calendar Days for Professional Development – 35 days
- Teachers College Reading and Writing Project Calendar Days for ESL Professional Development – 3 calendar day ESL institute
- Teachers College Reading and Writing Project Calendar Days for Literacy classroom specialists – 15 calendar days
- Teachers College Reading and Writing Project Calendar Days for Administrators - 10 calendar days
- ITSED Technology support provided by technology consultant, 2 days per week
- Student e-portfolios
- Fiction/non-fiction books, writing materials
Instructional supplies

Morning Tutorial Program
 Literacy Plus After School Program
 Explorers Club After School Program
 New Beginnings for English Language Learners After School Program

- Administration of Teachers College Reading and Writing Project Pro Assessments by all classroom teachers four times a year: September/November/March/June to students, Kindergarten through Fifth Grade, monitoring for results
- Administration of Acuity Predictive assessments to students in grades 3,4,5
- Administration of Acuity Instructionally Targeted assessments to students in grades 3,4,5
- Administration of Acuity ELL assessments to students in grades 3,4,5
- Data analysis and review by Inquiry Team school/grade for targeted students to monitor student progress
- Collaborative lesson planning for units of study that establish rigorous goals and objectives that provide repeated practice in small group settings for students.

Goal 2

Subject/Area (where relevant):

Inquiry Team/Data Analysis

Annual Goal

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June, 2011, we shall increase the ability of 90% teachers to analyze data and develop strategies for instruction as evidenced by collaborative teacher teams planning, based on student data analysis supported through the expansion of the Inquiry Team's literacy work.

Action Plan

Include:

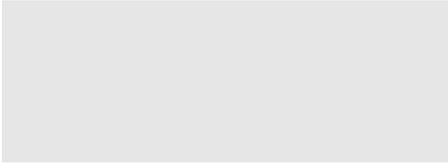
actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

- School Inquiry Team meets weekly to collaborate on school/grade data analysis to develop strategies to improve student performance and monitor for student results.
- Grade Collaborative Teacher Teams meet weekly to collaborate on unit of study planning to develop differentiated strategies to increase student progress and monitor for results
- School Collaborative Teacher Team Specialists meet monthly to analyze student data monitoring for student progress
- Professional Development for all teachers detailing School's Inquiry Team rigorous goals and objectives, benchmark assessments, monitoring for student progress and results
- Pre/Post testing for targeted Inquiry Team students
- Acuity Performance Series assessments in literacy comprehension strategies to analyze student progress monitoring for results, one to one conferring notes/observations, student reading logs, student reading notebooks, TC Pro student assessments, other formative/summative assessments to monitor for student progress/results.
- Timeline: September 2010 through June 2011 five days per week

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.

Tax levy, Fair Student Funding, Children first, Inquiry Team, Title 1 SWP ARRA, Title 1 SWP

**Indicators of Interim Progress
and/or Accomplishment**
**Include: interval (frequency) of
periodic review; instrument(s) of
measure; projected gains**



- Increased number of teachers participating in Inquiry Team work to 90% of staff by June 2011
- Evidence of data-driven instruction in the classroom during formal and informal observations
- Evidence of data driven decision making in collaborative teacher team lesson planning
- Inter-visitation schedule for teachers to visit class lab sites that support best practices
- Inter-visitations to other schools that support best practices in literacy
- Samples of student work collected in student portfolios
- Attendance sheets, agendas and minutes of professional development sessions
- Attendance sheets, agendas and minutes of School/Grade Inquiry Team meetings
- Attendance sheets, agendas and minutes from faculty/grade conferences

Goal 3

Subject/Area (where relevant): **Mathematics**

Annual Goal
Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2011, 90% of all students tested will meet or exceed Investigations in Number, Data and Space (TERC) unit of study benchmarks increasing their proficiency in mathematical reasoning

Action Plan
Include:
actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

- Collaborative teacher team planning for unit of study to develop rigorous goals and objectives that allow for repeated practice in small group student settings
- Indicators of interim progress will be evidenced through benchmark assessments, Exemplars, observation notes, math partnerships, student math logs and notebooks, level of math discussion monitoring for critical thinking skills.
- Use of manipulative materials and math games incorporated into the Math workshop model such as Dimension M
- Differentiated data-driven instruction to meet the needs of all math learners that are developed to demonstrate rigorous goals and objectives to monitor for student progress and results.
- Data results from Predictive assessments/Instructionally Targeted assessments/Acuity/Performance Series to plan strategies to increase student achievement in math – monitoring for progress
- SMART RESPONSE technology to increase student achievement in math
- Professional development provided to all teachers to support NCTM standards
- Math clubs programmed to provide enrichment and support to small groups of students that provide repeated practice.
- Timeline: September 2010 through June 2011 five days per week

Morning Tutorial Program
Literacy Plus After School Program
Explorers Club After School Program
New Beginnings for English Language Learners After School Program
Computer Club
Weather Club

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.

Tax Levy, Fair Student Funding, Inquiry Team, Title 1 SWP ARRA, Title 1 SWP, Children First monies will provide funding to support differentiated instruction, materials and supplies, and professional development

Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Data analysis from TERC end of unit assessments administered 8 times a year to determine student progress – monitoring for results
- Acuity pre/post Predictive assessments analyzed to determine specific skills and strategies students need to achieve.
- Acuity Instructionally Targeted assessments item analysis determine differentiation strategies to initiate to increase student achievement - monitoring for progress
- Sub-group analysis of May, 2010 NYS Mathematics assessment to determine student sub-group achievement progress
- Inter-visitation to grade math lab sites to observe best practice in mathematics.
- Professional development for all teachers to increase their understanding of mathematical reasoning and strategy development as measured by attendance sheets, agendas and minutes

Goal 4

Subject/Area (where relevant): **School Environment/Communication**

Annual Goal

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2011, we shall increase our communication and engagement skills for our parents and school community by an increase of .5 point on the NYC Learning Environment Survey, as well as evidence from attendance sheets, agendas and minutes from the following engagement activities: School Messenger, email, PTA meetings, Parent Teacher conferences, parent workshops and classroom celebrations

Action Plan

Include:

actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

- Attendance will be monitored as an indicator of interim progress for all meetings. Attendance at schools meetings will be assessed by the school's Attendance committee, School Leadership Committee and Parent Teacher Association.
- Daily morning announcement will be made by the administration. Video streaming to all classrooms will be implemented this year and linked to our school website for parents to view
- The Weekly Calendar will be issued to all staff members each Friday to note information and events for the following week
- Faculty/Grade conferences are scheduled each month with administration
- School Leadership monthly meeting are schedule including PTA/UFT, parents and teachers
- Safety, Nutrition, Attendance monthly meetings are scheduled minutes are posted on the school's website
- Pupil Personnel Team meetings are scheduled twice each month to give staff members an opportunity to discuss students in need of additional support and intervention
- Formal and informal conversations, observations and walk-throughs by administration establish opportunities to listen to staff and students
- Parent Handbook is posted on our school's website to share information on our school's procedures and policies
- Parent monthly calendar is posted on our school's website listing school events
- Classroom teacher websites offer parents an opportunity to communicate via email with

their child's teacher and to view current student project work

- Monthly PTA meetings provide a format for information, questions and responses
- Parent workshops are scheduled by the Parent Coordinator based on parent topics surveys
- Parent brochures are available in the main lobby
- Timeline: September 2010 through June 2011 five days per week

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan. Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Tax levy, Fair Student Funding, Title 1 SWP ARRA, Title 1 SWP, Title 1 SWP Parent Funds,

- School evaluation survey disseminated in spring, 2011 will measure parent outreach efforts – monitoring for progress
- School Leadership Team will actively engage parent participation on sub-committees for a diverse representation
- Meet and Greet opportunities for parents to discuss with school staff their perspective of our school community as measured by attendance sheets, agendas, and minutes
- Parent email logs
- School Messenger logs
- School website contact logs

Goal 5

Subject/Area (where relevant): **Science and Technology**

Annual Goal
Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2011, the percentage of students achieving student proficiency, level 3 and level 4, will increase by 5% as measured by the Fourth Grade New York State Science assessment

Action Plan
Include:
actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

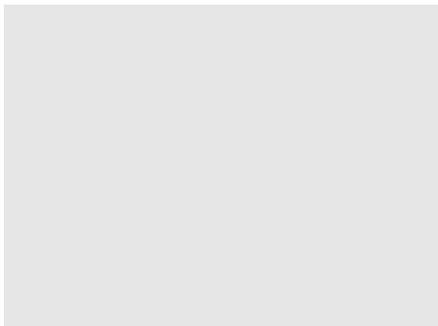
- New York State competitive Learning Technology Grant, Weathering Heights, will provide professional development in science, math and technology on topics such as weather, global warming, statistics, and probability
- Differentiated Professional development workshops provided after school for teachers to enhance their 21st Century Web 2.0 tool knowledge
- Title 2-D grant provides professional development for selected teachers to initiate electronic student portfolios (e-portfolios)
- Technology consultant provides professional development in Gizmos Science and Math applications/student distance learning projects/use of hardware such as: document cameras, SMARTBOARD applications
- Technology consultant provides professional development in SMART RESPONSE systems to increase student achievement – monitoring student progress
- Technology consultant organized and trains student computer squad/SMARTBOARD crew/Digital photography squad/video-casts/pod-casts
- Technology consultant will initiate video streaming through classroom SMARTBOARDS and on school website to broadcast morning announcements
- Technology consultant will support multi-media center staff with web 2.0 tools to increase student achievement in literacy
- Science field trips for students and parents to Liberty Science Center, The American Museum of Natural History, The Planetarium, The New York Aquarium, Bronx Zoo
- Virtual e-tours (Digital field trips) to the San Francisco Exploratorium and other science institutes

