



**THE CAMBRIA HEIGHTS SCHOOL  
P.S. 176 QUEENS**

**2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 29Q176**  
**ADDRESS: 120- 45 235<sup>TH</sup> STREET**  
**TELEPHONE: (718) 525-4057**  
**FAX: (718) 276-3458**

**TABLE OF CONTENTS**

**SECTION I: SCHOOL INFORMATION PAGE.....3**

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4**

**SECTION III: SCHOOL PROFILE.....5**

**PART A: NARRATIVE DESCRIPTION.....5**

**PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6**

**SECTION IV: NEEDS ASSESSMENT.....10**

**SECTION V: ANNUAL SCHOOL GOALS.....11**

**SECTION VI: ACTION PLAN.....12**

**REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,  
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28**

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** P.S. 176 Q      **SCHOOL NAME:** The Cambria Heights School

**SCHOOL ADDRESS:** 120-45 235<sup>th</sup> Street Cambria Heights, NY 11411

**SCHOOL TELEPHONE:** 718-525-4057      **FAX:** 718-276-3458

**SCHOOL CONTACT PERSON:** Afua Hill      **EMAIL ADDRESS:** Ahill4@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Afua Hill

**PRINCIPAL:** Arlene Bartlett

**UFT CHAPTER LEADER:** Toni Coleman

**PARENTS' ASSOCIATION PRESIDENT:** Nakida Camille

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* N/A

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 29      **CHILDREN FIRST NETWORK (CFN):** 209

**NETWORK LEADER:** Mr. Dan Purus

**SUPERINTENDENT:** Mr. Lenon Murray

## 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/rdonlyres/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
Arlene Bartlett	*Principal or Designee	
Toni Coleman	*UFT Chapter Chairperson or Designee	
Nakida Camille	*PA/PTA President or Designated Co-President	
Leslie Myers	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Sandra Cox	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Afua Hill	Member/ Teacher	
Virginia Lowery	Member/ Teacher	
Michelle Cromer	Member/ Teacher	
Tira Vaughn	Member/ Parent	
Aishah Muhammad	Member/ Parent	
Easter Gaddy	Member/ Parent	
Mica Fields	Member/ Parent	

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

\* Core (mandatory) SLT members.

### **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.

---

P.S. 176Q is committed to providing students with a safe and nurturing environment wherein children learn to be concerned and respectful citizens. Students are encouraged to accept new challenges and work toward achieving their full potential. Students, parents and staff work together as partners. We are committed to building a community of life long learners who will be endowed with the knowledge, skills, attitudes and quality of character necessary to be successful, contributing members of this ever changing global society.

P.S. 176Q is a Pre-K- Grade 5 school that serves a diverse population. Our students participate in a curriculum that will enable them to meet and/or New York City and New York State Standards. Classes are heterogeneously grouped and teachers differentiate instruction to meet the needs of all students. P.S. 176Q is home to a District 29 Gifted Program. The Gifted Program provides enrichment within a rigorous standards-based curriculum.

Our students are guided to set goals for reaching their highest potential. They receive quality standards based instruction that will maximize the development of their abilities, skills and talents. They are expected to develop proficiency in the core curriculum areas of reading, math, science, social studies, and writing.

All classes participate in ninety- minutes of literacy instruction each day. The literacy instruction incorporates and address all aspects of a balanced literacy program, including reading comprehension skills, vocabulary development, decoding skills and reading fluency. The daily writing workshop enables students to learn to write in a variety of genres. Students learn to revise their work and edit for conventions of the English language.

Our mathematics program is focused on achieving a balance of conceptual understanding, skill proficiency and the process strands as identified in the New York State Mathematics standards. P.S. 176Q utilizes the Every Day Math Program.

Our curriculum is specifically designed to provide a stimulating learning environment that enables students to successfully progress through the stages of acquiring knowledge. The School Based Support Team, Guidance Counselor and SETTS teacher work collaboratively to ensure that all special needs students receive the services that will enable them to succeed. P.S. 176Q provides a variety of interventions before, during and after school. Students identified as At-Risk, based upon teacher observations, Acuity, NYS and school assessments, receive additional instructional support in a small group configuration. Additional instructional time is provided by classroom teachers during the Extended Day Program. In addition students attend The Saturday Academy between October and March. AIS teachers provide remediation in mathematics and ELA during the day.

P.S. 176Q recognizes the importance of providing all students with a strong arts program. All students receive instruction in visual arts and music. The goals of these programs are aligned with the New York City Blueprint for the Arts.

Computer literacy skills are provided to all students in the Library/ Media lab. The Library/ Media teacher works collaboratively with the classroom teachers to provide resources and introduce technology skills that are aligned with curriculum objectives.

All students participate in a physical education program that promotes good health through instruction on nutrition and exercises that build strength and flexibility. Students in grades 4 and 5 participate in the Fitness Gram Program.

Our students are encouraged to get involved in the greater community. Many of the activities are an outgrowth of the Student Council. Students participate in events such as Penny Harvest, food drives, coat drives, Jump Rope for Heart, and St. Jude Math-A-Thon.

The P.S. 176Q educators, support staff, parents and other community members are expected to work in collaboration with one another to convey high expectations for each and every student. Each adult community member is responsible for nurturing or students with respect and encouragement. In order for our students to achieve their maximum potential we must create a safe, secure, healthy, warm, and welcoming environment.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>	P.S. 176 Q- The Cambria Heights School			
<b>District:</b>	29	<b>DBN #:</b>	29Q176	<b>School BEDS Code:</b> 342900010176

DEMOGRAPHICS									
Grades Served in 2009-10:	x Pre-K	x K	x 1	x 2	x 3	x 4	x 5	● 6	● 7
	● 8	● 9	● 10	● 11	● 12	● Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)			2007-08	2008-09	2009-10
Pre-K	18	18	18				94.8	95.9	TBD
Kindergarten	74	87	99						
Grade 1	99	105	117	<b>Student Stability: % of Enrollment</b>					
Grade 2	106	107	127	(As of June 30)			2007-08	2008-09	2009-10
Grade 3	107	116	114				96.3	96.3	TBD
Grade 4	123	143	141						
Grade 5	96	118	142	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	0	0	0	(As of October 31)			2007-08	2008-09	2009-10
Grade 7	0	0	0				73.7	80.3	86.6
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	0	0	(As of June 30)			2007-08	2008-09	2009-10
Grade 11	0	0	0				2	22	TBD
Grade 12	0	0	0						
Ungraded	0	0	2	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)			2007-08	2008-09	2009-10
Total	623	694	760				2	0	2
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)			2007-08	2008-09	2009-10
Number in Self-Contained Classes	23	21	10						
No. in Collaborative	8	12	13	Principal Suspensions			8	5	TBD

DEMOGRAPHICS							
Team Teaching (CTT) Classes							
Number all others	27	37	36	Superintendent Suspensions	1	1	TBD
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0					
# receiving ESL services only	6	13	9	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	5	2	3	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	43	45	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	8	8	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	0	1	TBD
	0	0	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	97.7	100.0	TBD
American Indian or Alaska Native	0.2	0.1	0.3	Percent more than two years teaching in this school	76.7	77.8	TBD
Black or African American	95.2	92.5	92.5	Percent more than five years teaching anywhere	76.7	77.8	TBD
Hispanic or Latino	2.7	2.7	1.8				
Asian or Native Hawaiian/Other Pacific Isl.	0.8	1.4	2.1	Percent Masters Degree or higher	93.0	93.0	TBD
White	1.1	2.0	2.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	98.1	TBD
Multi-racial							
<b>Male</b>	46.2	46.1	46.2				
<b>Female</b>	53.8	53.9	53.8				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input checked="" type="checkbox"/> Title I Targeted Assistance		<input checked="" type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>				<u>Category (Check <input checked="" type="checkbox"/>)</u>			
				Basic	Focused	Comprehensive	
In Good Standing (IGS)	X						
Improvement (year 1)							
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level ( <input checked="" type="checkbox"/> )</b>			<b>Secondary Level ( <input checked="" type="checkbox"/> )</b>			
	ELA:	X		ELA:			
	Math:	X		Math:			
	Science:	X		Grad. Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>	X	X	X				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-					
Black or African American	X	X					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY						
White	-	-	-			
Multiracial	-	-	-			
<b>Other Groups</b>						
Students with Disabilities	X(SH)	X	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	X	X	X			
<b>Student groups making AYP in each subject</b>	4	4	1			
<b>Key: AYP Status</b>						
X	Made AYP	*	Did Not Make AYP	**	Did Not Make AYP Due to Participation Rate Only	
X <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>						
<i>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</i>						
<i>**<a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a></i>						