- Skype discussions with students in other countries concerning climate change and global warming effects
- Timeline: September 2010 through June 2011 five days per week

Morning Tutorial Program
 Literacy Plus After School Program
 Explorers Club After School Program
 New Beginnings for English Language Learners After School Program
 Computer Club
 Art Club
 Weather Club

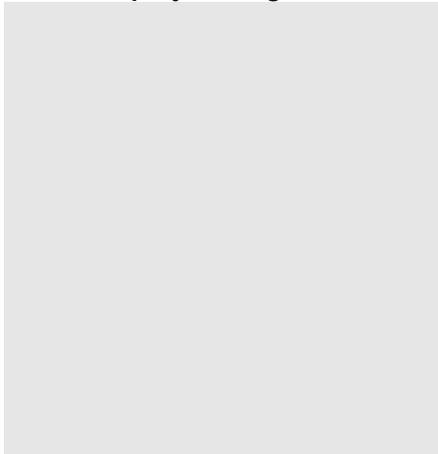
NYS LTG Grant funding, Title 2-D funding, Title 1 ARRA funds, Title 1 funds will fund Science and Technology initiatives

Aligning Resources: Implications for Budget, Staffing/Training and Schedule

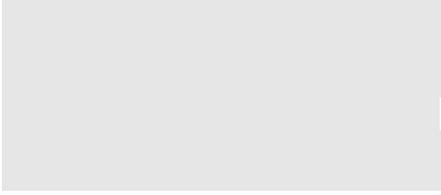


- Two(2) cluster teachers to offer supplemental science instruction for all students Kindergarten through Grade 5
- Tax Levy funds for science/technology materials and supplies
- Title 1 funds for Technology Consultant for professional development
- Title 1 parent funds for science trips – parent/child
- NYS LTG funding for HD cameras for school's Weather Bug Achieve weather station
- LTG funding for Professional development Gizmos Science and Math applications, Weather Bug, Achieve

Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains



- On site grade level meetings will focus on science instruction develop rigorous goals and objectives
- Inter-visitations to grade science lab sites to observe best practices in science, math and technology
- School Science Fair will be held in the spring, students in Second Grade through Fifth Grade will submit individual projects, Early Childhood grades, Kindergarten and First Grade will submit a single class project.
- LTG focus will provide opportunities for students to discuss climate change and global warming effects at the local, regional, and national level.
- Science partnership will provide opportunities for students to explore with their families topics of interest in science.
- Analysis of the end of unit assessments in



Science will provide data driven instructional collaborative planning to increase student achievement – monitoring for results

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines. (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

- APPENDIX 1: ACADEMIC INTERVENTION SERVICES
(AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS
- APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS
NCLB/SED REQUIREMENT FOR ALL SCHOOLS
- APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION
CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS
- APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS
- APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT -
N/A
- APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)
N/A
- APPENDIX 7: TITLE I, PART A –
SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)
REQUIREMENT FOR ALL SCHOOLS
- APPENDIX 8: CONTRACTS FOR EXCELLENCE [REDACTED]
[REDACTED] (C4E) SCHOOL-BASED EXPENDITURES – [REDACTED]
[REDACTED] SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS
(NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR) [REDACTED]

Appendix 1: Academic Intervention Services (AIS) Summary Form

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading/math, science, and social studies. Academic Intervention Services include 2 components: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist
	# of Students Receiving AIS	# of Students Receiving AIS				
K	75	75	75	75	3	3
1	90	90	90	90	6	4
2	90	90	90	90	7	4
3	100	100	100	100	8	5
4	100	100	100	100	4	3
5	100	100	100	100	7	3
6						
7						
8						
9						
10						
11						
12						

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.

Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.

Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
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English Language Arts:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Morning Tutorial Program • Imagine English ELL's • Title I Reading Program • Related Services | <p>These At-Risk programs are designed to support the students performing below state standards in literacy. Interventions are matched to student needs, provide differentiated small group instruction for students, and one to one student instruction. They are provided before school and during school as push-in/pull-out services.</p> |
| <ul style="list-style-type: none"> • Reading Recovery • Orton Gillingham Program • Wilson Program | <p>Academic support program, 1:1, for at-risk students designed to support students performing below state standards in literacy</p> |
| <ul style="list-style-type: none"> • Literacy Plus After School • New Beginnings For ELL • Saturday School Academy • Explorers Club | <p>After-school programs designed to support students performing below stated standards in literacy. Interventions are matched to students' need. Programs provide differentiated instruction with rigorous goals and objectives that allow for repeated practice in small group settings.</p> |
| <ul style="list-style-type: none"> • Junior Great Books • Brain Pop • Dimension U | <p>Enrichment program designed to support students to achieve standards based work in literacy</p> |

Mathematics:

- **Morning Tutorial Program** Extended day program supports students performing below state standards in math.
- **Related Service** Small group instruction on Math skill building is provided to students who are performing below the state standards. One-to-One/Small Group Instruction for At-Risk Learners during the day, Push-In/Pull-Out
- **Literacy Plus**
- **New Beginnings**
- **Saturday School Academy**
- **Explorers Club**
- **Math Club**
- **Dimension Math – Tabula Digita**
- **Brain Pop**
- **Pearsononline**
- **Gizmo Math** Enrichment program designed to support standards based work in mathematics through small group instruction and competitive math club

Science

- Weather Bug Achieve: NYS Learning Technology Grant** Small group differentiated enrichment program to build science inquiry skills is provided during extended day tutorial.
- Title IID** Heidi Jacobs Curriculum Mapping
- Brain Pop** Student electronic multi-media portfolios
- Gizmo Science** Hands-on activities to promote inquiry based research
- FOSS/science manipulative kits**
- Non-fiction libraries** Extensive classroom non-fiction libraries differentiated for students' interests and abilities
- School partnerships: Liberty Science Center/American Museum of Natural History/New York** School partnerships to provide opportunities for children and their families to participate in workshops and activities at cultural institutions. Family trips to science centers to explore current topics School Science Fair

Aquarium/Bronx Zoo/San Francisco Exploratorium

Social Studies:

Non-fiction libraries

Social Studies support is provided through small group instruction using non-fiction texts and technology both during the school day and during extended day.

Title IID

Heidi Jacobs Curriculum mapping
Student e-portfolios

**School partnerships: Ellis Island docent program
New York Historical Society**

We provide opportunities for children and their parents to participate in field trips to explore themes concurrent with units of study. Our families visit cultural institutions within the New York City area

At-risk Services Provided by the Guidance Counselor:

Participating in Pupil Personnel Intervention Team meetings to target potential initial case referrals in an effort to manage them through pre-referral intervention strategies that are school based thus maintaining these children in the least restrictive environment

Group and individual counseling

Participating in periodic review of student progress

Consultation and outreach to families and school personnel

Crisis intervention services when necessary

Notification of student participation in counseling interventions

Classroom guidance sessions

At-risk Services Provided by the School Psychologist:

Participating in Pupil Personnel Intervention Team meetings to target potential initial case referrals in an effort to manage them through pre-referral intervention TIER 1/PRIM strategies that are school based thus maintaining these children in the least restrictive environment

Group and individual counseling

Consultation and outreach to families and school personnel

At-risk Services Provided by the Social Worker:

Participating in Pupil Personnel Intervention Team meetings to target potential initial case referrals in an effort to manage them through pre-referral intervention strategies that are school based thus maintaining these children in the least restrictive environment

Group and individual counseling

At-risk Health-related Services: Students with asthma participate in The Open Airways for Schools program led by the school nurse in which they are taught to manage and control their asthma symptoms

Monthly classroom presentations by school nurse based on health and hygiene issues.

Appendix 2: Program Delivery For English Language Learners (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school’s submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.



A. Language Allocation Policy Team Composition

Network Cluster 609	District 20	School Number 176	School Name The Ovington School
Principal Elizabeth Culkin		Assistant Principal Anastasia Kopatsis	
Coach Lead Teacher		Coach	
Teacher/Subject Area Cheryl Fitzgerald-Healy/ESL		Guidance Counselor Elizabeth Hickey	
Teacher/Subject Area Sabrina Hom/ESL		Parent Bonnie Ma	
Teacher/Subject Area Pamela Procovas/ESL		Parent Coordinator Kristine Brown	

Related Service Provider Denise Frasier/ESL	Other Antonella Capace/Data Sp.
Network Leader Debra Van Nostrand	Other Jeannemarie Walter, Teacher

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	4	Number of Certified Bilingual Teachers	3	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	3	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1231	Total Number of ELLs	273	ELLs as Share of Total Student Population (%)	22.18%
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Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. During registration, parents of every child/student will receive a Home Language Identification Survey (HLIS) to complete. This survey is made available in 9 different languages. It is divided up into two parts. If a language other than English is not listed in the first part (questions 1-4) at least once and a language other than English in the second part (questions 5-8) at least twice then the ELL identification process ends for that child. They are not eligible to take the initial assessment, because they have been found to be English dominant.