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	NR
<b>Overall Score</b>	87.2	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	13.6	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	22.2	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	48.4	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## 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?
- 

### Identifiable Trends:

#### School Year 2007-2008 (All Students)

Grade	Percentage of Level 3 and 4 Students- ELA	Percentage of Level 3 and 4 Students - Math
3	64%	90%
4	70%	86%
5	76%	79%

#### School Year 2007-2008 (Students with Disabilities)

Grade	Percentage of Level 3 and 4 Students- ELA	Percentage of Level 3 and 4 Students- Math
3	33%	71%
4	27%	33%
5	50%	67%

#### School Year 2008-2009 (All Students)

Grade	Percentage of Level 3 and 4 Students- ELA	Percentage of Level 3 and 4 Students- Math
3	81%	95%
4	80%	82%
5	76%	87%

#### School Year 2008- 2009 (Students with Disabilities)

Grade	Percentage of Level 3 and 4 Students- ELA	Percentage of Level 3 and 4 Students- Math
3	57%	100%
4	44%	64%
5	22%	41%

### School Year 2009- 2010 (All Students)

*Grade	* Students Meeting the Criteria- ELA	* Students Meeting the Criteria- Math
3	97%	98%
4	97%	92%
5	91%	89%

\* Actual data will be available July 2010. The data reported is based on students meeting promotional criteria.

### Progress Report

School Year	2007- 2008	2008- 2009
Percentage of Level 3 and 4 Students- ELA	70%	78.8%
Percentage of Level 3 and 4 Students- Math	85.4%	87.2%
Proficiency- ELA	3.21	3.29
Proficiency- Math	3.62	3.69
1 Year Progress- ELA	62.8%	67%
Lowest 1/3 Progress-ELA	81.8%	87.1%
1 Year Progress- Math	58.7%	68%
Lowest 1/3 Progress- Math	47.4%	68.9%

### Learning Environment Survey

Topic Results	2007-2008	2008- 2009	2009- 2010
Academic Expectations	8.4	8.4	8.3
Communication	7.9	7.9	8.1
Engagement	7.7	7.6	8.1
Safety and Respect	8.5	8.4	8.3
% of Parents Taking the Survey	79%	74%	77%
% of Teachers Taking the Survey	42%	65%	88%

### Summary of Data Findings:

Results of all tested students (2008-2009 Data) in grades 3-5 indicate that 78% of the students performed at or above Level 3 and 4 on the New York State English Language Arts Examination. Results also indicate that for all tested students in grades 3-5 87.1% of the students performed at or above Level 3 and 4 on the New York State Mathematics Examination.

Data obtained from the New York State School Report Card, Progress Report, Quality Review Self Assessment, Periodic Assessments, ARIS, as well as the results of the Inquiry Team action research reveal that the average student tested in both ELA and Mathematics made significant yearly gains from level 1 to 2. Whereas the average student who scored Level 3 and 4 on the ELA or Mathematics exam in the previous year did not make a yearly gain. The inquiry team decided to use this information to determine what is hindering the students in this targeted group from making the obtainable yearly gain.

#### Greatest Achievements:

- Increase in the number of students achieving proficiency levels as measured by the New York State Assessments
- Expansion of the Arts Program to include Visual Arts.
- Implementation of an Enrichment Cluster Program.
- Improved Communication and Engagement results on the Learning Environment Survey
- The work of the School Wide Inquiry Team in supporting teachers in their analysis of student progress as measured by both formative and summative assessments and their implications for instruction.
- Ongoing professional development for teachers on the use of ARIS, ACUITY, and the Periodic Assessments.
- Using Teacher Data Initiative to help teachers determine their strengths and areas of need.

#### Significant Aids:

- Highly qualified teaching staff
- Grade meetings that provide teachers with opportunities to compare student progress
- Committed parent community
- Providing parents with opportunities to participate in the child's education through parent workshops, curriculum focused family nights and classroom visits.
- Increased use of data to inform and plan for instruction to support all students in meeting and/or exceeding grade level standards.
- Curriculum Mapping- A calendar based compilation of the content, skills, and assessments that child experiences at each grade level.
- Collection of Data from the following: DRA2; DWA; ECLAS2; Periodic Assessments; Instructionally Targeted Assessments; TDI; formative and summative assessment.

## 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.

---

**Goal 1: By June 2011 80% of the students in Kindergarten through fifth grade will demonstrate proficiency in age appropriate mathematics concepts and skills as measured by the Everyday Mathematics unit assessments, informal assessment, Periodic Assessments and teacher observation.**

**Goal 2: By June 2011 100% of our teachers will receive monthly professional development targeted to student performance progress. Teachers will receive continuous support with technology, data analysis, ELA and mathematics.**

**Goal 3: By June 2011 students in Grades 3-5 will improve on their literacy skills as evidenced by an increase of at least 3% in the number of students achieving proficiency levels on the 2011 New York State ELA Assessment.**

**Goal 4: By June 2011 students in Kindergarten- Grade 2 will demonstrate proficiency in age appropriate listening, speaking, reading comprehension, and writing skills, phonemic awareness, phonics and word recognition as measured by the spring administration of ECLAS2 (Early Childhood Literacy Assessment System) and DRA2**

**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.

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011 80% of all students in Kindergarten through Grade 5 including, general education students, students with an I.E.P., economically disadvantaged and ELL students will demonstrate proficiency in age appropriate math concepts and skills as measured by the Everyday Math unit assessments, Periodic assessments and teacher observation.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Each grade will determine the written and mathematical skills students need to meet the demands of open constructed responses and provide instructional strategies to promote student proficiency.</li> <li>• Professional development opportunities will be provided to support teachers’ growth around teaching problem solving strategies.</li> <li>• Planning time will be scheduled for teachers to create rubrics to use as tool to measure and assess student learning.</li> <li>• The Inquiry Team will collect monthly open- ended responses from students who did not demonstrate 1 year progress and our level 2 students to analyze student work and give feedback to teachers on strategies that are most effective.</li> <li>• Teachers will read and discuss professional materials on strategies to support mathematics instruction</li> <li>• Identified students will meet with the AIS teacher to receive small group instruction</li> <li>• Level 1 and 2 students will receive additional instructional support during the Extended Day program</li> </ul> <p><b>Responsible Staff: All Classroom Teachers, Inquiry Specialist, Coach, Assistant Principal, Principal, AIS Providers, Extended Day Teachers</b> <b>Timeline: September 2010- June 2011</b></p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>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.</i></p>	<ul style="list-style-type: none"> <li>• Fair Student Funding will be used to pay teacher per- session for morning and Saturday Programs</li> <li>• Fair Student Funding will be used to pay per diem coverage for monthly articulation meetings, attendance at coaching meetings and professional development sessions</li> <li>• C4E funding will be used to hire a coach</li> <li>• Fair Student Funding will be used to hire an Inquiry Specialist and AIS providers.</li> <li>• Title I funding will be used to pay per- session and per- diem costs.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Using the 2009 Math Predictive results as a base line, an improvement of at least 2% for all students on each of the 2 predictive assessments administer during the 2010- 2011 school year.</li> <li>• Improvement of at lease 2% on each of the Everyday Mathematics unit exams</li> <li>• Using formative and summative exams to monitor student progress in meeting grade specific independent math level benchmarks.</li> </ul>