The school secretary notifies members of the ELL Department to assist parents in the administration of this form which also includes an informal oral interview. The interview is conducted in both English and in the child's native language. This document is also used as a reference for dialog. Once the determination is made that a language other than English is spoken in a child's home, then the child is administered a Language Assessment Battery Revised (LAB-R), which is a test that establishes English proficiency levels.

Children that score at or below proficiency on the LAB-R become eligible for state mandated services such as Freestanding ESL, Transitional Bilingual or Dual Language programs. The Spanish Lab is a test that is administered to Spanish speaking students that failed the LAB-R. The results from this test are used to determine language dominance. All screening and administration of HLS and LAB-R/Spanish LAB are conducted by ESL licensed and certified staff only (Cheryl Fitzgerald-Healy, Sabrina Hom and Pamela Procovas). In order to determine proficiency levels (beg,int,adv) as well as maximize ELL services and instruction to meet the needs of ELLs, administrators and teachers look at NYSESLAT scores annually. We gain access to their scores through reports found in the ATS system. For example, the NYSESLAT combined Modality Report (RNMR) provides you with scores reflecting each students performance for the last 3 years combining listening with speaking and reading with writing.. The Roster Exam Report (RMSR) not only gives you the combined modalities but also the breakdown of each individual modality. However it will only show the most recent exam. Lastly, the RLAT report helps you gain access to the latest LAB-R and last 3 years of NYSESLAT data. This report can be used in a spreadsheet to create lists, charts or graphs.

2. At the Parent Orientation, parents are provided translated materials (brochures, parent selection forms and DVDs) as well as interpreters in order to ensure that parents understand all three program choices. Parents are made aware that if there are enough students (15 or more) of one language in either one grade or two contiguous grades, the law requires the school to form a Transitional Bilingual Education program. However if there are not enough students to form a TBE program, then the school is mandated to provide an ESL program to the students. This orientation also provides parents with a list of schools within the five boroughs showing other bilingual as well as Dual Language programs in the appropriate languages that are being offered.

3. In order to inform parents of their child's eligibilities for ESL services, entitlement letters are sent home in their native language, inviting them to attend a parent orientation that is held at the school. Parents are given the option to return the PSF after reading the form, making their selection and placing their signature, either at the conclusion of the orientation or within the 10 school day time frame for placement purposes. Parents are also informed that dependent on availability their child will automatically be placed in a TBE if a program is not selected. For any parents that are unable to attend the orientation, follow-up phone calls and makeup sessions are planned.

4. Based on parent preference students are placed accordingly and grouped by the proficiency level that is dictated from the LAB-R cut scores sheet that is found in testing memo #2. Depending on an ESL students scores, they may fall into one of three proficiency levels (beginner, intermediate or advanced). A placement letter is sent home in the parent's native language letting parents know that their program request has been granted and reiterates the fact that studies have proven that students benefit from staying in the same program from year to year rather than alternating between programs. This letter is also a reminder that the only factor that determines whether or not your child will exit the program is through their performance on the New York State English as a Second Language Achievement Test (NYSESLAT). All ELL students will take this test annually until their scores indicate that they have gained sufficient proficiency in English to participate productively in the mainstream class only.

5. After careful review of the Entitlement Letters, Parent Survey and Program Selection forms for the past few years a trend I noticed was the constant need to form a Transitional Bilingual Education program for our Chinese population. In 2008, 37 Chinese parents of new admits chose TBE requiring two Chinese Bilingual classes to open. In 2009, 21 Chinese parents of new admits chose TBE requiring only one Chinese Bilingual class to remain open. However in the present year 2010 three Chinese Bilingual classes were required to open due to the increase of Chinese parents selecting TBE which is a total of 64. These classes are taught by certified Chinese Bilingual teachers, Florence Yan, and Brenda Tang on the Kindergarten level as well as Tina Zhang on the First grade level.

6. We always make sure to align the program models offered with parent requests.

A. ELL Programs

	<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
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Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	2	1												3
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	2	2	2	2	2	2								12
Total	4	3	2	2	2	2	0	0	0	0	0	0	0	15

B. ELL Years of Service and Programs

All ELLs	273	Newcomers (ELLs receiving service 0-3 years)	236	Special Education	22
SIFE	0	ELLs receiving service 4-6 years	37	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	68	0	0	0	0	0	0	0	0	68
Dual Language	0	0	0	0	0	0	0	0	0	0

ESL	168	0	18	37	0	4	0	0	0	20
Total	236	0	18	37	0	4	0	0	0	27

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese	44	24												68
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	44	24	0	68										

Dual Language (ELLs/EPs) K-8																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	Hispanic/Latino:
	Other:

Freestanding English as a Second Language

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	11	11	7	8	4	6								47
Chinese	6	17	14	16	29	27								109
Russian	0	2	1	1	1	1								6
Bengali	0	0	0	0	0	0								0
Urdu	2	2	3	6	2	2								17
Arabic	5	2	4	1	0	6								18
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	1	1	0								2
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	1	0	0	1	0	0								2
Other	2	1	1	0	1	1								6
TOTAL	27	35	30	34	38	43	0	207						

A.

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1. At PS 176 ESL instruction is delivered to 207 students through both the Push-In and Pull-Out organizational models grouped homogeneously for advanced students and heterogeneously for beginner and intermediate level students. There are no self contained ESL classes offered at PS 176.

2. The necessary ESL instructional units required by the Commissioner's Regulations Part 154; that is, students at the Beginning and Intermediate levels of English proficiency receive two units of ESL instruction (360 minutes or eight 45 minute periods) per week, while those at the Advanced level are provided with one unit of ESL and one unit of ELA coursework (180 minutes, or four 45-minute periods) each, per week. For the TBE program model, the instruction is provided in the student's native language and English. In the beginning stages of English language development, instruction takes place 60% of the school day in the native language and 40% in English, with the amount of instruction in English gradually increasing to 75% as the students fluency develops. Since the class is comprised of students with mixed English proficiency levels, the teacher differentiates the language of instruction to meet individual needs.

3. Within a comprehensive literacy block, time is devoted to Native language Arts (NLA) instruction and to the development of both English language proficiency and literacy skills. In content area instruction, English is used increasingly as the student's proficiency grows, using ESL methodology and scaffolding strategies to aid comprehension. Students participate in English-taught enrichment classes such as Art, Music, Science, Math, Library, Social Studies/Language Arts, and Physical Education. The use of technology such as Leapfrog, Lexia and the Earobics Literacy Launch computer programs for ESL are in place, and individual cassette players with earphones.

4a. Services for Students with Interrupted Formal Education (SIFE)

By using their admission and discharge history, we identify SIFE students. Such students are then targeted for Title III summer programs where they will receive AIS. In addition, students in grades 3-5 will have the option to participate in the Title III summer school program.

4b. Plan for Newcomers

When these students arrive, the classroom teacher gives them special attention, individualizing instruction wherever applicable. Teachers pair new students with other students who speak their native language and have some level of English proficiency. In addition, students in grades 2-5 will have the option of attending the Title III ELL summer program. Beginning ELLs are introduced to academic work in their new surroundings with Rigby's Newcomer Kit, An integrated curriculum providing language, literacy and content instruction that is taught simultaneously.

4c,d,e. Other ELL Subgroups (4 to 6 Years of Services, Long-Term ELLs' and Special Needs ELLs')

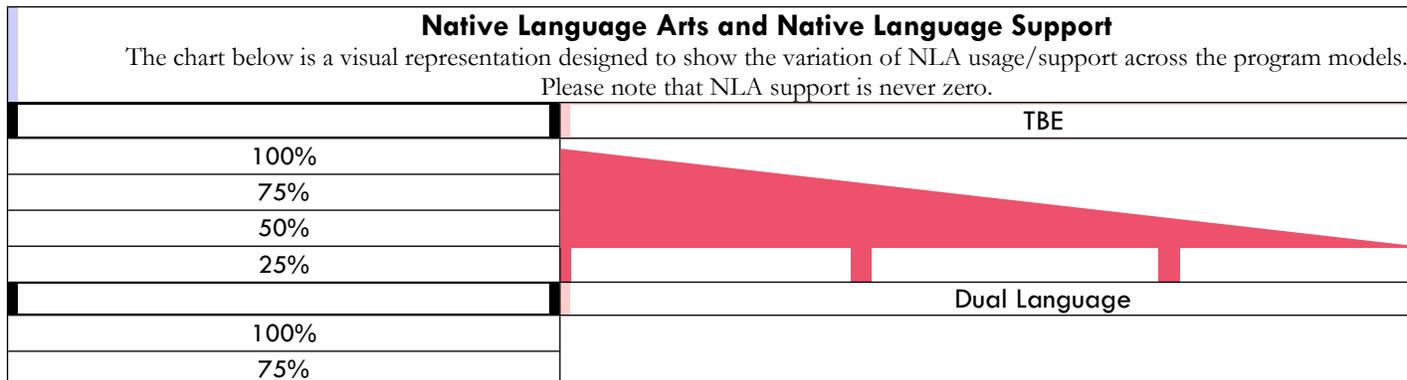
The document CR Part 154 (Commissioner's Regulations Part 154-which mandates appointment and services for pupils with limited English proficiency states that "no pupil shall be served in a bilingual or English as a second language program...in excess of three years from the date of enrollment in school unless such period is extended by the commissioner with respect to an individual pupil...