## 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.

**Subject/Area (where relevant):** Professional Development

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011 100% of our teachers will receive monthly Professional Development targeted to student performance progress. Teachers will receive continuous support with technology, data analysis, ELA and mathematics</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Schedule common preps, lunch and learns, grade wide Inquiry Teams and study groups</li> <li>• Work with the Inquiry Specialist to deepen staff awareness and understanding of data</li> <li>• Support teachers in use of technology to access data from NYS Exams, ARIS, NYC Periodic Assessments, ECLAS2, DWA and DRA2</li> <li>• Collaborate with CFN 209 staff to enhance our professional development offerings,</li> <li>• Offer after school professional development using effective strategies to teach ELA and mathematics concepts</li> <li>• Grade conferences, inter-visitations, demonstration lessons</li> </ul> <p><b>Responsible Staff: Inquiry Specialist, Coach, Technology Teacher, All classroom teachers, Assistant Principal, Principal</b> <b>Timeline: Monthly- September 2010- June 2011</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will</p>	<ul style="list-style-type: none"> <li>• Title One funding for per-diem substitutes to enable teachers to attend professional development meetings and conferences, inter-visitations and demonstration lessons</li> <li>• C4E funding for Coach</li> <li>• Fair Student Funding for Inquiry Specialist and Assistant Principal</li> </ul>

<p><i>support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• <b>Fair Student Funding for per- session after school meeting</b></li> <li>• <b>Funding for CFN 209</b></li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• <b>Documentation of professional development utilizing sign- in sheets</b></li> <li>• <b>Minutes for all Professional Development meetings</b></li> <li>• <b>Evaluate technology use and effectiveness in the classroom through administrative formal and informal observation</b></li> <li>• <b>Coach logs/ programs</b></li> <li>• <b>Demonstration lessons</b></li> <li>• <b>Visitation Schedule</b></li> <li>• <b>Study Groups</b></li> <li>• <b>Inquiry Specialist logs</b></li> <li>• <b>Administrative Observations</b></li> </ul>

## 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.

**Subject/Area (where relevant):** English Language Arts (Grades 3-5)

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011</b> students in grades 3-5 including general education students, students with an I.E.P., and economically disadvantaged students will improve on their literacy skills as evidenced by an increase of at least 3% in the number of students achieving proficiency levels on the 2011 New York State ELA Assessment.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Teachers for the upper grades will be identified and will attend monthly coaching sessions- studying comprehension and learning strategies to improve the depth and complexity of classroom instruction.</li> <li>• Students who achieve proficiency but did not demonstrate 1 years progress will participate in Extended Day instruction.</li> <li>• Students not meeting proficiency levels will receive additional instruction during the day through the services of an AIS teachers and in the Extended Day Program and Saturday Academy</li> <li>• A predictive assessment mirroring the NYS ELA will be used to assess and isolate the specific skills and learning targets students need to achieve and exceed proficiency standards.</li> <li>• Monthly articulation meetings will be held between classroom teachers, AIS providers, SETTS and ELL teachers to identify targeted goals for students and to measure progress in meeting them.</li> <li>• The Principal will monitor students’ progress at a minimum of four times a year through the use of DRA2, Periodic Assessments, and Acuity</li> <li>• Per Diem days will be allocated for teachers to participate in professional development activities to expand pedagogy knowledge on effective literacy instruction</li> <li>• Data Inquiry Team will use data to monitor student performance to identify patterns and trends, provide feedback to teachers and identify instructional</li> </ul>

	<p style="text-align: center;"><b>strategies to promote student learning.</b></p> <p><b>Responsible Staff: Coach, Inquiry Specialist, Principal, Assistant Principal, AIS providers, Mandated Service Providers, All classroom teachers</b>  <b>Timeline- September 2010- June 2011</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>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.</i></p>	<ul style="list-style-type: none"> <li>• <b>C4E funding for coach</b></li> <li>• <b>Tax Levy DRA Stabilization funding for Inquiry Specialist</b></li> <li>• <b>Fair Student Funding for Assistant Principal</b></li> <li>• <b>Title I funding for Per Session and Per Diem</b></li> <li>• <b>5% Title I funding for highly qualified staff</b></li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• <b>Benchmark Indicators</b></li> <li>• <b>Periodic Assessment Results</b></li> <li>• <b>Instructionally Targeted Assessment Results</b></li> <li>• <b>AIS Documentation</b></li> <li>• <b>Running Records</b></li> <li>• <b>Teacher Observations</b></li> <li>• <b>Administrative Observations</b></li> <li>• <b>Results of the 2011 NYS Standardized Assessments</b></li> </ul>

**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.

**Subject/Area (where relevant):** English Language Arts  
(Kindergarten- Grade 2)

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>By June 2011 80% of the students in Kindergarten – Grade 2, including Students with Disabilities, economically disadvantaged and ELLs, will demonstrate proficiency in age appropriate listening, speaking, reading comprehension, writing skills, phonemic awareness, phonics and word recognition as measured by the spring administration of ECLAS2, DRA2 and teacher observation</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Professional Development workshops, grade level inquiry meetings, and lab sites will be used to evaluate the effectiveness of differentiation strategies, analyze reading conference notes, running records, and to set instructional goals</li> <li>• Teachers will assist with setting goals</li> <li>• Per Diem Substitutes will be assigned to cover the classes of teachers participating in lab sites</li> <li>• Push In Academic Intervention teachers to work with At- Risk students</li> <li>• Implementation of the Wilson and Foundations Programs for At- Risk students</li> <li>• Extended Day Program for At- Risk students will provide additional support for students to reach their independent reading goals</li> <li>• Leveled reading materials for each classroom</li> </ul> <p><b>Responsible Staff: Principal; Assistant Principal; Coach; Inquiry Specialist; AIS Providers; All Classroom Teachers</b></p> <p><b>Timeline: September 2010- June 2011</b></p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>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.</i></p>	<ul style="list-style-type: none"> <li>• C4E funding for Coach</li> <li>• Tax Levy DRA Stabilization funding for Inquiry Specialist</li> <li>• Fair Student Funding for AIS providers</li> <li>• Tax Levy Funding CFN 209 Support</li> <li>• Fair Student Funding for Assistant Principal</li> <li>• NYSTL funding for Leveled Library Books</li> <li>• Title I SWP funding for Per Diem Coverage</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Benchmark data from Spring 2010 ECLAS2 and EPAL</li> <li>• Benchmark data from Fall 2010 ECLAS2</li> <li>• Running Records</li> <li>• Informal Assessments</li> <li>• Reading logs</li> <li>• Reading Conference Notes</li> <li>• Student Notebooks</li> <li>• Informal assessments</li> </ul>