At P.S. 176K, there are several ELLs' in Grades 3, 4, and 5 who require an extension of services after three years in the program, due either to their special needs status or their inability to reach a passing score on the writing component of the NYSESLAT. Special needs students are educated in the least restrictive environment meeting their physical, emotional, and academic needs. Students whose weakness is in reading and or writing are offered the following support services:

- . A funded reading pullout program
- . Resource Room (a pullout program for students with learning disabilities or difficulties)
- . New Beginnings (ELL after school program)
- . The Literacy Plus after school program
- . Homework help
- . After-school programs and free family counseling offered by the Neighborhood Improvement Association (NIA), a community-based organization (CBO)
- . Saturday School, offered prior to city-state wide examinations, to assist in test preparation
- . Title III ELL summer program for grades 2-5. This program offers ELL services to the Following: (a) Newcomers to the country (less than 2 years), (b) SIFE students who Have had interruption of services, and (c) Enrichment for students who would benefit from additional ESL support.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			

B. [Redacted]

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

5. Targeted Intervention Programs for ELLs
The following programs are offered in the English language in support of ELLs' ages and grade levels with the use of resources that correspond to ELLs' ages and grade levels as well.

ELA:

Morning Tutorial, extended day instruction for those students who have been designated at risk (ELLs/Special Need ELLs/Long Term ELLs) The focus is on a new literacy initiative each month with different skill objectives each day to be infused into teach lesson plans by extending it through shared, guided and independent reading sessions of reader's workshop. Also providing an opportunity to pre-teach vocabulary with more support which will be introduced to the whole class.

New Beginnings Saturday School Program, October through April on Saturday mornings from 8:30-11:30 a.m. intensive instruction for ELLs/ Special Need ELLs/SIFE and long term ELLs

Title I Funded Reading, small group instruction in reading and writing for at risk and former ELLS, during the day

New Beginnings (Title III), whole and small group instruction for ELLs/Special Needs ELLs/SIFE/Long Term ELLs, 2 days after school. Focus is on literacy development using the Readers/Writers Workshop model.

SETSS, small group instruction for at risk learners during the school day which may include but is not limited to Special Needs ELLs

New Heights, Lexia, Accelerated Reader, Leap Frog, Earobics Literacy Launch and Star Fall for ELLs/ Special Needs ELLs/ Long Term ELLs are given a rich diverse language experience that facilitates the transition from spoken to written language promoting phonemic and phonological awareness skills while building and strengthening auditory processing skills through technology linked programs.

Imagine Learning English, pull out /push in using computer software program aiding in the acquisition of the English language

Mathematics:

New Beginnings, After School Program (Title III) whole and small group Instruction for ELLs/Special Needs ELLs/Special Needs ELLs/SIFE/Long Term ELLs. In Math, this instruction is delivered through a workshop model with an emphasis on hands on applications and strategy development in mathematical concepts.

SETSS, small group instruction for at risk learners and Special Needs ELLs during the school day.

Morning Tutorial, extended day instruction for those students who have been designated at risk (ELLs/Special Need ELLs/SIFE/Long Term ELLs) working towards an increase in scale score on all standardized achievement tests.

Science:

SETSS, small group instruction for at risk learners (Special Needs ELLs) the use of non-fiction literacy materials deepens student understanding of science themes during the day.

Related Services, one-to-one or individualized according to IEP mandates additional help in specialized areas for at risk ELLs, Special Needs ELLs, SIFE and Long Term ELLs.

Social Studies:

SETSS, small group instruction for Special Needs ELLs, standards are met through the use of nonfiction literacy materials.

Related Services, one-to-one or individualized according to IEP mandates additional help in specialized areas for at-risk ELLs (Special Needs ELLs)

Literacy Plus After School Program, small group instruction open to ELLs, standards are met through an integrative literacy approach using Non-fiction materials.

New Beginnings After School Program, whole group, small group and one-to-one instruction for English Language Learners, standards are met through an integrated literacy approach using nonfiction materials.

6. Follow-up Plan for Proficient ELLs

ELL students who reach Proficiency level on the NYSESLAT are placed the following year in a monolingual class. To support their transition to an all-English learning environment and to help them prepare for standardized tests in ELA and the content areas, they are placed the following year in a pullout funded reading program. They also receive as needed, supplementary services as the after school programs Literacy NIA and Saturday School.

7. A push-in program for all ELLs is being considered for the upcoming school year. Since it is implemented through team teaching, it requires collaborative planning on a regular basis for the ESL teacher and regular classroom teacher. The integration of ESL instruction into the regular classroom is facilitated through the use of ESL standards based methodologies, creating more fluent and literate ELL students in the English language.

8. The pull-out program will be discontinued for ELLs since they are being removed from their classrooms causing them to miss out on content areas being taught.

9. The parents are provided translated letters to ensure that they understand and are aware of all the school programs made available to their children. For all after school and supplemental services offered to ELLs in our building, they are listed in question #5.

10. Materials Used for Instruction in the ESL Program

Materials used by ELL teachers consist of Rigby-Steck Vaughn's, On Our Way to English program structure. This is a comprehensive program that focuses on language, literacy, and content. Its many components are considerate of English learners' needs that include thematic units with big books, guided reading leveled book instruction tailored to students' language and literacy needs, read-along books, chants, posters, academic language builders (graphic organizers), transparencies, shared writing cards and charts for modeling, word study cards, charts with audio cds, standardized test practice, newcomer and assessment kits.

We also have The New Oxford Picture Dictionaries (English-Chinese and English-Spanish). In addition there are flash cards, magnets with the alphabet, pictures, realia, and manipulatives. Santillana Spotlight on English is a program for English learners that teaches academic English through content-driven lessons. It is based on scientific research. The program is aligned to state ELA and the National Curriculum, and Content Area Standards. It has been created with a content-rich framework for subjects such as Language Arts, Math, Science, Social Studies, Music and Art. Every lesson has been developed with multilevel teaching strategies for differentiated instruction. Materials include Big books, poster cut outs, photo cards, classroom and thematic libraries and assessments. In addition, we use Get Ready for the NYSESLAT and Beyond by Attanasio and Associates in order to better prepare our students for the exit exam in the state of New York.

In addition, each classroom has an extensive classroom library that contains bilingual and native language books leveled for appropriate and appealing book choices by ELLs'. Teachers use ESL strategies such as extensive use of visuals, repetition to promote oral language development, and content area ESL instruction related to mathematics, social studies and science. All classrooms in grades K-5, as well as ESL teachers received Leapfrog to assist ESL students in language development. Software programs with CMI/CAI components review and teach and enrich the visual and audio stories to increase student understanding of text. Some of the software programs that are used are Earobics Literacy Launch program is also used to promote phonemic awareness skills, give students rich diverse language experiences, facilitate the transition from spoken to written language; Imagine English which provides accelerated vocabulary building through word association. We also use Qwizdom integrated with our Smartboards. Qwizdom has a student response component, "clickers" students can compete in word challenges or vocabulary contests.

We are considering purchasing a new series of ESL text with auxiliary materials by Pearson /Scott Foresman for use in the coming year. We will continue the use of Imagine Learning, Leapfrog, Lexia and Earobics Literacy Launch software programs.

11. Native Language Support

The teachers of bilingual classes assess their student's level of native language literacy informally, by means of teacher made tests. The students in Chinese TBE classes were born in the United States and speak either Mandarin or Cantonese at home. Only those who attend Chinese school on the weekends can read or write their native language. The newcomers from China can read and write their native language on a kindergarten or first grade level. In addition, when Spanish-speaking students take the LAB in their native language

results vary. We have however identified one pattern. Many of the students do well on the listening and speaking portion, however do not fare as well on the reading and writing portion of the test.

In the ESL program, Native language is supported by providing access to translated word definitions through bilingual dictionaries and glossaries. We are also accommodated with word-to-word bilingual dictionaries and glossaries for all state exams excluding the ELA. There is much practice with these materials leading to each exam. Ells also have access to a variety of books in their native language to strengthen their transferrable skills and aid in comprehension.

12. While some instructional resources can be adapted for use by older students, many are less likely to be engaging or appealing in the upper grades. As a result, they may feel embarrassed and quickly get bored. To avoid this, we make sure to engage the upper grade ELLs with services and materials that correspond to their ages and grade levels requiring the use of higher order thinking skills, also providing age and grade appropriate services and materials to our lower grade ELLs.

13. We believe that a good way to help newly enrolled ELLs feel welcome and prepared for success in school is to give them a school tour and present them with a "Welcome Kit". This packet is comprised of pertinent school information such as the school's policies, school calendar, supplies, bussing and lunch information.

14. P.S. 176 recognizes that language instruction should begin at the elementary school level. There are many cognitive and social benefits of early language learning. We are looking to implement French and Latin language electives for the upcoming year. Our goal is for students to not only develop communication skills in a language other than English, but for students to acquire an appreciation and understanding of other cultures.

C.

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable.

D.

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Professional Development and Support for School Staff

Our administrators, teachers, teaching assistants and parents will participate in ongoing Staff Development sessions with issues relating to the Core Curriculum and how ESL students gain access to the Core Curriculum. ELL Instructional Support Specialists, math and literacy coaches and school-based staff will conduct interactive sessions:

2. A great way to remove the mystery and fear regarding the transition from elementary school to middle school is school tours. These are arranged by the parent coordinator in the late spring. It affords the staff an opportunity to introduce ELLs as well as other students transitioning to their soon to be new environment. The staff takes advantage of this time to visit with their students so they can meet the teachers, hear how the day is structured and learn the layout of the school so that they at least know how to find their lockers, homerooms, bathroom and the cafeteria.

3. In addition 7.5 hours of professional development opportunities will be offered to all teachers.

October 2010	Academic Literacy for English Language Learners
November 2010	Scaffolding Writing for English Language Learners and Demystifying Figurative Language
November 2010	Assessing Students Writing
December 2010	Modified Guided Reading for English Language Learners
January 2011	Looking at the Writing Responses in the New York State English as a Second Language Achievement Test and English Language Art: Grade 3-5
January 2011	Integrating Grammar in the Writers Workshop
February 2011	Building Academic Vocabulary Grade K-5
March 2011	Team Teaching in the English as a Second Language Program
June 2011	Effective Strategies in Literacy Instruction for English Language Learners

E.

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parental Involvement

Parent involvement is key to any child's success. The parent coordinator assigned to our school pays particular attention to parents especially newcomers to the English language school system. The parent coordinator and other school staff member endeavor to create a welcoming atmosphere. In cooperation with the ESL/Bilingual and other teachers, parent orientation meetings are held in the fall and periodically throughout the year as new children arrive. PS 176 prides itself on supporting the efforts of families to be partners in their children's education.

2. The FIAO (Federation of Italian Americans) a community based organization is offered after school for parents of beginner and intermediate proficiency leveled children. All letters to parents are distributed in English, Chinese, Arabic, Italian and Spanish, the predominant languages of our area. Sample letters are available in these languages. In addition, opportunities for families to learn to appreciate the fine arts, ballroom dancing, ballet and tap will be offered. Citizenship classes for new families will be offered as well as other workshops sponsored by the 13th Avenue Trade Association. Through the Saturday Academy, we will be contacting vendors such as the New York Aquarium, the Bronx Zoo, Liberty Science Center and the Metropolitan Museum of Art to provide families with workshops integrating mathematics and the arts and sciences. As a culmination, visits to these cultural institutions will be offered to these families.

3. To get to know the community, information is gathered about the parents and families of ELLs before the parent orientation offered at school, using translated questionnaires. One questionnaire called the Home Language Survey (HLIS) was designed to gather basic information such as where the family was originally from, the language spoken in the home, if the child has any preschooling and how long they had lived in the United States. The other questionnaire was designed to determine what the parents knew about school systems in the United States. It measured the extent of their knowledge on topics such as No Child Left Behind(NCLB) and standards-based education.

4. Parents are also given the opportunity to express what academic expectations they have for their children since the responses to the questionnaires dictate what topics will be addressed at the parent orientation. We may discuss parent rights and responsibilities under NCLB, Standards-based education, CR Part 154, as well as services available in the community.

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
Beginner(B)	49	19	8	7	10	7								100
Intermediate(I)	6	29	12	11	5	6								69
Advanced (A)	9	8	12	17	20	24								90
Total	64	56	32	35	35	37	0	0	0	0	0	0	0	259

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level													
LISTENING/ SPEAKING	B	7	3	1	1	5	2							
	I	12	3	4	6	4	6							
	A	13	7	6	5	2	6							
	P	19	17	22	20	27	16							
READING/ WRITING	B	12	6	3	7	7	5							
	I	30	10	11	5	8	7							
	A	7	12	19	20	23	8							
	P	2	2	0	0	0	10							

NYS ELA					
3	7	20	7	1	35
4	6	27	8	0	41
5	10	10	2	1	23
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	English	NL	English	NL	English	NL	English	NL	
3	1	2	8	3	9	3	0	4	30
4	2	1	13	1	21	5	7	1	51
5	2	0	7	4	8	6	2	6	35

NYS Math									
Grade	English	NL	English	NL	English	NL	English	NL	
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	English	NL	English	NL	English	NL	English	NL	
4	5	0	4	0	9	2	3	1	24
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	English	NL	English	NL	English	NL	English	NL	
5	8	4	5	3	4	3	0	1	28
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, ELI, Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in the second language as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments to inform instruction.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language Proficiency Assessment being used to inform instruction?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. The Rigby ELL Assessment Kit brings together the four components of listening, speaking, reading and writing with the other components of the kit, giving you a complete picture of each student's proficiency levels in English language and literacy in order to meet their individual needs. At the end of the assessment, next steps are available to provide support for their progress which can be used to inform about any curriculum program. We conduct TC reading assessments for concepts of print, letter/sound identification and independent reading levels in fiction and nonfiction texts. We administer the TC writing assessment that offer k

3. After a review of the NYSESLAT results, there seems to be a positive trend in student achievement at the advanced and proficient levels in the English language in both the general and special education ELL population. We have seen an influx of immigrant students in our district, especially in the upper grades. However, our students seem to be strong in listening and speaking, but continue to need support in reading and writing. Being their focus is on reading and writing, we differentiate instruction through Teachers College model.

4a. To be determined.

4b. Since teachers and school leadership are able to access student's ELL Interim Assessment results down to the item level in order to determine where students are and where they need to be in relation to achievement targets, the best use of ELL Interim Assessment data is to monitor progress students are making towards proficiency. Pearson provides follow up information about both strengths and areas of improvement as reflected by their performance. It generates data that shows patterns of incorrect responses and produces item analysis of each student's proficiency and growth which in turn helps teachers differentiate instruction.

4c. Periodic Assessments are beneficial to schools in many ways. They help to monitor student learning by providing up to date information about what each student knows. With this data, instruction is tailored to meet the learning needs of every child. Therefore every student can be helped to meet or even exceed State Learning Standards. Schools are also able to predict student performance on New York State Exams. In addition, these assessments measure what students are learning not just within a grade but from grade to grade as well. ELL Periodic Assessments have been designed to measure student progress in English language proficiency and to predict performance on State English language acquisition exams, the native language is not used. We want to have an accurate reading of where student strengths and weaknesses lie in their development of English language. However, when administering the Acuity Predictive Assessment, translated versions made available and bilingual word to word glossaries are provided for ELLs to help create some consistency for them when they take the actual state exams.

5. Not applicable.

6. The success of our ELL programs are evaluated by a variety of sources:

- performance on the NYSESLAT
- performance on the ELL Interim Assessments
- performance on the NYS exams
- performance in English language skills compared to the NYS Standards
- teacher observation
- parental observations and feedback
- records on length of time from entry to transition and/or exit from the program
- grades in the content areas
- portfolios
- graduation/promotion rates
- participation in extra-curricular activities
- academic performance of ELL and former ELL students compared to other students in general

Additional Information

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

Paste additional information here



Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		
	Other		
	Other		

	Other		
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Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).

X We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.

We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.

Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Title III Student and School Information

Grade Level(s) K-5

Number of Students to be Served: 96 LEP 0 Non-LEP

Number of Teachers: 3

Other Staff (Specify): 2 F-status ESL Teacher

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

School Building Instructional Program/Professional Development Overview

PS 176 provides quality education for all of its students. Our school has 1240 students of which approximately 250 students are English Language Learners. PS 176 offers, English Language Learners, a selection of bilingual instructional programs according for CR Part 154, parental choice, and Title III guidelines. Students participate in either a Free Standing English as a Second Language Program or in a Transitional Bilingual Program. English as a Second Language instruction is provided to English Language Learner's through a blended program of both push-in and pull-out models. Our school provides ESL instructional in Kindergarten through Grade Five. There are Chinese Bilingual classes at the Kindergarten and First Grade levels. All students receive academic instruction as mandated by CR Part 154 and the Language Allocation Policy. Our students receive instruction tailored to comply with state mandates and performance standards. Differentiated instruction is also implemented to meet or exceed these learning standards. All bilingual and ESL teachers are fully certified. Additionally, staff members as well as parents participate in high quality professional development. Teachers and parents work collaboratively to enhance the overall experience of the student as a successful learner.

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e. Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

An after-school Literacy/Math program called, New Beginnings for English Language Learners, will be offered to ELL students in grades 2, 3, 4, 5 from November, 2010 through May, 2011. Our early childhood students in grade 1 will join the New Beginnings after-school program in the spring, 2011. The New Beginnings program will be offered two days per week for two hours each day. The Title III program will supplement regular mandated ESL instruction that our students receive through Imagine English program.