## **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**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**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	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	3	3	N/A	N/A	3	0	0	0
1	42	42	N/A	N/A	5	0	0	0
2	42	42	N/A	N/A	5	0	0	0
3	50	50	N/A	N/A	1	0	0	0
4	50	50	10	10	0	0	0	0
5	60	60	0	10	0	0	0	0
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)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<p><b>At Risk Students who are currently performing at the Tier I and Tier II levels.</b></p> <p><b>Tier I Intervention:</b></p> <ul style="list-style-type: none"> <li>• <b>Small groups to implement differentiated instruction during the ELA periods for four forty minute periods weekly</b></li> <li>• <b>Small group instruction during the Extended Day period for 37 ½ minutes for four days per week</b></li> <li>• <b>Strategy and skill lessons and designed guided reading based on the needs of the students</b></li> <li>• <b>Assessments based on skills and content as well as DRA administered quarterly, ECLAS assessments will determine the effectiveness of Tier I Services</b></li> </ul> <p><b>Tier II Intervention:</b></p> <ul style="list-style-type: none"> <li>• <b>Small Group instruction is provided to students who are at risk and in need of a supplemental instruction to the core instruction</b></li> <li>• <b>The programs are based on the critical elements of beginning reading</b></li> <li>• <b>Homogenous small group instruction for a minimum of 30 minutes per day for four days focused on core literacy instruction</b></li> <li>• <b>Assessments based on specific program benchmarks will determine the effectiveness of Tier II Services</b></li> </ul> <p><b>English Language Learners:</b></p> <ul style="list-style-type: none"> <li>• <b>Differentiated Instruction five days a week</b></li> <li>• <b>Assessments are based on Lab Scores</b></li> </ul> <p><b>All at- risk students are invited to attend Saturday Academy. In addition all at- risk students are invited to participate in the Extended Day program.</b></p>
<b>Mathematics:</b>	<p><b>Academic Intervention in Mathematics is offered in two ways:</b></p> <ul style="list-style-type: none"> <li>• <b>One 60 minute period for fives days per week in Kindergarten- Grade 5 for all Tier I intervention.</b></li> <li>• <b>Differentiated instruction during all math lessons which includes the foundation of mathematics skills and manipulative materials for at- risk students</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Students who are not demonstrating progress through Benchmark Assessments will be referred for Tier II intervention</li> <li>• Students who are referred for Tier II intervention will be grouped for smaller group instruction to be serviced by a push in AIS provider.</li> </ul>
<b>Science:</b>	Students scoring Level 1 or Low level 2 on the New York State Exams will meet with the Science AIS provider for 1 45 minute session during the week. Students will participate in hands on activities in order to enhance their proficiency levels.
<b>Social Studies:</b>	Students scoring Level 1 or Low level 2 on the benchmark assessment will meet with the Social Studies AIS provider for 1 45 minute session during the week. Students will review Document Based Questions to enhance their proficiency levels.
<b>At-risk Services Provided by the Guidance Counselor:</b>	The School Guidance Counselor will provide guidance and crisis counseling services during the school day at least twice weekly or as needed. Students will receive counseling in social and emotional strategies on learning how to deal with personal issues concerning their peers, family and adult relations.
<b>At-risk Services Provided by the School Psychologist:</b>	The School Psychologist is assigned to P.S. 176Q only 2 days a week and is not scheduled to provide at risk intervention.
<b>At-risk Services Provided by the Social Worker:</b>	The School Social Worker is assigned to P.S. 176Q only 2 days a week and is not scheduled to provide at risk intervention
<b>At-risk Health-related Services:</b>	The Health Provider is not scheduled to provide at risk intervention

## 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.

### LANGUAGE ALLOCATION POLICY

#### **Part I- School Profile:**

---

##### **A) LAP Team Composition:**

The Language Allocation Policy Team is composed of the following members of PS 176Q:

Principal: Arlene Bartlett

Assistant Principal: Marcelle Hughley

Parent Coordinator: Joyce Barksdale

Guidance Counselor: Margaret Lashley

Literacy Coach: Alicia Powell

ESL Teacher: Catherine Rolon

##### **B) Teacher Qualification:**

There is one certified ESL instructor at PS 176Q for the 2010- 2011 academic year. The ESL teacher is permanently state and city certified in ESL. The ESL instructor works full time using a push-in/ pull-out model of instruction.

##### **C) ELL Demographics:**

There are 749 students enrolled for the 2010- 2011 school year, with a total of 11 ELL students. The ELL share of the total student population is 1.62%. PS 176Q has a freestanding ESL program which uses 15% push-in / 85% pull- out model. There is a fourth/fifth grade group which is pull- out exclusively. In Kindergarten there are two push- in periods and three pull- out periods. Second grade is a completely pull out group. In our ESL program model there are 2 special-ed ELLs with 4-6 years of service. There is one special education student who is a newcomer in Kindergarten. There are on long-term ELLs who are considered special education or SIFE  
Of the 4 Spanish speaking ELLs 2 are in the 5<sup>th</sup> grade special education, and 2 are in Kindergarten. There is one Chinese speaking ELL in 4<sup>th</sup> grade. There is one Hindi speaking ELL in second grade. There are 4 Haitian speaking students, 2 are in 2<sup>nd</sup> grad and 2 are in 4<sup>th</sup> grade. There is one student in 2<sup>nd</sup> grade who speaks German.

#### **Part II- ELL Identification Process:**

- 1) Upon entrance into the school each parent is initially interviewed to determine what their Home Language may be. Then parents are given the opportunity to have a school translator if necessary. In the office is a list of staff members and the second language that they speak. This language resource is utilized during admission. Parents are given a HLIS survey in English and their home language. The certified ESL teacher assesses the HLIS at the beginning of the year and determines the home language. Based on the determination made by the ESL teacher of the home language being other than English the students are tested using the LAB-R. This is all done within the first ten days of a student's entrance. At the end of the year students will be given the NYSESLAT to determine their continued eligibility for ESL.
-

- 2) The parents of students eligible to receive services are invited for a parent orientation meeting. At the orientation meeting parents are offered the different programs that will meet the needs of their child. If parents are unable to attend this meeting an appointment is scheduled to meet with parents when it is mutually convenient. The parents also view the parent orientation video in their home language. This meeting is designed to help parents to become thoroughly informed of their choices. At the time of the meeting translators are available for parents if one is requested.
  - 3) As soon as the determination for ESL is made a letter of entitlement is sent home to parents, along with an invitation to attend a parent meeting. At the time of the parent meeting parents are given the Parent Survey and Program Selection form. All parents are given the choice that the request. Parents have indicated satisfaction the services provided. Follow up phone calls are made to parents who have not returned the form.
  - 4) All parents chose to stay at PS 176Q because of the rigorous academic programs and have their child placed in the freestanding ESL program.
  - 5) The trend in program choices appears to be that ESL is predominantly chosen by parents on the Parent Survey.
  - 6) Our freestanding ESL program is aligned with parent requests.
- 

### Part III- ELL Demographics:

---

- A) ELL Programs- All students are enrolled in a Freestanding ESL Push- In/ Pull- Out program. We have 2 students in Kindergarten, 4 students in second grade, 4 students in fourth grade and 2 students in fifth grade
  - B) ELL Years of Service and Programs: 7 students currently enrolled in ESL are newcomers with less than 3 years of service. 4 Students are ELLs receiving services for 4 to 6 years.
  - C) Home Language Breakdown and ELL Programs: The program has 2 Kindergarten children, and 2 fifth grade children who are Spanish speaking. There are 2 Haitian speaking second grade students and 2 Haitian speaking fourth grade students. There is 1 German speaking second grade student. There is 1 Chinese speaking student in the fourth grade. There is 1 Hindi speaking student in the second grade.
  - D) Programming and Scheduling Information:
- 

- How is instruction delivered?- **All instruction is planned in order to meet the NYS ESL and ELA learning standards. The specific methodology and strategies are designed to maximize learning for ELLs. All instruction is delivered by a certified ESL teacher. PS 176Q has a 15%/ 85% push-in/ pull- out ESL program. The model currently being utilized maximizes the instructional time for all ELL students. Students are grouped by grade level. Each group consists of no more than 5 students. Students scoring at the beginning or intermediate levels on the NYSESLAT or LAB-R exams receive 360 minutes per week of ESL instruction. Students scoring at the advanced level receive 180 minutes of ESL instruction. PS 176 has 15 units of time to meet the needs of its ELL population. Instruction is provided in reading, writing, speaking and listening. The ELL population is further served during the Extended Day program four times a week.**
  - How does your school assure that the mandated number of instructional minutes is provided according to proficiency level in each program model? **The mandated minutes of instruction is provided according to proficiency levels using the Freestanding ESL program. The pull-out model serves all entitled advanced and transitional students the full 180 minutes. The pull- out model reaches the 360 minutes mandate for the students in K-5 with 1 licensed teacher. The student to ELL teacher ratio never exceeds 5:1. Because of the extremely small size of the groups rapid progress can be achieved. All instruction is provided by a licensed ESL teacher.**
-

- **Instructional Approaches and Method used to make content comprehensible: Explicit ESL instruction is delivered to the students using small group instruction, guided reading, scaffolding strategies, TPR, the Language Experience Approach, Whole Language, Sheltered Instruction, connecting lessons to students' prior knowledge and experiences.**
- **How do you differentiate for ELL subgroups? Currently we do not have students identified as SIFE. PS 176Q is committed to building a community of lifelong learners. When students first enter from another country and are deemed newcomers they are placed in a class whenever possible that has someone who speaks their native language. During ESL instruction the student will receive support using ESL methodology such as LEA, TPR, scaffolding and CALLA. One of the programs ideally suited for newcomer ELL students is a phonics based program "Words Their Way" which emphasizes phonics- letter recognition, sound production, blends and segmenting coupled with enhancing background knowledge and vocabulary to make text meaningful and interesting. "Words Their Way" emphasizes hands on letter and word manipulation. Another program is "Now I Get It." This program is a high interest/ low level reading ability program made up of poetry, songs and non-fiction text.**
- **Describe your targeted intervention programs for ELL students in ELA, Math and other content areas: In Kindergarten through second grade teachers assess students periodically using the DRA2 and the ECLAS2. After reviewing the data teachers form groups that address students' needs in reading. The ESL teacher also uses the information gained from these tests to guide instruction. The ESL pushes into a Kindergarten class during the literacy block. During this time the teacher helps to facilitate the reading and writing workshop. The ELL teacher works with a small group on the same tasks as the main group. The teacher supports the classroom teacher's instructional focus by conferencing with students and forming small strategy groups to support student needs. The Inquiry Specialist (IS) provides data to help teachers design instruction. In grades 3-5 students take the predictive assessments in ELA and Math. The IS analyzes the results and assess which skills students have mastered and which skills need remediation. Several programs are used to provide targeted intervention such as: Wilson; Foundations; Kid Biz; Study Island; Head Sprout and Kaplan.**
- **Describe your plan for continuing transitional support: The plan for continuing transitional support for students who have reached proficiency on the NYSESLAT is to place them into the AIS Saturday Academy or the AIS Wilson Reading Program when appropriate. The ESL teacher continues to support these students through providing strategies to the monolingual classroom teacher. When deemed appropriate transitional students are taken by the ESL teacher when there is a need and there is room in the program.**
- **How is native language supported: The school library/ media resource center has books available in various languages. The section of the library continues to grow as our student population becomes more diversified. We are also adding books that address multi-cultural themes and topics. Students have the opportunity to pair and sit next to buddies for translating in the classroom. We have bilingual staff members, who provide emotional support to students. We have building staff members available for translation when parents visit the school and need to communicate with staff.**
- **Professional Development and Support for School Staff: All teachers, guidance counselors, and paraprofessionals receive ESL staff development during their monthly grade level meetings. Items such as identifying students, LAB-R testing, placement procedures, promotional criteria, and referral to AIS are discussed. ESL skills and strategies for classroom instruction and language acquisition are also discussed. The Office of ELLs offers professional development opportunities. All staff members are eligible to participate in the offerings. The ESL teacher provided staff development on adapting curriculum for ELL students.**

- **Parental Involvement: PS 176Q has a very active PTA and a highly adept Parent Coordinator. We have excellent parent support for all of our activities and initiatives. We frequently partner with our local library to provide workshops for parents. We distribute surveys to parents in English and native languages asking parents how we can best address the needs of them and their children. Based on survey results we offer workshops and various other activities for parents and students. We will continue to seek funding to recreate the many activities offered to our ELL population.**
- 

#### **Part IV Assessment Analysis:**

---

- **LAB-R: Of the students who were assessed with the LAB-R the results are as follows;**

Kindergarten- 2 advanced, 1 beginner

First Grade- 0

Second Grade- 1 beginner

Third Grade- 0

Fourth Grade- 0

Fifth Grade- 0

- **NYSESLAT: The results of the 2009 NYSESLAT is broken down as follows:**

First Grade- L/S- 2 students scored at the advanced level and 1 student scored at the intermediate level

R/W- 2 students scored at the intermediate level and 1 student scored at the advanced level

Third Grade- L/S- 1 student scored at the advanced level and 1 student scored at the intermediate level

R/W- 1 student scored at the advanced level and 1 student scored at the intermediate level

Fourth Grade- L/S- 1 student scored at the advanced level and 1 student scored at the intermediate level

R/W- 1 student scored at the advanced level and 1 student scored at the intermediate level

- 
1. What is revealed by the data? **An analysis of the data indicates that the majority of ELL students are proficient or advanced in developing listening and speaking skills across the grades. Reading and writing skills are still a challenge for all grades. The ELL students are all progressing in academic English and continue to show growth. The data also indicates that the ELL students need support in critical thinking instruction. Additional focus on academic language and specific skills to strengthen comprehension. The students are improving in their cognitive academic language skills and are applying these skills when confronted with new learning situations. Students were provided with testing modifications for content area exams.**
  2. How will patterns across the four modalities (L,S,R,W) affect instructional decisions? **The information assessed by reviewing the NYSESLAT with regard to LSRW has been helpful in planning for instruction. The ESL teacher routinely works with classroom teachers to better develop the students reading and writing skills. The teachers coordinate instruction so that learning is maximized. There will continue to be a strong emphasis on reading and writing skills. We have incorporated additional time for ELL students to use computer based literacy program. The students identified as ELLs will receive extra assistance in reading and writing during Extended Day and Saturday Academy.**
  3. **All of our ELL students are in a freestanding ESL program. Our students do not take tests in their native language because during the regular school day they are only instructed in English. ELL Periodic Assessment results are made available to all teachers in order that instruction can be tailored to best meet student needs. The results of the ELL Interim Assessments are**

used by the ESL teacher to inform curriculum development and instruction. The tests are predictive of how the students will perform on the NYSESLAT. The Interim Assessments in all subject areas provide valuable guidance for future instructional planning.

- 4. N/A
  - 5. The success of our ESL program is evaluated by comparing NYSESLAT scores from year to year. We evaluate how students are progressing on Periodic Assessments. To gauge our program we also look at parent and student surveys of the ELL Program. We continuously assess our students' progress through teacher made and standardized interim assessments. Our goals are to meet the higher standards of the Language Allocation Policy. The use of computers in the classrooms, students receiving mandated services, scaffolding academic language and providing balanced literacy are ways in which we work towards supporting the progress of our ELL students.
- 

### 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).
- 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. Student and School Information

Grade Level(s) Pre-K- Grade 5 \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ 11 \_\_\_\_\_ LEP \_\_\_\_\_ 2 \_\_\_\_\_ Non-LEP

Number of Teachers \_\_\_\_\_ 1 \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_

#### School Building Instructional Program/Professional Development Overview

## **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.

---

The language instruction program offered at PS 176Q is one of Push-in/Pull-out (15%/ 85%). Students at the advanced level receive 180 minutes of instruction (4 times a week for 45 minutes). Students at the beginner or intermediate level receive 360 minutes of instruction (6 times a week for 60 minutes). Students are seen in groups no larger than 1:5. There are currently 11 students entitled to ESL as per their NYSELAT, LAB-R scores or IEP. The students are in grades K-5. The Native Language of students at PS 176Q are Haitian Creole, Hindi, Spanish, German and Chinese. All primary instruction is given in English, however we do provide NLA with glossaries and dictionaries in students' native languages. Free standing ESL instruction has been selected to meet the needs of all our ELL students. Explicit instruction is delivered to the students using small group instruction, guided reading, scaffolding strategies, TPR, the Language Experience Approach, Whole Language, sheltered instruction, connecting lessons to students' prior knowledge and experiences. At PS 176Q in all classes especially in ELL instruction higher order questioning and thinking skills are emphasized. During this time students are instructed through guided reading, shared reading, phonics instruction and cooperative learning. The teacher uses this as a time to assess students in a small communicative group to see what some of their oral language needs may be. These various methods used for ELL instruction include the use of TPR, the Natural Approach, Cooperative Learning, the Language Experience Approach and the Content Based Approach. The Teacher's College Balanced Literacy Model is also used in ESL instruction. A formative assessment of student language skills is administered at registration to determine if a student is offered ELL instruction. In addition parents of ELL students attend an informational meeting describing the ELL instructional program. Native language interpretation is offered to parents during the informational session. The instructional materials used to support the learning of the ELLs are Units Study for Primary Writing, big books, chants, posters, Getting Ready for the NYSELAT and Beyond test preparation books, English at your Command, phonics games, sets of story books and leveled libraries. The ESL teacher is permanently state certified in ESL.

**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.

---

All teachers, guidance counselors and paraprofessionals receive ESL staff development during their monthly grade meetings throughout the year. Items such as identifying students, LAB-R testing, placement procedures, promotional criteria and referral to AIS and special education are discussed. ESL skills and strategies for classroom instruction and language acquisition are also discussed. The Office of ELLs offers professional development opportunities of ESL and monolingual staff. These opportunities are posted in the office as well as emailed to staff. ESL professional resources are available for staff members to create adaptive lessons for second language learners. The ESL teacher provides Professional Development on adapting curriculum for ELLs. In the past we were awarded additional funds for the ELL Success Grant to provide staff development. The ESL teacher is available to meet the needs of staff members with a demonstration lesson or an adaptation of curriculum. Special meetings are held to address the concerns of the school psychologist, occupational/ physical therapist, secretaries, speech therapist, assistant principal, and parent coordinator as they relate to English Language Learners.

**Section III. Title III Budget**

School:     P.S. 176 Queens          BEDS Code:     342900010176    

<b>Allocation Amount:</b> 0		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	<b>N/A</b>	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Travel</b>	<b>N/A</b>	
<b>Other</b>	<b>N/A</b>	
<b>TOTAL</b>	<b>N/A</b>	

### 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.
  - **At the time of admission parents who are in need of an interpreter are provided with one. There is a list in the office of staff members identifying their native language, these staff members serve as translators. Parents are then asked to complete a Home Language Instructional Survey. The survey is then evaluated by the ESL teacher to determine what languages are spoken in the student's home. Part 3 of the HLIS asks parents to identify the language in which they prefer to receive information either orally or written. This home language preference is then recorded in ATS and on the student emergency contact care.**
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 review of Part 3 of the HLIS it has been determined that parents have selected English as the preferred language for oral and written communication. We continue to inform parents that translation services are available.**

#### **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.
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.
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>.

- **Our Parent Coordinator and ESL teacher have copies of the Parent Bill of Rights and Responsibilities brochure to distribute to parents upon registration. These brochures are also available in the main office. Upon entering the school, Parental Notification Postings are visible to all visitors assuring them of the availability of translators. Important documents are also available from the Department of Education in various languages.**

## 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:	\$500,811	\$9,677	\$510,488
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,000	0	\$5,000
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$25, 000	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$50,000	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_\_ 100% \_\_\_\_

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.

\* 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.

***Explanation – School-Parent Compact:*** Each school receiving funds under Title I, 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 I, 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 1118(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 the nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

#### **PARENTAL INVOLVEMENT POLICY:**

- I. PS 176Q in compliance with the Title 1/ PCEN mandates has implemented a parent involvement policy strengthening the link between the school and the community. PS 176Q’s policy is designed to keep parents informed by actively involving them in planning and decision- making. Parents are encouraged to participate on school leadership teams, parent associations, and parent advisory councils, as trained volunteers and as members of the school professional development advisory council. Educational research has shown a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will build a home- school partnership that assists parents in acquiring effective parenting skills, provide parents with the information and training needed to effectively become involved in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community as whole.
- II. The policy encompasses all parents including parents of English Language Learners and the parents of students with disabilities.
- III. The policy is designed based upon a careful assessment of parents’ needs and the evaluation of the effectiveness of the Title 1/ PCEN Parent Involvement Program.

In developing the PS176Q Parent Involvement Policy, the PTA and parent member of the School Leadership Team were consulted on the proposed Policy and asked to survey its members for additional input. To increase parent involvement, PS 176Q will:

- Actively involve parents in planning, reviewing, and improving the funded programs and parental involvement policy of the school
- Support level committees that include parents such as the School Leadership Team and the PTA

- Maintain parent coordinator's Title 1 funds to serve as liaisons between the school and parent communities. The parent coordinator will provide parent workshops based on the assessed needs of the parents at the school.
- These workshops may include parenting skill, GED, ESL and curriculum based workshops to build parents' capacity to help their children at home
- Provide a school information meeting on all funding programs in the school
- Provide written translations
- Provide an Annual Parent Fair where all parents are invited to attend formal presentations and workshops that address their parenting needs.

PS 176Q will encourage more school- level involvement by:

- Holding annual Parental Curriculum Conference
- Maintaining parent participation in School Leadership Team
- Encouraging parents to become trained volunteers through learning leaders
- Having written and verbal progress reports that are periodically given to keep parents abreast of their child's progress
- Providing school planners for daily written communication between school/ teacher and the home.

**This policy will be distributed in September 2010 during Parent Orientation. The annual review of this policy will take place in June 2011 during the School Leadership Team meeting.**

#### **SCHOOL PARENT COMPACT:**

##### **THE SCHOOL AGREES TO:**

- Convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.
- Offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.
- Actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.
- Provide parents with timely information about all programs.
- Provide performance profiles and individual school assessment results for each child and other pertinent individual and school district education information.
- Provide high quality curriculum and instruction
- Respond to communication issues between teachers and parents through
  - I. *Parent Teacher Conferences*
  - II. Frequent reports to parents on their child's progress
  - III. Reasonable access to staff
  - IV. Opportunities to volunteer and participate in their child's class
  - V. Observation of classroom activities

- Assure that parents may participate in professional development activities if the school determines that it is appropriate

**THE PARENT/ GUARDIAN AGREES:**

- To become involved in developing, implementing, evaluating, and revising the school- parent involvement policy.
- To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.
- To work with his/her child/children on school work; and read to them for 20 to 30 minutes per day
- To monitor his/her child's / children's
  - I. Attendance at school
  - II. Homework
  - III. Television watching
- To share responsibility for student achievement
- To communicate with his/her child's/ children's teachers about their educational needs.
- To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process

**This agreement will be distributed in September 2010 during Parent Orientation. An annual review of this agreement will take place in June 2011 during the School Leadership Team meeting.**

**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.

**\*\* Please See Pages 11-22\*\***

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.

P.S. 176Q offers a sound comprehensive educational program while nurturing a life long love of learning in every student. Our program is designed to facilitate the diverse needs and abilities of each child as required under NCLB. Our data driven approach allows us to adopt more targeted instructional strategies to address academic advancement of all our children. Our school reflects a deep commitment to improving our students' literacy and mathematical skills. We provide students with a balanced literacy program which adheres to the workshop models for reading and writing. During the sixty minutes math block we use the Everyday Mathematics program which provides students with hands on manipulative materials to enhance their individual needs. These programs provide consistency for the students as they advance academically. Students receive differentiated instruction in each grade with an emphasis on small group instruction. The needs of the struggling learners are met through academic intervention services. Which provide programs such as Great Leaps, Wilson, Foundations and Early Success. At risk students are further supported through our Saturday Academy and small group instruction during the Extended Day Program. In addition to academic growth we believe in educating the whole child. Our students are given social and behavioral support through guidance and counseling. We offer our students a school based character education program designed to promote a positive environment and increase the self esteem of our students. We also have a school chorus and piano lab. In order to enhance the growth of our accelerated student population we offer enrichment clusters in which our students receive training in dance, theater, social studies, sports, journalism, and other activities that tap into the interest of the child. From Pre-Kindergarten to grade five the children are exposed to music, art, field trips, and physical education to ensure that all students receive a well rounded foundation to support life long learning.

3. 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. A needs assessment is distributed to the staff at the start of each school year. Staff members identify their areas of need and areas of interest. Staff members are then given the opportunity to participate in professional development activities which address their individual needs and interest. All staff members are offered opportunities to participate in workshops facilitated by CFN 209, the Department of Education and other outside agencies.
4. Strategies to attract high-quality highly qualified teachers to high-need schools. Our school takes advantage of the collaborative relationship we have with local colleges and universities. Yearly we provide student teaching opportunities. These students are mentored by our most successful teachers. In many instances former student teachers have applied for positions within our school. In addition Open Hire Market provides perspective teachers with an opportunity to research our school and apply for a position within our school. Applicants must be state certified and are required to participate in the School Based

Option interview. The interview committee is made up of teachers, administrators and parents. Each applicant is rated by the team. Those applicants who receive high ratings are asked to present a portfolio of their work and the most qualified applicant is offered a position.

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

Several strategies have been implemented to increase parental involvement. Parents receive a parent survey to determine their interests and needs. In addition parents are able to indicate the best time of day to conduct meetings and workshops. Many workshops and meetings are held in the morning, evening and Saturdays. The Parent Coordinator, Coach and Inquiry Specialist plan workshops based on the needs assessment. Furthermore, the PTA and SLT Executive Boards facilitate workshops focused on health, behavior, and academic success. Parents are encouraged to participate in the Learning Leaders Volunteer program. To enhance communication between the home and school a school messaging system has been implemented along with calendars and fliers.

6. 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.

During the month of August parents and their pre-school children attend an open house as they prepare to enter the public school system. The parents are introduced to the literacy and math programs. Parents have the opportunity to have their questions answered and their concerns addressed. Parents are given the State Standards for Early Childhood education.

7. 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.

The following measures are in place to include teachers in decisions regarding the use of academic assessments in order to provide information to improve achievement of individual students and the overall instructional program:

- Professional Development: Teachers participate in in-house, CFN 209, citywide and statewide professional development. The professional development opportunities are designed to drive instruction, improve student performance and enhance the overall instructional program.
- The School Based Inquiry Team: Members of the Inquiry team focus on a targeted population of students who have difficulty mastering the proficient levels of academic achievement. The team consists of teachers and administrators. The Inquiry Team develops and implements differentiated instructional strategies.
- Grade Conferences: Grade conferences are designed to include all teachers in the selection of overall strategies and skills to be taught in a differentiated small group setting. These strategies are selected based on student performance indicators and the results of DRA2 and ECLAS2. The focus of instruction is to improve student performance.

8. 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.

The following activities are utilized to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement are provided with assistance in an effective manner:

- Extended Day Instruction: Students are in a small group setting in which focus is given to reading and mathematics strategies.

- Saturday Academy: The purpose of Saturday Academy is to provide additional academic services in reading and math to students in grades 1-5. To ensure academic success.
- School Based Inquiry Team: The School Based Inquiry Team focuses on a targeted population of students who have difficulty mastering the proficient levels of academic achievement.

9. 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.

Our school provides the S.A.V.E. program which is mandated by New York State Education Department. The program addresses violence and crisis intervention. We work collaboratively with local Head Start programs to help prepare pre-school children and parents for entrance into the public school system. In addition we have several collaborative relationships with local hospitals. Finally the CFN 209 offers assistance with attendance, housing and transportation.

## **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:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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.

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.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose
--------------	--	---	---	---

**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.

**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

		Schoolwide Program ( <del>P</del> )			(Refer to Galaxy for FY'11 school allocation amounts)	funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check ( <del>P</del> )	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

#### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

- 
- 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.

4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

**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:** \_\_\_\_\_ **SURR<sup>3</sup> 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.
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.

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

---

School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**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.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## 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.)
  - **We currently have 2 students identified as Students in Temporary Housing.**
2. Please describe the services you are planning to provide to the STH population.  
**The following services will be provided for the STH population:**
  - **Academic Programs and educational support (Saturday Academy, Extended Day, AIS)**
  - **Basic emergency supplies (school supplies, book bag, uniform, etc.)**
  - **Counseling Service (Guidance Counselor and/or school Social Worker)**
  - **Parent Involvement (Parent Coordinator, Guidance Counselor, Social Worker)**
  - **Data collection to assess the needs/progress of STH**

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

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.

**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)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 176 Cambria Heights					
<b>District:</b>	29	<b>DBN:</b>	29Q176	<b>School</b>		342900010176

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	18	18	17		94.8	95.9	95.8
Kindergarten	87	99	88				
Grade 1	105	117	125	<b>Student Stability - % of Enrollment:</b>			
Grade 2	107	127	126	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	116	114	135		96.3	96.3	96.4
Grade 4	143	141	143				
Grade 5	118	142	141	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		73.7	86.6	86.6
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		2	22	1
Grade 12	0	0	0				
Ungraded	0	2	5	<b>Recent Immigrants - Total Number:</b>			
Total	694	760	780	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					2	0	2

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	21	10	10	Principal Suspensions	8	5	2
# in Collaborative Team Teaching (CTT) Classes	12	13	15	Superintendent Suspensions	1	1	1
Number all others	37	36	31				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	43	45	48
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	8	8	4
# receiving ESL services only	13	9	TBD				
# ELLs with IEPs	2	3	TBD	Number of Educational Paraprofessionals	0	1	4

*These students are included in the General and Special Education enrollment information above.*

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	97.7	100.0	100.0
				% more than 2 years teaching in this school	76.7	77.8	81.3
				% more than 5 years teaching anywhere	76.7	77.8	87.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	93.0	93.0	95.8
American Indian or Alaska Native	0.1	0.3	0.3	% core classes taught by "highly qualified" teachers	100.0	98.1	98.0
Black or African American	92.5	92.5	92.4				
Hispanic or Latino	2.7	1.8	2.9				
Asian or Native Hawaiian/Other Pacific	1.4	2.1	2.2				
White	2.0	2.0	1.9				
<b>Male</b>	46.1	46.2	47.2				
<b>Female</b>	53.9	53.8	52.8				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

#### Individual Subject/Area AYP Outcomes:

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

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

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native	-	-				
Black or African American	v	v				
Hispanic or Latino	-	-	-			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
Multiracial						
Students with Disabilities	vsh	v	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	v	v				
<b>Student groups making</b>	<b>4</b>	<b>4</b>	<b>1</b>			

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>				
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>			NR	
<b>Overall Score:</b>	36.1	<b>Quality Statement Scores:</b>				
<b>Category Scores:</b>		Quality Statement 1: Gather Data				
School Environment:	11.3	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:	13.7					
<i>(Comprises 60% of the</i>						
Additional Credit:	0					

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**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.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>DSSI Cluster 02</b>	District <b>29</b>	School Number <b>176</b>	School Name <b>The Cambria Heights</b>
Principal <b>Arlene Bartlett</b>		Assistant Principal <b>Marcelle Phillips Hughley</b>	
Coach <b>Allicha Powell</b>		Coach	
Teacher/Subject Area <b>Catherine Rolon</b>		Guidance Counselor <b>Mrs. Margaret Lashley</b>	
Teacher/Subject Area <b>Ginette Charles/Special ed</b>		Parent <b>type here</b>	
Teacher/Subject Area <b>Sally Burstein/Common Branches</b>		Parent Coordinator <b>Joyce Barskdale</b>	
Related Service Provider <b>Annette Burke</b>		Other <b>type here</b>	
Network Leader <b>Daniel Purus/ Marlene</b>		Other <b>type here</b>	

### 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	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>793</b>	Total Number of ELLs	<b>12</b>	ELLs as Share of Total Student Population (%)	<b>1.51%</b>
------------------------------------	------------	----------------------	-----------	---	--------------

## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. 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).
2. 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.

3. 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](#)].)
4. 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.
5. 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.)
6. 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.

As students are newly registered parents are given an informal oral interview at registration to determine the home language, when indicated the interview is continued with a staff member who speaks the parent's native language. A list of staff members and languages spoken is available in the main office. The parent is given a HLIS form to complete in the Native Language. The ESL teacher assesses the HLIS at the beginning of the year and determines the home language. Based on the determination made by the ESL teacher of the home language being other than English the students are tested using the LAB-R. Based on the results of the LAB-R students are placed or not placed in ESL. Once a student is placed in ESL he/she receives the mandated time of service. In the spring of each year students are given the NYSESLAT to determine continued eligibility and units of service required.

The parents of students eligible to receive services are invited for a parent-orientation meeting. Whereby they are offered the different programs (Transitional Bilingual, Dual Language and Freestanding ESL) that will meet their child's needs. If Parent's are unable to make the meeting an appointment is made to meet with the parent when it is convenient for them. The parents also view the parent-orientation video in their home language. PS 176 also makes translators available for parents during this meeting should they desire one.

The ESL teacher distributes continued entitlement letters to all continuing students during the first two weeks of school. Determination of continuance is based on the score from the Spring NYSESLAT. Students who are entitled because of the Fall LAB-R score are given entitlement letters as soon as the determination is made that they will be eligible for services. Parents are invited to school during the first month of school and shown the video at this time parents are given the program selection and parent survey to return. If the form is not handed in at this time or shortly after a reminder contact letter or phone call is made.

Student placement is made based on Program Selection forms. Parents have universally selected Freestanding ESL due to the fact that another choice would require a transfer to another school.

The trend in program choices appears to be that Freestanding ESL is chosen by parents.

For the 2008-2009 school year, the 1 parent survey returned to the school, the parent chose Freestanding ESL as their first choice.

For the 2009-2010 school year, the 3 parent surveys returned all chose Freestanding ESL as their first choice.

For the 2010-2011 school year, 5 parent surveys were distributed and returned and all chose Freestanding ESL as their first choice.

All parents are getting the choice that they requested. Parents are very satisfied with PS 176 and the services the school provides.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0								0
<b>Dual Language</b> (50%:50%)	0	0	0	0	0	0								0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	5	2	1	1	1	2								12
<b>Total</b>	5	2	1	1	1	2	0	0	0	0	0	0	0	12

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	11	Special Education	1
SIFE		ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	

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									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
ESL	<input type="checkbox"/> 11	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 12
Total	<input type="checkbox"/> 11	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 12

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	1												2
Chinese						1								1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian	4		1	1		1								7
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1			1									2
<b>TOTAL</b>	<b>5</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>12</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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.

All instruction is planned in order to meet the NYS ESL and ELA Learning Standards. The specific methodology and strategies are designed to maximize learning for ELLs. PS 176 has a 15% push-in and 85% pull-out model. The model currently being used maximizes the instruction time for all ELLs. Students are grouped by grade level.

PS176 has a 1:12 ratio of ESL teacher to students. During instruction periods the teacher to student ratio never exceeds 1:5. This allows for all students to receive the mandated number of instructional minutes by using the free-standing ESL program to push-in and pull-out students. The Pull out model serves all advanced ESL students. Beginner and intermediate students receive the mandated 360 minutes through a combination of both push-in and pull-out ESL services.

All instruction is delivered in English. English is taught through the content areas of Math, Science, English Language Arts and Social Studies. PS 176 is committed to building a community of lifelong learners. One of the Phonics based programs used is “Words Their Way” which emphasizes hands on letter and word manipulations. “Now I Get It” is used to enhance the Teachers College program which has high interest low level reading ability non-fiction texts, poems, and songs to deliver reading instruction using balanced literacy, graphic



## **B. Programming and Scheduling Information--Continued**

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

In Kindergarten through fifth grade, teachers assess students reading abilities periodically using DRA. After reviewing the data, teachers form groups that address students' needs. The ESL teacher can push-in and co-teach to help the student succeed. At PS 176 Reading Recovery is offered as well as Wilson reading and Foundations. These programs can help struggling readers. PS 176 has an AIS team that analyzes data and addresses the needs of students once they have been identified. PS 176 has extended day which is made available to struggling ELLs as well as a Saturday Academy Program. The extended day and Saturday Academy addresses all the content areas of Struggling ELLs.

ELLs that achieve proficiency on the NYSESLAT receive transitional support by attending special sessions with the ESL teacher to help address any continuing needs.

During the upcoming school year the ELL teacher will be attending a graduate program provided by the NYC DOE entitled STEM (Science, Technology, engineering and Math) this will allow her to better instruct in those content areas. During the upcoming year ELL students will be instructed using laptops as a method of delivery. ELL students use to receive technology only in the computer room with their mainstream class but no will receive it daily during ESL instruction.

ELLs are afforded opportunity to participate in all programs. When necessary flyers are translated so that parents will know what programs are available. ELLs participate in School Store, after school and Saturday basketball, extended day and Saturday Academy. ELLs are also entitled to any AIS services offered when it is deemed that they will benefit from it.

Mathematics is taught using a variety of hands on manipulatives to make learning more accessible to all student especially the ELL.

Science is also taught in a hands on way. The social studies curriculum incorporates graphic organizers to facilitate content. Study Island is used while incorporating technology in the content areas as well as providing test preparation in the content areas.

Students in the ELL program have access to adults in the building who speak their native language which provides them with support when they are struggling with a concept in English it also provides parents with support. The school/media resource center has books available in other languages. This section of our library continues to grow as our student population becomes more diversified. Students have the opportunity to pair and sit next to buddies for translating in the classroom.

The support provided to students always corresponds to their age and grade levels.

This year Spanish is being offered to students. Many ELLs are being offered this as a weekly enrichment period.

### C. Schools with Dual Language Programs

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)?

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

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.

The ELL teacher attends regular Professional Development opportunities offered by the NYC DOE. All teachers who instruct ELLs have the ongoing professional development during their monthly grade meetings throughout the year. Items such as identifying students, LAB-R testing, placement procedures, promotional criteria, strategies to use when working with ELLs. ELL professional resources are available for staff members to borrow and create adaptive lessons for second language learners.

In order for Staff to assist in ELLs transition to middle school. Staff have participated in intervisitations to middle schools so that they can better prepare students for the academic and social demands of middle school.

During staff development days ESL workshops are provided to the staff to meet the 7.5 hours of ELL training.

### E. Parental Involvement

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?

Parent involvement is high, and is encouraged through regular events at the school. For instance, last year we won an ELL grant which included a breakfast for our ELL families which was well attended. The needs of our ELL parents are evaluated through regular interaction with them and the ELL students themselves, based on our observations as pedagogues as well as knowledge about the community at large. As more and more of these needs are acknowledged, they will be met through regular partnering with appropriate community based organizations as well as through regular interaction with our school community. Through regular events at our school, for which we actively seek out ELL family participation, needs are anticipated and met wherever possible.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

#### OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)

K	1	2	3	4	5	6	7	8	9	10	11	12	TOTA
---	---	---	---	---	---	---	---	---	---	----	----	----	------

															L
Beginner(B)	1	1	1												3
Intermediate(I)		1		1	1										3
Advanced (A)	4					2									6
Total	5	2	1	1	1	2	0	0	0	0	0	0	0	0	12

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B			1										
	I		1											
	A		1		1	1	2							
	P													
READING/ WRITING	B		1	1	1	1								
	I		1											
	A						2							
	P													

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4					1		1		2
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					1		1		2
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
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				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	

ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

The school uses ECLAS-2 and DRA exams to assess the early literacy skills of our ELLs. The data allows us to design educational plans to meet each students needs. As identified by the ECLAS-2 many ELLs need additional practice with rhyming words, blending, and final consonant identification. The data reveals that many of our ELLs need additional support in reading and writing. These areas are addressed during regular ELL instruction periods, content for lessons has been selected to meet these areas of need. Material selection is made so that there is an emphasis on reading and writing. When necessary, students are seen for additional time to meet their specific learning needs.

The two students who took the state tests did so in English. Both of them are more comfortable academically testing in English.

The school leadership team and teachers use the results of the ELL Periodic Assessments to plan instruction and to remediate areas of

**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

## Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

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		