Title III funds will be used to supplement our English as Second Language initiatives through supporting our ELLs and their families using the Imagine Learning English Program. Our rationale for implementing the Imagine Learning English Program is not only to provide students with rich social language opportunities but also with content area reading targeted to help students understand concepts in every area of the curriculum. This computer based instructional program teaches children English and develops their literacy skills. Students receive individualized instruction that focuses on academic vocabulary, phonemic awareness, and text comprehension through a number of interactive and engaging activities that are customized to meet the needs of each student in order for them to progress at a quicker rate.

Our targeted subgroup is Hispanic students. Many of these students are living in a low socio-economic environment. Often times, new immigrant parents work long hours and are unable to read and/or write in their native language. We aim to help Hispanic students thrive and increase competence in the face of adverse circumstances or obstacles.

In the Imagine Learning English program, an ESL certified teacher will provide services to a total of 100 students in grades K-5 on both the Beginner and Intermediate proficiency levels. We presently have 100 student licenses. The program will take place 2 days a week. The "F" status teacher is scheduled to start in October, 2010 through June 2010, during the school day. Professional development will be offered to expand the Imagine Learning English program to all classroom teachers to provide students with additional classroom supports. The language of instruction will be in English.

Our Project Arts program affords our English Language Learners opportunities through instrumental music, chorus, band and the visual arts to increase their English acquisition. Our recreational programs, Friday Night Sports Club and Saturday Morning Team Sports, provide another venue for English Language Learners to acclimate to the social aspects of free play and organized sports with their classmates.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

ESL teachers will meet with their grade colleagues from Kindergarten through Grade 5 for ongoing collaboration at grade conferences. Additionally, classroom teachers will be encouraged to attend Department of Education QTEL trainings for students who are learning English.

At the beginning of the school year, selected teachers participated in a professional development for the Imagine Learning English program. The consultant will demonstrate the Imagine Learning English program to teachers and staff members. The ESL professional development activities will sustain and support teachers in their instructional programs. Our two Teacher College Reading and Writing Project staff developers will set initiate specialized units of study training for teachers of ELL's. In addition, we have purchased from Teachers College participation for our ESL teachers and designated staff tickets to attend the ELL institute offered at Teachers College.

The goals for this program for 2010-2011 include the following:

- Incorporating language objectives for ELL's in curriculum units of study
- Developing lessons collaboratively to support ELL's in the mainstream classroom
- Using 21st Century multi-media tools to enhance vocabulary acquisition for ELL'

Parent Participation

Parental involvement is the key to any child's success. In recognition of all our many diverse cultures, we have decided to invite parents to a Multicultural Celebration at the end of the school year where refreshments will be provided. Children will receive books to take home for summer reading.

Section III. Title III Budget - PENDING BUDGET ALLOCATION

School: P.S. 176

BEDS Code: 332000010176

Allocation Amount: \$ 41,180.00

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	\$40,800	New Beginnings for English Language Learners after school program, 2 days per week, 4 hours per week, 12 teachers, Grades 2, 3, 4, 5, November 2010 through March 2011
- Per session		
- Per diem		
Purchased services		
- High quality staff and curriculum development contracts.		
Supplies and materials	\$380.00	Notebooks, folders, writing tools, leveled books
- Must be supplemental.		
- Additional curricula, instructional materials. Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$41,180	

Appendix 3: Language Translation and Interpretation

Requirement under Chancellor’s Regulations – for all schools

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

Part A: Needs Assessment Findings

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

To assess our school's written translation and oral interpretation needs we analyzed information from ATS reports, home language survey forms, and emergency blue card information. For those families without this information in ATS, we also sent home the Parent Language Preference Form that was made available on the Department of Education website and then updated ATS to indicate parent preferences. Based on

results received from these sources, a master list of all home languages was created. This list not only provided information about the entire school population, but it also allowed us to break down the data by class and grade. Through close examination of this information, we were able to determine the specific translation and interpretation needs to parents could be provided with appropriate information in the language they understand.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Through the needs assessment, it was determined that approximately 65% of our families prefer communication from the school in a language other than English which constitutes 65% of our families. Of those families, the top three language preferences are Chinese (65%), Spanish (17%), and Arabic (2%). Approximately 543 families prefer written translation and oral interpretation in Chinese. Approximately 70 families prefer written translation and oral interpretation in Spanish. Approximately 20 families prefer written translation and oral interpretation in Arabic. These findings were reported to the school community in early fall through discussions at the PTA meetings and School Leadership Team meetings. Additionally, a survey was generated and distributed to each classroom teacher indicating the parent language preferences for their class. Using this information, teachers can ensure that all written correspondence is sent home to parents in translated versions with the languages parents can understand.

Part B: Strategies and Activities

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

PS 176 will provide written translation services to meet the language needs of our families. Our school website, www.PS176.org can translate all written information posted on the school website into 25 languages. All important school documents will have the appropriate translated letter downloaded from the Department of Education website. Lastly, when necessary we'll request our staff members to provide written translations in Chinese, Spanish, Arabic, and Italian.

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

PS 176 will provide oral interpretation services to meet the needs of our families. In addition to asking staff members for oral translation assistance, we'll contact the Department of Education oral translation services for conferences with parents in their

native language. Simultaneous translators will provide translation services at school meetings. We have purchased transmitters and receivers to ensure parent participation at all school functions. Oral translators will be hired to work during Parent Teacher conferences so that they can be active participants in their child's education. Lastly, we have purchased, School Messenger, a telephone contact for our families that notifies parents in their native language of important school events and emergencies.

3. **Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:**

<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

PS 176 works hard to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translations and interpretation services. Signs are posted in the main lobby and throughout the school building in languages parents can understand.

Appendix 4: NCLB Requirements for Title I Schools

All Title I schools must complete this appendix.

Directions:

All Title I schools must address requirements in Part A and Part B of this appendix.

Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.

Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$ 854,775	\$ 298,284	\$1,153,059
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 8,547	\$ 2982	\$11,529
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$42,738	*	\$42,738
4. Enter the anticipated 10% set-aside for Professional Development:	\$85,477	*	\$85,477

5. **Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:**

100% of our teachers are high-quality teachers.

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

N/A

*** Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.**

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's Parent Involvement Policy (PIP), which includes the School-Parent Compact.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required Title I Annual Parent meeting. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is strongly recommended that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

PS 176 School Parental Involvement Policy:

1. General Expectations

Ps 176 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with Section 1118, of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parent parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a

component, a school-parent compact consistent with section 1118(d) of the ESEA

- The school will incorporate this parental involvement policy into its school improvement plan
- In carrying out the Title 1, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and include alternative formats upon request in a language parents understand.
- The school will involve the parents of children served in Title 1, Part A programs in decisions about how the 1 percent of the Title 1, Part A funds reserved for parental involvement is spent
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including:

- that parents play an integral role in assisting their child's learning
- that parents are encouraged to be actively involved in their child's education at school
- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA

The school will inform parents and parental organization of the purpose and existence of the Parental Information and Resource Center in the state.

II. A Description of How the School Will Implement Required Parental Involvement Policy Components

1. PS 176 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of ESEA:
 - We'll hold parent meetings that will provide pertinent information that follows the guidelines of section 1112 of the ESEA

- We'll form a Title 1 committee that is composed of our Parent Coordinator, Parents, Administrators and Teachers
 - We'll hold Title 1 committee meetings to develop the parental involvement plan
 - We'll involve our School Leadership Team in all planning activities
2. PS 176 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
- We'll review data from the school report card, CEP, ACUITY, Periodic Assessments, nySTART reports, TCRWP Assessments, ARIS and other relevant documents to help plan for on-going student improvement
3. PS 176 will coordinate and integrate Title 1 parental involvement strategies in all schoolwide programs by:
- We'll form a Title 1 committee that is composed of our Parent Coordinator, Parents, Teachers and Administrators
4. PS 176 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

Our Parent Coordinator will organize an effective evaluation process that will include examining Home Language Surveys and disseminating a needs assessment survey that will identify ways in which we can expand parental involvement for parents who are economically disadvantaged or may have limited English proficiency and are from varied ethnic backgrounds.

5. PS 176 will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

- a) The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as:**
- i. the State's academic content standards**
 - ii. the new implementation of Core Curriculum standards**
 - iii. the state's student academic achievement standards**

iv. the state and local academic assessments including alternate assessments, the requirement of Part A, how to monitor their child's progress, and how to work with educators

PS 176 will provide assistance to parents in understanding the NYS Academic Content Standards, as well as the new Common Core national standards, and student achievement standards by providing workshops on a regular basis. These workshops will be facilitated by our parent coordinator, in collaboration with our administrators and staff developers. We'll examine such topics as to *How to Help Your Child with Science Projects, Navigating the ARIS Parent Link, ACUITY Periodic Assessments and nySTART Reports...* evening programs that will include group activities which will foster the school/parent relationship while incorporating the following topics will include: Family Game Night, Family Movie Night, and Family Math Night.

b) The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement by:

We'll purchase materials to help parents work with their children at home that will include resource books and videos/DVD's for lending library as well as computer software to enhance student learning at home. Materials that will be purchased for use at home will include dictionaries, calculators, thesauruses, leveled books and software which children can utilized through the school website: www.PS176.org

c) The school will, with the assistance of its parents, educate its teachers, pupil service personnel, principal and other staff, in how to reach out to, communicate with, and work with parents are equal partners, in the value and utility of contributions of parents and in how to implement and coordinate parent programs and build ties between parents and schools by:

PS 176 will cultivate collaboration between parents and staff by participation in ongoing team building activities that will strengthen each constituency's appreciation for the contributions made by all school community members

d) The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, teacher programs and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

We'll host an orientation meeting for all parents of newly registered students to inform them of the resources available to them as well as an overview of the programs offered. Our Parent Coordinator attends all

meetings and conducts outreach for all parents, offering translation services and other supports when needed.

e) The school will take the following actions to ensure that information related to the school and parent programs, meetings and other activities , is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and , to the extent practicable, in a language the parents can understand

PS 176 will translate and disseminate parent letters and/or flyers in different languages based on parent population needs
We'll hire translators for parent meetings and workshops to enhance participation and foster community relations for the ELL parent.

III Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training

Providing necessary literacy training for parents from Title 1, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training

Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school related meetings and training sessions

Training parents to enhance the involvement of other parents

In order to maximize parental involvement and participation in their child's education, arranging school meetings at a variety of time or conducting telephone conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school

Adopting and implementing model approaches to improving parental involvement

Developing appropriate roles for community based organization and businesses, including faith based organizations, in parental involvement activities and

Providing other reasonable support for parental involvement activities under section 1118 as parents may request

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title 1 Part A programs, as evidenced

by Parent Attendance. This policy was adopted by PS 176 on June 1, 2010 and will be in effect for the period of 2010-2011 school year. We will distribute this policy to all parents of participating Title 1, Part A children on or before September 30, 2010

2. School Parent Compact – Attach a copy of the school's School-Parent Compact

Explanation: Each school receiving funds under Title, 1 Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title 1, Part A activities, services and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is strongly recommended that schools and parents use the sample template which is available in eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-2009 Title 1 Parental Involvement Guidelines available on the NYCDOE website.

SCHOOL PARENT COMPACT:

PS 176 and the parents of the students participating in activities, services, and programs funded by Title 1, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how parents, the entire school staff and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-2011.

Required School-Parent Compact Provisions

School Responsibilities:

PS 176 will:

1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

All members of our school community will actively participate in providing high quality instruction to our participating students in a supportive and effective learning environment. The process begins with classroom instruction delivered by our general education and special education teachers that focuses on improving student performance; implementation of effective strategies to address the needs of students not meeting state standards; continuation of instructional strategies that have contributed to overall student improvements;

and the provision of intensive professional development for teachers in specialized strategies for meeting the needs of all children with emphasis on focused interventions for special education, at-risk and ELL students. We'll provide academic intervention to targeted students through several push-in and pull-out models. Our extended day program delivers instruction that is tailored to address the needs for our students at-risk of not meeting standards. Two Reading Teachers will provide intense services to our students in need. We'll provide Reading Recovery services to targeted early childhood students. Other intervention teachers will work with our ELL students in developing strategies that will help them become successful writers along with Imagine English a specialized program for ELL children. Our SETSS teacher will provide academic remediation for our mandated and at-risk population. Our Math Coach will work alongside classroom teacher to help participating students become more active learners in math. Researched based targeted interventions will be utilized to help students improve in targeted areas of need.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it related to the individual child's achievement. Specifically, those conferences will be held (Describe when the parent-teacher conferences will be held).

PS 176 will hold Parent-Teacher conferences in: November 2010 March 2011

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Report cards will be distributed to parents three times per year in grades 1 through 5 (November, March and June) and two times per year for Kindergarten (January and June). Students with IEP's will be given Annual Goals Progress Reports along with their report cards. ACUITY Predictive Assessment reports in Reading and Math are available to parents of students in grades 3 through 5 in February through the parent ARIS link. Academic Intervention Teachers will prepare ongoing assessments during the year to inform parents of their children's progress towards meeting the standards.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: (Describe, when, where and how staff will be available for consultation with parents).

All staff members are available during the regularly scheduled Parent-Teacher Conference times and are also accessible for individually scheduled appointments at parent's request all during the school year.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

Parents will be afforded several opportunities during the school year to volunteer and participate in their child's class, and to observe classroom activities. In addition to the regularly scheduled Open School Week activities in November and March, parents are invited to many special school wide and classroom events during the school year which include, but are not limited to, class trips,

Science Fair, holiday celebrations, poetry days, writer celebrations, concerts, plays and family night activities. Parent request for additional participation opportunities are readily accommodated.

In addition, PS 176 will

6. Involve parents in planning, reviewing and improving the school's parental involvement policy, in an organized, ongoing and timely way
7. Involve parents in the joint development of any Schoolwide Program plan (for Title 1 SWP schools), in an organized, ongoing and timely way
8. Hold an annual meeting to inform parents of the school's participation in Title 1, Part A programs, and to explain the Title 1, Part A, requirements, and the rights of parents to be involved in Title 1 Part A, programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title 1, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon request of parents with disabilities, and, to the extent practicable, in a language that parents can understand
10. Provide to parents of participating children information in a timely manner about Title 1, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math and literacy
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title 1 Act

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

Supporting my child's learning by making education a priority in our home by:

- Making sure your child is on time and prepared everyday for school
- Scheduling daily homework time
- Talking with my child about his/her schoolwork everyday

- Providing an environment conducive to study
- Monitoring the amount of television/video games that my child watches
- Volunteering in my child's classroom
- Participating, as appropriate, in decisions relating to my child's education
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district that my child receives.
- Reading together with my child every day
- Communicating positive values and character traits, such as respect, hard work and responsibility
- Respecting the cultural differences of others
- Helping my child accept the consequences for negative behavior
- Being aware of and following the rules and regulations of the school and district
- Supporting the school discipline policy
- Monitoring attendance
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A, parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District Wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups

Optional Additional Provisions

Student Responsibilities:

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need it
- Read at least 30 minutes every day outside of school time
- Give my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

After conducting a comprehensive review of our school's educational program informed by our current quantitative and qualitative data, we were able to identify many of our strengths and accomplishments, as well as challenges that we will address. We are proud of the high academic performance of our students in all areas. As indicated by our most recent school report card, we have made our Adequate Yearly Progress (AYP) determinations for each accountability measure. Our most recent test scores indicate a positive trend in student performance in both English Language Arts and math. Over 965 of all students tested scored at or above the state standard on the New York state math Test, which indicates a continuous rise in scores over the preceding three years. Ongoing review of Investigations in Number, Data and Space Unit of Study assessments and Individual Profiles of Progress supports this high performance across all grade levels. Our Fourth Grade students scored at or above the State standard in Science achieving 90% of students meeting or exceeding standards.

63% of all tested students performed at or above the state standard on the New York State English Language Arts Test in 2009, which represents a steady increase over the last three years. Analyzing data generated from conference notes, reading records, teacher conferences and Teachers College Reading and Writing assessments in the early childhood grades suggests that our students are growing in their reading ability.

Our most recent Quality Review Report evaluated our school as proficient and we're committed on how well we work together to ensure that our students grow in a strong learning environment. Our Inquiry Team members worked diligently to improve the performance of our targeted students and many positive outcomes resulted from the Team's work. 90% of targeted inquiry students increased their independent reading level by two levels. 56% of targeted inquiry students demonstrated a significant increase of 5 independent reading levels. As a result, of our Inquiry Team work, we were able to effect change in our school culture to enable us to make informed instructional decisions based on the teams work in piloting the goals that were set for our school community. The Inquiry Team also fostered greater teacher collaboration and reflection about instructional practice and student needs. In order to continue and expand the fine work we started over the past two years, we'll increase the focus of the Inquiry goal to address the needs of all students.

To continue and expand our work in effectively utilizing student data, we'll further increase the ability of all teachers to analyze data and develop strategies for instruction. We differentiate instruction through varied models. We have an effective academic intervention support services that tailors instruction to student need which supports standards work. Our Gifted and Talented certified teachers work to expand and enrich the curriculum in all areas to meet the needs of the gifted child. Teachers work with small groups of students during the extended day program to address individual needs. Our Pupil Personnel Team meets regularly to identify students in need of intervention and to plan and implement appropriate support programs to help each child achieve standard work. As classroom teachers increase their understanding of data analysis, instruction is individualized to meet the needs of each learner planning individual rigorous goals, benchmarks for the student to meet and lots of repeated practice in small group setting to ensure student achievement.

2. Schoolwide reform strategies that:

- a) **Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.**
- b) **Use effective methods and instructional strategies that are based on scientifically-based research that**

**Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
Help provide an enriched and accelerated curriculum.**

Meet the educational needs of historically underserved populations.

Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

Are consistent with and are designed to implement State and local improvement, if any.

After considering the findings and implications of our needs assessment, our school's educational priorities in support of improved student achievement in English Language Arts/ESL for 2010-2011 school year are:

- ✓ Continued participation in Teachers College Reading and Writing project
- ✓ Alignment of the ESL curriculum with Teachers College Reading and Writing units of study
- ✓ Continued intensive Academic Intervention support for targeted students at-risk of not meeting state standards
- ✓ Continued professional development for all teachers on data analysis to drive rigorous instructional goals and objectives that allow for repeated practice in small group setting

3. Instruction by highly qualified staff.

100% of our teachers are highly qualified.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

- ✓ Imagine English for ELL's and students with disabilities
- ✓ Teachers College Reading and Writing on site staff developers
- ✓ Technology: Smartboards/student response systems/ student e-portfolios
- ✓ Dimension M (Tabula Digita)
- ✓ Envisions Math
- ✓ Weather Bug Achieve Science – NYS LTG grant
- ✓ Title II D Technology – Student electronic portfolio
- ✓ Garden Clubs

- ✓ New Beginnings for English Language Learners After School Program – literacy/math
- ✓ Literacy Plus After School Program – literacy/math
- ✓ Explorers Club After School Program – literacy/math/science

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

PS 176 utilizes the following strategies to attract highly-qualified teachers: PS 176 has formed collaborative partnerships with colleges and universities as a teacher-training site for student teachers to develop instructional practices and cutting edge 21st Century multi-media tools to improve student progress.

6. Strategies to increase parental involvement through means such as family literacy services.

PS 176 is committed to increasing parental involvement with the following strategies

- ✓ Continued engagement in community activities forming a school – home relationship
- ✓ Expansion of Family Night programs
- ✓ Initiate summer program, Cinema under the Stars, a family drive-in movie nights in July 2010, sports field
- ✓ Initiate summer program, Kids Karaoke Night, family nights in August, 2010, sports field Translation of notices sent to parents in their native language
- ✓ Translators in place at all parent meetings and workshop to help immigrant parents
- ✓ Workshops offered to parents by Parent Coordinator and staff developed
- ✓ Curriculum meetings held to inform parents of prescribed State standards
- ✓ Lending library resources for parents to use to help themselves and their children
- ✓ ESL classes for parents offered by the Parent Coordinator

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

We host an orientation meeting for all parents of newly registered students to inform them of the resources available to them as well as an overview of the programs offered in our school. Our parent Coordinator attends all meetings and conducts outreach for all parents, offering translations services when needed and other supports.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

All teachers are presented through our collaborative teacher team, both on the grade and across the school, where the use of academic assessment is discussed. A needs assessment is distributed to all teachers and intensive staff development is provided to teacher on various assessment tools to use with students to develop individual goals and benchmarks. Workshops will be provided to staff and parents on interpreting data to drive instruction to ensure that all students are provided with an education program that is tailored to each child's need. The Pupil Personnel Team will meet on an average of two times per month to look at student progress, make appropriate recommendations and identify academic support programs to ensure student progress.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

All teachers are provided staff development in the beginning of the year on the protocols needed to refer students to the Pupil Personnel Team. Our Pupil Personnel Team meets twice each month to discuss referred students. After the team meetings, a case manager is assigned to each referred student. The case manager informs the classroom teacher of initiated Tier 1 supports or PRIM protocols. The case manager conducts a series of classroom observations and reports to the Pupil Personnel Team on student progress at the next meeting. Next steps are planned to ensure that the student is receiving appropriate supports to ensure standards work.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

PS 176 has a strong support service program which is led by our guidance counselor. She conducts a systematic process for reaching out to students who are absent from school. She works with our Parent Coordinator to inform parents of the importance of excellent daily attendance necessary for student achievement. Our guidance counselor meets with mandated and at-risk children individually and in small groups to explore student issues. Our guidance counselor acts as a crisis manager to assist students and parents in need. She is often supported by our Social Worker and School Psychologist. Their interaction affords a strong team that identifies problems before they escalate.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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:

X- 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.

X- 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are “Conceptually” [1] Consolidated in the Schoolwide Program (P) Title 1 ARRA SWP Title 1 SWP Title II A Supplemental TL Fair Student Funding Yes	Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY’11 school allocation amounts)	Check (P) in the left column below to verify that the school has met the intent and purposes [2] of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	Page
			No	N/A	Check (P)
Title I, Part A (Basic)	Federal	X	\$718,011.00		• ✓ p.18
Title 1 SWP					
Title I, Part A (ARRA)	Federal	x	\$295,301.00		• ✓ p.18
Title 1 SWP ARRA					
Title II, Part A	Federal	x	\$22,912.00		• ✓ p.18
Title II A					

Supplemental

Title III, Part A	Federal	x	\$41,180.00	• ✓	p.5
Title III, Part A					
Title IV	Federal			•	
IDEA	Federal			•	
Tax Levy	Local	x	\$4,832,609.00	• ✓	p.18

Fair Student Funding

**Fair Student Funding
Supplemental**

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS : N/A

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

- 1. Use program resources to help participating children meet the State standards.**

N/A

- 2. Ensure that planning for students served under this program is incorporated into existing school planning.**

N/A

3. **Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:**
 - a. **Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;**
 - b. **Help provide an accelerated, high –quality curriculum, including applied learning; and**
 - c. **Minimize removing children from the regular classroom during regular school hours;**

N/A

4. **Coordinate with and support the regular educational program;**

N/A

5. **Provide instruction by highly qualified teachers;**

N/A

6. **Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;**

N/A

7. **Provide strategies to increase parental involvement; and**

N/A

8. **Coordinate and integrate Federal, State and local services and programs.**

N/A

Appendix 5: NCLB/SED Requirements for Schools Identified for Improvement, Corrective Action, or Restructuring

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: N/A

SURR[3] Phase/Group (If applicable):

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

N/A

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

N/A

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

N/A

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

N/A

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

N/A

Appendix 6: SED Requirements for Schools Under Registration Review (SURR)

All SURR schools must complete this appendix.
N/A

SURR Area(s) of Identification:

SURR Group/Phase:

Year of Identification:

Deadline:

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions taken
N/A	N/A	N/A

Appendix 7: Title I, Part A – Support for Students in Temporary Housing (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

None

2. Please describe the services you are planning to provide to the STH population.

Title I funds will be used to provide books, instructional supplies, basic/emergency supplies, eyeglasses and counseling services as needed to children identified as Students in Temporary housing

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

N/A

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

N/A

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

N/A

Appendix 8: Contracts for Excellence (C4E) School-Based Expenditures

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

[1] Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

[2] Note: The intent and purposes of the Federal programs indicated on the above chart 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.
- Title II, Part A: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- Title III, Part A: To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- Title IV: To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- IDEA: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

[3] School Under Registration Review (SURR)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 176 Ovington						
District:	20	DBN:	20K17	School		332000010176	
DEMOGRAPHICS							
Grades Served:	Pre-K		3	v	7		11
	K	v	4	v	8		12
	1	v	5	v	9	Ungrade	v
	2	v	6		10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	0	0	0		96.1	96.7	96.7
Kindergarten	198	203	203	Student Stability - % of Enrollment:			
Grade 1	195	197	224	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 2	178	189	208		93.2	93.8	91.8
Grade 3	186	178	197	Poverty Rate - % of Enrollment:			
Grade 4	181	192	185	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 5	192	174	200		70.2	75.0	77.6
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 8	0	0	0		5	0	0
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 11	0	0	0		36	40	17
Grade 12	0	0	0	Special Education			
Ungraded	0	5	8	Suspensions (OSYD Reporting) - Total Number:	2007-	2008-	2009-
Total	1130	1138	1225	<i>(As of June 30)</i>	2007-	2008-	2009-
					0	1	1
				Principal Suspensions	0	1	1
				Superintendent Suspensions	0	2	3
				Special High School Programs - Total Number:			
				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	0	0	0
				Early College HS Program Participants	0	0	0
				English Language Learners (ELL) Enrollment: (BESIS Survey)			
<i>(As of October 31)</i>	2008-	2009-	2010-	Number of Staff - Includes all full-time staff:	2007-	2008-	2009-
# in Transitional Bilingual Classes	34	23	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# in Dual Lang.	0	0	TBD		78	80	83
# receiving ESL services only	200	222	TBD	Number of Teachers	78	80	83
# ELLs with IEPs	10	29	TBD	Number of Administrators and Other Professionals	16	17	6
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	8	13	17

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	0	0	0	% fully licensed & permanently assigned to this	98.7	100.0	100.0
				% more than 2 years teaching in this school	76.9	68.8	81.9
				% more than 5 years teaching anywhere	64.1	62.5	65.1
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		86.0	84.0	89.2
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	0.6	0.9	0.2				
Hispanic or Latino	19.2	18.5	16.0				
Asian or Native Hawaiian/Other Pacific	53.2	54.3	53.8				
White	26.7	26.1	29.8				
Male	49.7	50.4	50.2				
Female	50.3	49.6	49.8				

2009-10 TITLE I STATUS

v	Title I							
	Title I							
	Non-							
Years the School				2007-	2008-09	2009-	2010-	
				v	v	v	v	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,						
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In		v	Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) –						
Corrective Action (CA) –						
Restructuring Year 1						
Restructuring Year 2						
Restructuring Advanced						

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level			Secondary Level		
ELA:	v		ELA:		
Math:	v		Math:		
Science:	v		Graduation Rate:		

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific	v	v					
White	v	v					
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	63.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	9.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	11.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	39						
<i>(Comprises 60% of the</i>							
Additional Credit:	3.5						

KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
v = Made AYP				U = Underdeveloped			
vSH = Made AYP Using Safe Harbor Target				UPF = Underdeveloped with Proficient Features			
X = Did Not Make AYP				P = Proficient			
– = Insufficient Number of Students to Determine AYP				WD = Well Developed			
				NR = Not Reviewed			

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf