



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** PS 176  
THE OVINGTON SCHOOL

**DBN** 20k176

**PRINCIPAL:** ELIZABETH CULKIN

**EMAIL:** ECULKIN@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** KARINA COSTANTINO

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Elizabeth Culkin	*Principal or Designee	
Lori Izmirly	*UFT Chapter Leader or Designee	
Doreen Daly	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Frances Elsayed	Member/Parent	
Daniella Catugono	Member/Parent	
Genevieve Mamana	Member/Parent	
Gao Chen	Member/Parent	
Kristin Hurley	Member/Assistant Principal	
Marilyn Murphy	Member/Teacher	
John Kessler	Member/Teacher	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature. Signatures on file.

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

**ANNUAL GOAL #1 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #1**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- By June 2013, we shall increase the ability of teachers by 90% to analyze student data to increase instructional excellence through frequent short cycles of observation with teacher specific actionable feedback as measured through a research based rubric

**Comprehensive needs assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

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

**Instructional strategies/activities**

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) Timeline for implementation.
- School Inquiry Team meets weekly to collaborate on school/grade data analysis to develop strategies to improve student performance and monitor for student progress and results.
  - Grade Collaborative Teacher Teams meet weekly to collaborate on units of study planning to develop differentiated strategies to increase student progress and results.
  - School Collaborative Teacher Team Specialists, meet monthly to analyze student data monitoring for student progress and results using a focused lens to develop a common language, focus, rigorous expectations and rubric for evaluating student work
  - Curricula/Inquiry Collaborative Teacher Teams meet monthly to analyze student work across the grades/school to analyze and monitor student progress and results
  - Collaborative team planning and data-analysis supported through the expansion of the Inquiry Team's work
  - Professional development for all teachers detailing the school's Inquiry Teams rigorous CCLS aligned with units of study especially for ELA and Math utilizing Webb's depth of Knowledge and resulting in Performance Tasks, benchmark assessments and evaluating student work against Common Core Learning Standards aligned rubrics as well as other measures to ensure student achievement.
  - Administration and select teacher will attend Network PD to Enhance Professional Practice and will turnkey information to staff
  - Administration, Teachers and network Achievement coaches are the key personnel that will drive this goal
  - TC Pro Assessment, TCRWP unit of study assessments, TCRWP Citywide Instructional Tasks measure critical thinking in literacy aligned with Bloom's Taxonomy, Hess's Cognitive Matrix and Webb's Depth of Knowledge resulting in Performance Tasks, benchmark assessments and evaluating student work against Common Core Learning standards aligned rubrics as well as other measure to ensure student achievement paradigm
  - Accelerated Reader assessments measure student progress in skills/strategy development
  - Acuity Performance Series assessments in literacy comprehension strategies to analyze student progress monitoring for results, one to one conferring notes/observations, student reading logs, student reading notebooks, TC Pro Assessments other formative/summative assessments to monitor for student progress/results.

- Increase number of teachers participating in Inquiry Team work to over 95% of staff by June 2013
- Evidence of data-driven instruction in the classroom during formal and informal observations
- Evidence of data-driven decision making in collaborative teacher team lesson planning
- Inter-visitations schedule for teachers to visit class lab sites that support best practices
- Inter-visitations to other schools that support best practices in literacy
- Samples of student work collected in student portfolios
- Attendance sheets, agendas and minutes of professional development sessions
- Attendance sheets, agendas and minutes of School/Grade Inquiry Team meetings
- Attendance sheets, agendas and minutes from faculty/grade conferences
- Teachers College Reading and Writing Project (TCRWP) Partnership school
- TCRWP mentor school
- TCRWP workshop tickets 55 workshop days
- TCRWP two on-site staff developers
- TCRWP Coaching series
- TCRWP Lead Teacher series
- TCRWP Specialist series
- TCRWP Leadership series
- Teachers College Inclusive Classroom Project (TCICP)
- TCICP Positive Behavior Inquiry
- TCICP Technology Inquiry
- TCICP Curriculum Inquiry
- Academic Intervention Supports
- Response to Intervention Strategies
- Prim Strategies
- Morning Tutorial Extended Day Program
- After School Programs
- Literacy Plus
- New Beginnings for English Language Learners
- Explorers Club
- NIA Club Series
- Robotics
- Latchkey
- Saturday Scholars Program
- 21<sup>st</sup> Century web 2.0 tools
- Atlas Rubicon: Curriculum Maps
- Units of study
- Assessments
- Rubrics

- Book lists
- Resource materials
- Video Conferencing/Video streaming
- Distance learning
- Accelerated Reader
- Mathletics International Competition
- Orton Gillingham program
- Title 1 Reading program
- Title 1 Math program
- Related services
- Acuity

• **Timeline: September 2012-June 2013, five days per week**

**Strategies to increase parental involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- PS 176 will provide assistance to parents in understanding NYS Common Core standards, NYC School Progress Report, NYS School Report Card, NYS Individualized Students Reports for standardized assessments in English Language Arts, Mathematics and Science, Teachers College Pro Assessments, Acuity Assessments. We’ll examine topics of interest such as How to Help your Child with Science Projects, and Navigating the ARIS Parent Link through parent workshops. Parents will participate in student author celebrations and classroom visitations to observe Readers Workshop, Writers Workshop and Math Workshop. Parents will gain proficiency in English through a new program organized by our Parent Coordinator on topics such as holiday craft making, scrap-booking and cooking classes. The Parent Coordinator will also organize parent trips to cultural institutions for parents to experience the resources within New York City. Monthly parent book clubs, using Kindles and iPads, following Teacher College Readers Workshop model will also introduce parents to reading strategy development that their children learn. To continue our outreach efforts parent workshops will be emailed home, posted on our school’s echalk website and announced through School Messenger to meet the language needs of all of our families. Parent involvement in our Parent Teacher Association, school meetings and school conferences will provide appropriate translation support for all parents to be participants

**Budget and resources alignment**

Indicate your school’s Title I status:  **School Wide Program (SWP)**  Targeted Assistance Program (TAP)  Non-Title I

Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here: Fair Student Funding, Contract for Excellence, NYSTL

**Service and program coordination**

**Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).**

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we shall utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

- PS 176 has a strong support service program which is led by our guidance counselor, school psychologist and social worker. They conduct a systematic process for reaching out to students who are absent from school. They work with our Parent Coordinator to inform parents of the importance of exemplary daily attendance necessary for student achievement. Our Guidance Counselor participates on our Nutrition and Attendance committees which have parent, staff and student representation. These committees meet monthly to plan and initiate new contests and surveys on attendance, nutrition and health. Student rewards and incentives are built into all programs.
- Our guidance counselor meets with mandated and at-risk children individually and in small groups to explore student issues. Our guidance counselor and social worker act as crisis managers to assist students and parents in need. They are supported by our school psychologist. This interaction affords a strong team that identifies problems before they escalate. This year we continue our work on an anti-bullying campaign and cyber bullying interventions for our students, parents and staff aligned with the Respect for All program.

**ANNUAL GOAL #2 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #2**

**Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.**

- By June 2013, 90% of all students will show progress in using evidence to support argument/opinion reading and writing across all grades as measured by the New York City Department of Education Instructional Expectations Literacy tasks, TCRWP performance assessments aligned to NYS Common Core Literacy Informational Reading strands 1/10 and Writing strand 2 standards

**Comprehensive needs assessment**

**Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.**

- After conducting our needs assessment, we determined that while our data reflects the majority of students meeting standards it is our priority to continue to improve the progress of all students to meet or exceed standard based literacy work. After reviewing the NYS English Language Arts results, 71.6% of all students tested achieved standards in 2012. In 2011, 69.7% of all students tested performed at or above the NYS standards on the NYS English Language Arts assessments. In 2012, student performance increased however student progress for yearly growth decreased slightly.. Through an analysis of our student achievement by sub-group, our special education and English Language Learner populations, including our Hispanic students, we noted that these sub-groups are having difficulty in meeting the standards without strong academic intervention support provided by the after school/Saturday school programs. Analyzing data generated from conference notes, reading records, teacher conferences, and Teachers College Reading and Writing Pro Assessments, indicates that our students are increasing their proficiency in their reading ability.

**Instructional strategies/activities**

**Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:**

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) key personnel and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

- Continued implementation of Teachers College Reading and Writing Project by all classroom teachers
- Professional development literacy workshops and institutes for teachers at Teachers College
- Professional development ESL workshops and institutes for teachers at Teachers College
- Continued Academic Intervention Service (AIS) programs including push-in/pull-out; extended day; after-school by all teachers including classroom teachers, AIS teachers, ESL teachers, SETSS teacher
- Utilization of specialized interventions by AIS teachers/speech teachers
- Intensive professional development by Teachers College on-site two (2) staff developers
- Expanded work by school's Inquiry Team to identify student need and best practices
- ELA Ambassador will attend Network PD centered around CCLS aligned rigorous Curriculum Maps, formative and summative assessments and the lesson that support the development of scaffolding to build a staircase of text complexity, text dependent questions and strategies to substantiate a stance by using a citation from a variety of resources
  - Teachers College Reading and Writing Project Calendar Days for Professional Development – 55 days

- Teachers College Reading and Writing Project Calendar Days for ESL Professional Development – 3 calendar day ESL institute
- Teachers College Reading and Writing Project Calendar Days for Literacy classroom specialists – 15 calendar days
- Teachers College Reading and Writing Project Calendar Days for Administrators - 10 calendar days
- Teachers College Inclusive Classroom Project
  - Positive Behavior Inquiry Team
  - Literacy Inquiry Team
  - Curriculum Inquiry Team
  - Technology Inquiry Team
- Student e-portfolios
- Fiction/non-fiction books, writing materials
- Instructional supplies
- After School Program
  - Morning Tutorial Program
  - Literacy Plus After School Program
  - Explorers Club After School Program
  - New Beginnings for English Language Learners
  - Saturday School Scholars Academy
- Response to Intervention strategies and cycles
- Administration of Teachers College Reading and Writing Project Pro Assessments by all classroom teachers five times a year: September/November/January/March/June to students, Kindergarten through Fifth Grade, monitoring for results
- Administration of Acuity Math assessments to students in grades 3,4,5
- Administration of Acuity ELL assessments to students in grades 3,4,5
- Data analysis and review by Inquiry Team school/grade for targeted students to monitor student progress
- Collaborative lesson planning for units of study that establish rigorous goals and objectives that provide repeated practice in small group settings for students.

**Timeline: September 2012-June 2013**

### **Strategies to increase parental involvement**

**All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.**

- PS 176 will provide assistance to parents in understanding NYS Common Core standards, NYC School Progress Report, NYS School Report Card, NYS Individualized Students Reports for standardized assessments in English Language Arts, Mathematics and Science, Teachers College Pro Assessments, Acuity Assessments. We'll examine topics of interest such as How to Help your Child with Science Projects, and Navigating the ARIS Parent Link through parent workshops. Parents will participate in student author celebrations and classroom visitations to observe Readers Workshop, Writers Workshop and Math Workshop. Parents will gain proficiency in English through a new program organized by our Parent Coordinator on topics such as holiday craft making, scrap-booking and cooking classes. The Parent Coordinator will also organize parent trips to cultural institutions for parents to experience the resources within New York City. Monthly parent book clubs, using Kindles and iPads, following Teacher College Readers Workshop model will also introduce parents to reading strategy development that their children learn. To continue our outreach efforts parent workshops will be emailed home, posted on our school's echalk website and announced through School Messenger to meet the language needs of all of our families. Parent involvement in our Parent Teacher Association, school meetings and school conferences will provide appropriate translation support for all parents to be participants

**Budget and resources alignment**

• Indicate your school’s Title I status:  **School Wide Program (SWP)**  Targeted Assistance Program (TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here: Fair Student Funding, Contract for Excellence, NYSTL

**Service and program coordination**

**Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).**

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we shall utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

- PS 176 has a strong support service program which is led by our guidance counselor, school psychologist and social worker. They conduct a systematic process for reaching out to students who are absent from school. They work with our Parent Coordinator to inform parents of the importance of exemplary daily attendance necessary for student achievement. Our Guidance Counselor participates on our Nutrition and Attendance committees which have parent, staff and student representation. These committees meet monthly to plan and initiate new contests and surveys on attendance, nutrition and health. Student rewards and incentives are built into all programs.
- Our guidance counselor meets with mandated and at-risk children individually and in small groups to explore student issues. Our guidance counselor and social worker act as crisis managers to assist students and parents in need. They are supported by our school psychologist. This interaction affords a strong team that identifies problems before they escalate. This year we continue our work on an anti-bullying campaign and cyber bullying interventions for our students, parents and staff aligned with the Respect for All program

**ANNUAL GOAL #3 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #3**

**Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.**

- By June 2013, 90% of all students tested will meet or exceed CCLS expectations regarding Investigations in Number, Data and Space (TERC) as evidenced by Unit of Study benchmarks, the NYC DOE Instructional Shift Expectation Student Tasks as scored by CCLS aligned rubrics, and Exemplar math assessments

**Comprehensive needs assessment**

**Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.**

- After conducting our needs assessment, we determined that while our data reflects a significant rise in the number of student performing at high levels, it is our priority to continue to improve the progress of all students. After reviewing New York State Mathematics test results we have determined that over the past three years, the number of students who are achieving the standards have increased. In 2012, 87.1% of all students tested achieved or exceeded standards work, compared to 84.5% in 2011. We will continue to work to decrease the number of students achieving level 1 and level 2 and increase the number of students from level 3 to level 4. Through an analysis of our student achievement by sub-group, our special education and English Language Learner populations, including our Hispanic students, we noted that these sub-groups are having difficulty in meeting the standards without strong academic intervention support provided by the after school/Saturday school programs. As evidenced by several measures of achievement and discussions by several of our teams, overall we find strengths in our students' ability in computation. Multi-step problem solving, algebra and geometry are areas of concern across all grades requiring analysis of causes and the remedy needed for each strand to enhance student understanding of the concepts.

**Instructional strategies/activities**

**Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:**

- **strategies/activities that encompass the needs of identified student subgroups,**
- **key personnel and other resources used to implement these strategies/activities,**
- **steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,**
- **timeline for implementation.**
  
- Continue the development of mathematical of mathematical thinking and reasoning through defining multiple paths for problem solving .
- We are continuing to supplement our Math with the "Envisions" program, which enables student to work on differentiated levels, online from home or school to develop problem solving skills and strategies.
- We are also differentiating instruction through the use of Mathletics, which is an international math competition online game format that builds math skills tailored to individual needs.
- Smart Response has also been added to classrooms for instant assessment to build small group instruction.
- Collaborative teacher team planning for unit of study to develop rigorous goals and objectives that allow for repeated practice in small group student settings
- Indicators of interim progress will be evidenced through benchmark assessments, Exemplars, observation notes, math partnerships, student math logs and notebooks, level of math discussion monitoring for critical thinking skills.
- Use of manipulative materials and math games incorporated into the Math workshop model such as Mathletics
- Differentiated data-driven instruction to meet the needs of all math learners that are developed to demonstrate rigorous goals and objectives to monitor for student progress and results.

- Data results from Math benchmark assessments/ NYC Instructional Expectations Student Math Tasks/ Acuity/ Performance Series to plan strategies to increase student achievement in math – monitoring for progress and results
- SMART RESPONSE technology to increase student achievement in math
- Professional development provided to all teachers to support NCTM standards
- Mathematics Ambassador will attend Network PD to create rigorous CCLS aligned tasks that address the CIE shifts and develop mathematical thinking and a synthesis in application
- Administration, Teachers and Network Achievement Coaches are the key personnel that will drive this goal.
- Math clubs programmed to provide enrichment and support to small groups of students that provide repeated practice.
- Teachers College Inclusive Classroom Project
  - Positive Behavior Inquiry Team
  - Literacy Inquiry Team
  - Curriculum Inquiry Team
  - Technology Inquiry Team
- Morning Tutorial Program
- Saturday School Program
- Computer Club
- Weather Club
- ROBOTICS STEM
- Response to Intervention Strategy supports and cycles
- Data analysis from TERC end of unit assessments administered 8 times a year to determine student progress – monitoring for results
- Acuity pre/post Predictive assessments analyzed to determine specific skills and strategies students need to achieve.
- Acuity/ NYC Math Benchmarks assessments item analysis determine differentiation strategies to initiate to increase student achievement - monitoring for progress
- Sub-group analysis of May, 2012 NYS Mathematics assessment to determine student sub-group achievement progress
- Inter-visitation to grade math lab sites to observe best practice in mathematics.
- Professional development for all teachers to increase their understanding of mathematical reasoning and strategy development as measured by attendance sheets, agendas and minutes
- Timeline: September 2012-June 2013

#### **Strategies to increase parental involvement**

**All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.**

- PS 176 will provide assistance to parents in understanding NYS Common Core standards, NYC School Progress Report, NYS School Report Card, NYS Individualized Students Reports for standardized assessments in English Language Arts, Mathematics and Science, Teachers College Pro Assessments, Acuity Assessments. We'll examine topics of interest such as How to Help your Child with Science Projects, and Navigating the ARIS Parent Link through parent workshops. Parents will participate in student author celebrations and classroom visitations to observe Readers Workshop, Writers Workshop and Math Workshop. Parents will gain proficiency in English through a new program organized by our Parent Coordinator on topics such as holiday craft making, scrap-booking and cooking classes. The Parent Coordinator will also organize parent trips to cultural institutions for parents to experience the resources within New York City. Monthly parent book clubs, using Kindles and iPads, following Teacher College Readers Workshop model will also introduce parents to reading strategy development that their children learn. To continue our outreach efforts parent workshops will be emailed home, posted on our school's echalk website and announced through School Messenger to meet the language needs of all of our families. Parent involvement in our Parent

Teacher Association, school meetings and school conferences will provide appropriate translation support for all parents to be participants.

**Budget and resources alignment**

Indicate your school's Title I status:  **School Wide Program (SWP)**  Targeted Assistance Program (TAP)  Non-Title I

Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here: Fair Student Funding, Contract for Excellence, NYSTL

**Service and program coordination**

**Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).**

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we shall utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

- PS 176 has a strong support service program which is led by our guidance counselor, school psychologist and social worker. They conduct a systematic process for reaching out to students who are absent from school. They work with our Parent Coordinator to inform parents of the importance of exemplary daily attendance necessary for student achievement. Our Guidance Counselor participates on our Nutrition and Attendance committees which have parent, staff and student representation. These committees meet monthly to plan and initiate new contests and surveys on attendance, nutrition and health. Student rewards and incentives are built into all programs.
- Our guidance counselor meets with mandated and at-risk children individually and in small groups to explore student issues. Our guidance counselor and social worker act as crisis managers to assist students and parents in need. They are supported by our school psychologist. This interaction affords a strong team that identifies problems before they escalate. This year we continue our work on an anti-bullying campaign and cyber bullying interventions for our students, parents and staff aligned with the Respect for All program

#### **ANNUAL GOAL #4 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

##### **Annual Goal #4**

**Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.**

- By June 2013, the percentage of students achieving student proficiency, level 3 and level 4, will increase by 5% as measured by the Fourth Grade New York State Science assessment

##### **Comprehensive needs assessment**

**Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.**

- After conducting our needs assessment, we determined that our students needed to increase their achievement in Science and Technology through the use of 21<sup>st</sup> Century web 2.0 tools for inquiry based project work in Science. In Science, students are performing well. Based on the results of the Fourth Grade New York State Science Assessment, 94% of the children in the Fourth Grade met or exceeded the New York State Science Standards in 2012 ,which is an increase from 93% and 91% in 2011 and 2010 respectively.

##### **Instructional strategies/activities**

**Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:**

- **strategies/activities that encompass the needs of identified student subgroups,**
- **key personnel and other resources used to implement these strategies/activities,**
- **steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,**
- **timeline for implementation.**
  
- New York State competitive Learning Technology Grant, Weathering Heights, will provide professional development in science, math and technology on topics such as weather, global warming, statistics and probability
- Differentiated Professional development workshops provided after school for teachers to enhance their 21<sup>st</sup> Century Web 2.0 tool knowledge
- Title II-D grant provides professional development for selected teachers to initiate electronic student portfolios(e-portfolios)
- Technology consultant provides professional development in Gizmos Science and Math applications/student distance learning projects/use of hardware such as: document cameras, SMARTBOARD applications
- Technology consultant provides professional development in SMART RESPONSE systems to increase student achievement – monitoring student progress
- Technology consultant organized and trains student computer squad/SMARTBOARD crew/Digital photography squad/video-casts/pod-casts
- Technology consultant will initiate video streaming through classroom SMARTBOARDS and on school website to broadcast morning announcements
- Technology consultant will support multi-media center staff with web 2.0 tools to increase student achievement in literacy
- Science field trips for students and parents to Liberty Science Center, The American Museum of Natural History, The Planetarium, The New York Aquarium, Bronx Zoo
- Virtual e-tours (Digital field trips) to the San Francisco Exploratorium and other science institutes
- Skype discussions with students in other countries concerning climate change and global warming effects
- Morning Tutorial Program
- Literacy Plus After School Program
- Explorers Club After School Program
- New Beginnings for English Language Learners

- Saturday School Program
- Computer Club
- Art Club
- Weather Club
- Teachers College Inclusive Classroom Project
  - Positive Behavior Inquiry Team
  - Literacy Inquiry Team
  - Curriculum Inquiry Team
  - Technology Inquiry Team
- Response to Intervention support strategy and cycles
- Two(2) cluster teachers to offer supplemental science instruction for all students Kindergarten through Grade 5
- Administration, Teachers and network Achievement Coaches are the key personnel that will drive this goal
- Tax Levy funds for science/technology materials and supplies
- Title 1 funds for Technology Consultant for professional development
- Title 1 parent funds for science trips – parent/child
- NYS LTG funding for HD cameras for school’s Weather Bug Achieve weather station
- On site grade level meetings will focus on science instruction develop rigorous goals and objectives
- Inter-visitations to grade science lab sites to observe best practices in science, math and technology
- School Science Fair will be held in the spring, students in Second Grade through Fifth Grade will submit individual projects, Early Childhood grades, Kindergarten and First Grade will submit a single class project.
- LTG focus will provide opportunities for students to discuss climate change and global warming effects at the local, regional, and national level.
- Science partnership will provide opportunities for students to explore with their families topics of interest in science.
- Analysis of the end of unit assessments in Science will provide data driven instructional collaborative planning to increase student achievement – monitoring for results
  
- **Timeline: September 2012-June 2013**

**Strategies to increase parental involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- PS 176 will provide assistance to parents in understanding NYS Common Core standards, NYC School Progress Report, NYS School Report Card, NYS Individualized Students Reports for standardized assessments in English Language Arts, Mathematics and Science, Teachers College Pro Assessments, Acuity Assessments. We’ll examine topics of interest such as How to Help your Child with Science Projects, and Navigating the ARIS Parent Link through parent workshops. Parents will participate in student author celebrations and classroom visitations to observe Readers Workshop, Writers Workshop and Math Workshop. Parents will gain proficiency in English through a new program organized by our Parent Coordinator on topics such as holiday craft making, scrap-booking and cooking classes. The Parent Coordinator will also organize parent trips to cultural institutions for parents to experience the resources within New York City. Monthly parent book clubs, using Kindles and iPads, following Teacher College Readers Workshop model will also introduce parents to reading strategy development that their children learn. To continue our outreach efforts parent workshops will be emailed home, posted on our school’s echalk website and announced through School Messenger to meet the language needs of all of our families. Parent involvement in our Parent Teacher Association, school meetings and school conferences will provide appropriate translation support for all parents to be participants

**Budget and resources alignment**

• Indicate your school's Title I status:  **School Wide Program (SWP)**  Targeted Assistance Program(TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants \_\_\_\_\_ Other

If other is selected describe here: Fair Student Funding, Contract for Excellence, NYSTL

**Service and program coordination**

**Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).**

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budge Director and Human Resource Director, we shall utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

- PS 176 has a strong support service program which is led by our guidance counselor, school psychologist and social worker. They conduct a systematic process for reaching out to students who are absent from school They work with our Parent Coordinator to inform parents of the importance of exemplary daily attendance necessary for student achievement. Our Guidance Counselor participates on our Nutrition and Attendance committees which have parent, staff and student representation. These committees meet monthly to plan and initiate new contests and surveys on attendance, nutrition and health. Student rewards and incentives are built into all programs.
- Our guidance counselor meets with mandated and at-risk children individually and in small groups to explore student issues. Our guidance counselor and social worker act as crisis managers to assist students and parents in need. They are supported by our school psychologist. This interaction affords a strong team that identifies problems before they escalate. This year we continue our work on an anti-bullying campaign and cyber bullying interventions for our students, parents and staff aligned with the Respect for All program

### ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #5**

**Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.**

- By June 2013, we shall increase our communication and engagement skills for our parents and school community by an increase of .5 point on the NYC Learning Environment Survey, as well as evidence from attendance sheets, agendas and minutes from the following engagement activities: School Messenger, email, PTA meetings, Parent Teacher conferences, parent workshops and classroom celebrations

#### **Comprehensive needs assessment**

**Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.**

- After analyzing results from our 2012 Learning Environment Survey, our parents reflect that our school has a warm and inviting culture. Our parents have expressed an interest in a desire to participate/communicate in more school functions.

#### **Instructional strategies/activities**

a) Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

b) key personnel and other resources used to implement these strategies/activities,

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

d) timeline for implementation

e) strategies/activities that encompass the needs of identified student subgroups,

- Attendance will be monitored as an indicator of interim progress for all meetings. Attendance at schools meetings will be assessed by the school's Attendance committee, School Leadership Committee and Parent Teacher Association.
- Daily morning announcement will be made by the administration. Video streaming to all classrooms will be implemented this year and linked to our school website for parents to view
- The Weekly Calendar will be issued to all staff members each Friday to note information and events for the following week
- Faculty/Grade conferences are scheduled each month with administration
- School Leadership monthly meeting are schedule including PTA/UFT, parents and teachers
- Safety, Nutrition, Attendance monthly meetings are scheduled minutes are posted on the school's website
- Pupil Personnel Team meetings are scheduled twice each month to give staff members an opportunity to discuss students in need of additional support and intervention
- Formal and informal conversations, observations and walk-throughs by administration establish opportunities to listen to staff and students
- Parent Handbook is posted on our school's website to share information on our school's procedures and policies
- Parent monthly calendar is posted on our school's website listing school events
- Classroom teacher websites offer parents an opportunity to communicate via email with their child's teacher and to view current student project work
- Monthly PTA meetings provide a format for information, questions and responses
- Parent workshops are scheduled by the Parent Coordinator based on parent topics surveys
- Parent brochures are available in the main lobby
- School evaluation survey disseminated in spring, 2013 will measure parent outreach efforts – monitoring for progress

- School Leadership Team will actively engage parent participation on sub-committees for a diverse representation
- Meet and Greet opportunities for parents to discuss with school staff their perspective of our school community as measured by attendance sheets, agendas, and minutes
- Parent email logs
- School Messenger logs
- School website contact logs
- **Timeline: September 2012-June 2013**

**Strategies to increase parental involvement**

**All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.**

- PS 176 will provide assistance to parents in understanding NYS Common Core standards, NYC School Progress Report, NYS School Report Card, NYS Individualized Students Reports for standardized assessments in English Language Arts, Mathematics and Science, Teachers College Pro Assessments, Acuity Assessments. We’ll examine topics of interest such as How to Help your Child with Science Projects, and Navigating the ARIS Parent Link through parent workshops. Parents will participate in student author celebrations and classroom visitations to observe Readers Workshop, Writers Workshop and Math Workshop. Parents will gain proficiency in English through a new program organized by our Parent Coordinator on topics such as holiday craft making, scrap-booking and cooking classes. The Parent Coordinator will also organize parent trips to cultural institutions for parents to experience the resources within New York City. Monthly parent book clubs, using Kindles and iPads, following Teacher College Readers Workshop model will also introduce parents to reading strategy development that their children learn. To continue our outreach efforts parent workshops will be emailed home, posted on our school’s echalk website and announced through School Messenger to meet the language needs of all of our families. Parent involvement in our Parent Teacher Association, school meetings and school conferences will provide appropriate translation support for all parents to be participants

**Budget and resources alignment**

- Indicate your school’s Title I status :  **School Wide Program (SWP)**  Targeted Assistance Program(TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants    \_\_\_\_\_ Other

If other is selected describe here: Fair Student Funding, NYS Assembly Grant, NYC Council Grant

**Service and program coordination**

**Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).**

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we shall utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

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- Our guidance counselor meets with mandated and at-risk children individually and in small groups to explore student issues. Our guidance counselor and social worker act as crisis managers to assist students and parents in need. They are supported by our school psychologist. This interaction affords a strong team that identifies problems before they escalate. This year we continue our work on an anti-bullying campaign and cyber bullying interventions for our students, parents and staff aligned with the Respect for All program

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
<b><u>ELA</u></b>			
Morning Tutorial Extended Day Program	Literacy/Math support	Small group	Before school program
Title 1 Reading Program	Literacy support: word study/comprehension/writing	Small group	During school day
Related Services	Literacy/Math supports	Small group/one to one	Before/during school day
Orton Gillingham Program	Literacy/Math support	Small group	Before/during school day
Recipe for Reading	Literacy support: Word Study	Small group	Before/during school day
Words their Way	Literacy support: word study	Small group	After school program
Literacy Plus After School Program	Literacy support: word study	Small group	After school program
New Beginnings for English Language Learners	Literacy support: word study/comprehension/writing	Small group	After school program
Explorers Club	STEM enrichment program	Small group	Saturday morning program
Saturday School Academy	Literacy/Math/Science/Social Studies	Small group	During school day
Accelerated Reader	Literacy support: comprehension	Small group	During school day
Star Reader	Literacy support: comprehension/word study	Small group	During school day

<p>Title II D online reading</p> <p><b><u>Partnerships:</u></b>  Teachers College Reading and Writing Project School  Teachers College Reading and Writing Mentor School</p>	<p>Literacy support: comprehension/word study</p>	<p>Small group</p> <p>Small group</p>	<p>During school day</p>
<b><u>Mathematics</u></b>			
<p>Morning Tutorial Program</p>	<p>Literacy/Math support</p>	<p>Small group</p>	<p>Before school</p>
<p>Related Services</p>	<p>Literacy/Math support</p>	<p>Small group/1:1</p>	<p>During day program</p>
<p>Literacy Plus</p>	<p>Literacy/Math support</p>	<p>Small group/ 1:1</p>	<p>After school program</p>
<p>New Beginnings</p>	<p>Literacy/Math support</p>	<p>Small group/ 1:1</p>	<p>After school program</p>
<p>Explorers Club</p>	<p>Literacy/Math enrichment</p>	<p>Small group/1:1</p>	<p>After school program</p>
<p>Math Club</p>	<p>Math enrichment</p>	<p>Small group/1:1</p>	<p>During day program/after school program</p>
<p>Robotics</p>	<p>Math/STEM enrichment</p>	<p>Small group</p>	<p>After school program</p>
<p>Pearsononline</p>	<p>Math support</p>	<p>Small group</p>	<p>During day program</p>
<p>Envision Math</p>	<p>Math support</p>	<p>Small group/1:1</p>	<p>During day program/after school program</p>
<p>Exemplars</p>	<p>Math support</p>	<p>Small group/1:1</p>	<p>During day program/after school program</p>
<p>Mathletics</p>	<p>Math support</p>	<p>Small group</p>	<p>During day program/after school program</p>

<p><b><u>Science</u></b></p> <p>Weather Bug, Achieve</p> <p>Trust for Public Land: Environmental Literacy</p> <p>Brooklyn Botanical Gardens</p> <p>Brain Pop</p> <p>NYC Department of Education Science program K-5</p> <p>Foss Science</p> <p>Science non-fiction DK libraries</p> <p><b><u>Partnerships:</u></b> Liberty Science Center American Museum of Natural History New York Bronx Zoo San Francisco Exploratorium Marquis Studio</p>	<p>Literacy/Math/Science support</p> <p>Literacy/Math /Science support</p> <p>Literacy/Math/Science support</p> <p>Literacy/Math/ Science support</p> <p>Literacy/Math/Science support</p> <p>Literacy/Math/Science support</p> <p>Literacy/Math/Science support</p> <p>Literacy/Math/Science support</p>	<p>Small group/1:1</p>	<p>During day program/after school program</p> <p>During day program</p> <p>During day program</p> <p>During day program/after school program</p> <p>During day program/after school program</p>
<p><b><u>Social Studies</u></b></p> <p>NYC Department of Education Social Studies program K-5</p> <p>New York Historical Society Class programs</p> <p><b><u>Partnerships:</u></b> New York Historical Society Ellis Island Tenement House Colonial Williamsburg Marquis Studio</p>	<p>Literacy/Social Studies support</p> <p>Literacy/Social Studies support</p> <p>Literacy/Social Studies support</p> <p>Literacy/Social Studies support</p>	<p>Small group/1:1</p> <p>Small group/1:1</p> <p>Small group/1:1</p> <p>Small group/1:1</p>	<p>During day program</p> <p>During day program/after school program</p> <p>During day program/after school program</p> <p>During day program</p>

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)			
Pupil Personnel Team	Response to Intervention strategies/supports/cycles PRIM supports	Small group/1:1	During day program
Mandated Counseling	Response to Intervention strategies PRIM Counseling supports and community outreach efforts	Small group	During day program
At-risk counseling	Response to Intervention strategies/supports/cycles PRIM Counseling supports and community outreach efforts	Small group	During day program
Family services	Community Mental Health facilities and services Response to Intervention strategies/supports/cycles PRIM	Small group	During day program
Respect for All campaign	Harlem Globetrotters anti-bullying workshops NY Islanders anti-bullying workshops Student Peer intervention Student Council	All grades	During day program
Open Airways	Asthma supports and workshops	Designated students and classes	During day program

### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

All teachers are highly qualified as verified by the network's HR Director to ensure that the teacher holds valid NYS certification in the license area. The BEDS survey is reviewed by the HR Director who works with our school to ensure that teacher assignments are aligned with license areas.

PS 176 utilizes the following strategies to attract highly-qualified teachers:

- PS 176 has formed collaborative partnerships with colleges and universities as a teacher-training site for student teachers to develop instructional practices and cutting edge 21<sup>st</sup> Century multi-media tools to accelerate student progress.
- 
- PS 176 has formed collaborative partnerships with the Division of Informational Technology participating in Title II D grants to enrich the professional development opportunities for teachers to use 21<sup>st</sup> Century multi-media tools in the instructional program to enrich, deepen student understanding.
- 
- PS 176 has formed collaborative partnerships with Teachers College Reading and Writing Project schools to provide literacy professional development for teachers to build collaborative literacy teaching teams aligned to content and data inquiry teams to analyze student data in order to accelerate student progress.
- 
- PS 176 has formed collaborative partnerships with many cultural institutions: New York Historical Society, Liberty Science Center, Weather Bug, Achieve, Brooklyn Botanical Gardens, New York Aquarium, Bronx Zoo, Robotics, Tenement House, Colonial Williamsburg, San Francisco Exploratorium to provide multiple opportunities for teachers and students to explore a variety of student selected topics such as Environmental Literacy through small collaborative cross grade student groups speaking via Skype/Face Time to docents/researchers on their topic of interest to deepen student understanding and accelerated progress to meet and exceed New York State Common Core standards.

## DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING

*It is advisable to attach your Parent Letter Compact on School Letter Head to the End of this Generic Document*

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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### PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### ***SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Tania Veney</b>	District <b>20</b>	Borough <b>Brooklyn</b>	School Number <b>176</b>
School Name <b>The Ovington School</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Elizabeth Culkin</b>	Assistant Principal <b>Anastasia Kopatsis</b>
Coach <b>Marilyn Murphy</b>	Coach <b>Antonella Capace</b>
ESL Teacher <b>Cheryl Fitzgerald-Healy</b>	Guidance Counselor <b>Elizabeth Hickey</b>
Teacher/Subject Area <b>Florence Yan/Bilingual</b>	Parent <b>Maria Giannatana</b>
Teacher/Subject Area <b>Diana Parella/general ed.</b>	Parent Coordinator <b>Kristine Brown</b>
Related Service Provider <b>Sabrina Hom</b>	Other <b>Ida D'Amelio</b>
Network Leader <b>type here</b>	Other <b>Chrissie Giannopolous</b>

### C. 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>4</b>	Number of certified bilingual teachers	<b>3</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 education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>2</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>1</b>		

### D. School Demographics

Total number of students in school	<b>1304</b>	Total Number of ELLs	<b>245</b>	ELLs as share of total student population (%)	<b>18.79%</b>
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## 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. 

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

The school secretary notifies members of the ELL Department to assist parents in the administration of this form which also includes an informal oral interview. The interview is conducted in both English and in the child's native language. This document is also used as a reference for dialog. Once the determination is made that a language other than English is spoken in a child's home, then the child is administered a Language Assessment Battery Revised (LAB-R), which is a test that establishes English proficiency levels. Children that score at or below proficiency on the LAB-R become eligible for state mandated services such as Freestanding ESL, Transitional Bilingual or Dual Language programs. The Spanish Lab is a test that is administered to Spanish speaking students that failed the LAB-R. The results from this test are used to determine language dominance. All screening and administration of HLS and LAB-R/Spanish LAB are conducted by ESL licensed and certified staff only (Cheryl Fitzgerald-Healy, Sabrina Hom and Florence Yan). In order to determine proficiency levels (beg,int,adv) as well as maximize ELL services and instruction to meet the needs of ELLs, administrators and teachers look at NYSESLAT scores annually. We gain access to their scores through reports found in the ATS system. For example, the NYSESLAT combined Modality Report (RNMR) provides you with scores reflecting each students performance for the last 3 years combining listening with speaking and reading with writing.. The Roster Exam Report (RMSR) not only gives you the combined modalities but also the breakdown of each individual modality. However it will only show the most recent exam. Lastly, the RLAT report helps you gain access to the latest LAB-R and last 3 years of NYSESLAT data. This report can be used in a spreadsheet to create lists, charts or graphs.

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

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

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

5. After careful review of the Entitlement Letters, Parent Survey and Program Selection forms for the past few years a trend I noticed was the constant need to form a Transitional Bilingual Education program for our Chinese population. In 2009, 21 Chinese parents of new admits chose TBE requiring only one Chinese Bilingual class to remain open. However in 2010 three Chinese Bilingual classes were required to open due to the increase of Chinese parents selecting TBE across both the Kindergarten and First grades, which was a total of 64. In the present year 2011, 39 parents of new admits chose TBE requiring those three Chinese Bilingual classes to remain open. These classes are taught by certified Chinese Bilingual teachers, Florence Yan, and Brenda Tang on the Kindergarten level as well as Tina Zhang on the First grade level.

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

## 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

#### This school offers (check all that apply):

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

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	245	Newcomers (ELLs receiving service 0-3 years)	205	Special Education	28
SIFE	0	ELLs receiving service 4-6 years	40	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	63	0	0	0	0	0	0	0	0	63
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	128	0	15	40	0	10	0	0	0	168
Total	191	0	15	40	0	10	0	0	0	231

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

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese	41	25												66
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>41</b>	<b>25</b>	<b>0</b>	<b>66</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	EP	EL	EP																
Spanish																			0	0

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
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	18	7	3	6	7	5								46
Chinese	1	5	21	16	22	28								93
Russian	1	1	0	1	1	0								4
Bengali														0
Urdu	2	1	2	3	3	0								11
Arabic	5	2	2	4	4	1								18
Haitian														0
French														0
Korean	0	0	0	0	0	1								1

## 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
Punjabi														0
Polish	1	0	0	0	0	0								1
Albanian	1	0	0	0	0	0								1
Other	0	0	1	1	1	1								4
<b>TOTAL</b>	<b>29</b>	<b>16</b>	<b>29</b>	<b>31</b>	<b>38</b>	<b>36</b>	<b>0</b>	<b>179</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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. At PS 176 ESL instruction is delivered to 179 students through both the Push-In and Pull-Out organizational models grouped homogeneously for advanced students and heterogeneously for beginner and intermediate level students. There is a self contained ESL class offered at the Kindergarten level. The majority of our beginner and intermediate ELLs are being pushed in while the remainder at the advanced proficiency level are being pulled out.

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

3. Since PS 176 is a participating member of the Teacher's College Reading and Writing Project, the components of TCRWP are put into

## A. Programming and Scheduling Information

practice each day and support our ELL/Bilingual children as they become independent readers and writers. As a partner with TCRWP, our school has on-site staff developers. One staff developer works directly with our ESL staff to help align the ESL methodologies and strategies with T.C. which enriches our literacy program, creating an increase in student achievement for our ELLs. Within a comprehensive literacy block in the Bilingual classes, time is devoted to Native language Arts (NLA) instruction and to the development of both English language proficiency and literacy skills. In content area instruction, English is used increasingly as the student's proficiency grows, using ESL methodology and scaffolding strategies to aid comprehension. Students participate in English-taught enrichment classes such as Art, Music, Science, Math, Library, Social Studies/Language Arts, and Physical Education.

4. During registration the school secretary contacts a trained pedagogue (ELL personell etc.) who will informally evaluate each child in the form of an oral interview, not only in English but also in their native language if it differs from English.

Also, the Spanish Lab is a test that is administered to Spanish speaking students who are unable to achieve a passing score on the Lab-R. The results from this test are used to determine language dominance.

In addition, ELLs taking State exams are provided with testing accomodations which include but are not limited to:

- the use of electronic/paper bilingual dictionaries and glossaries (only direct translation of words, not definitions)
- simultaneous use of both English and alternative language editions
- oral translations provided for students who speak lower incidence languages
- written responses accepted in the Native Language as well

### 5a. Services for Students with Interrupted Formal Education (SIFE)

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

### 5b. Plan for

#### Newcomers

When these students arrive, the classroom teacher gives them special attention, individualizing instruction wherever applicable. Teachers pair new students with other students who speak their native language and have some level of English proficiency. In addition, students in grades 2-5 will have the option of attending the Title III ELL summer program. Beginning ELLs are introduced to academic work in their new surroundings with Rigby's Newcomer Kit, An integrated curriculum providing language, literacy and content instruction that is taught simultaneously. Technology, such as the highly engaging multisensory Leapfrog is used, as well as Accelerated Reader that provides frequent progress monitoring in order to personalize reading practice to each students current level, and Earobics Literacy Launch which helps to improve a broad range of literacy skills from phonological awareness to comprehension are computer programs in place for ESL. Books on tape also serve as tools to help ELLs as they tackle difficult texts or simply present an opportunity to listen to a book on tape that they are not yet ready to read on their own.

### 5c,d. Other ELL Subgroups (4 to 6 Years of Services, and Long-Term ELLs')

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

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

Samsons Classroom- an online series that helps students become better readers. Students can play engaging games that focus on 3 core building blocks: sight words, spelling and reading comprehension

Uptown Edu- computer program providing unique interactive games within an effective learning environment that has a fun young hip-hop theme that gives teachers and administration the ability to monitor their students work

Dimension U- students can access 3D multiplayer educational video games that help them hone their literacy skills

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

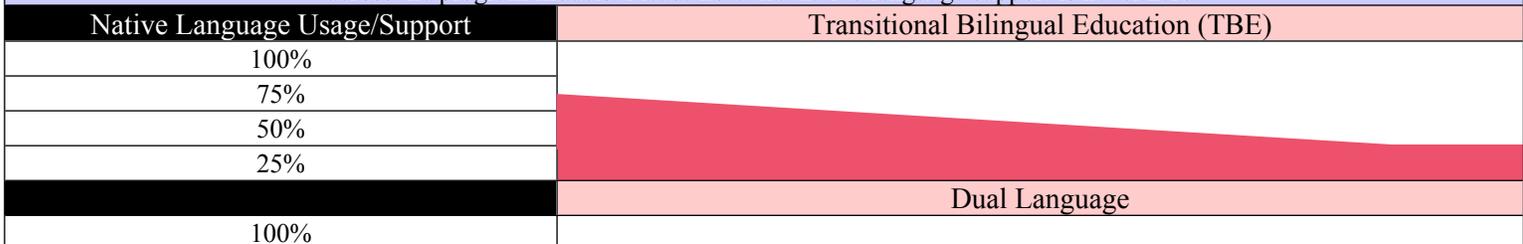
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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

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

#### 8. Targeted Intervention Programs for ELLs

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

##### ELA:

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

Saturday School Program, in the month of March for 4 weeks of test preparation, providing tips for test taking strategies, on Saturday mornings from 8:30-11:30 a.m. intensive instruction for ELLs/  
Special Need ELLs/SIFE and long term ELLs

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

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

Accelerated Reader, Leap Frog, Earobics Literacy Launch, Dimension U, Uptown Edu, and Samson's Classroom for ELLs/ Special Needs ELLs/ SIFE and Long Term ELLs are given a rich diverse language experience that facilitates the transition from spoken to written language by promoting phonemic and phonological awareness skills while building and strengthening auditory processing skills through technology linked programs.

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

##### Mathematics:

Remedial Math instruction provided by the Math coach for ELLs/Special Needs ELLs/SIFE and Long Term ELLs. This instruction is delivered through the workshop model with an emphasis on hands on applications and strategy development in mathematical concepts

Pearson helps with the differentiation of math instruction

New Beginnings, After School Program (Title III) whole and small group

Instruction for ELLs/Special Needs ELLs/Special Needs ELLs/SIFE/Long Term ELLs. In Math, this instruction is delivered through the workshop model with an emphasis on hands on applications and strategy development in mathematical concepts.

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

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

Science:

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

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

Social Studies:

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

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

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

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

9. Follow-up Plan for Proficient ELLs

ELL students who reach Proficiency level on the NYSESLAT are placed the following year in a monolingual class. To support their transition to an all-English learning environment and to help them prepare for standardized tests in ELA and the content areas, they are placed for two years in a pullout funded reading program.

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

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

12. The parents are provided translated letters to ensure that they understand and are aware of all the school programs made available to their children. The following are after school and supplemental services offered to ELLs in our building:

New Beginnings (ELL after school program)

The Literacy Plus after school program

After-school programs and free family counseling offered by the Neighborhood

Improvement Association (NIA), a community-based organization (CBO)

Saturday School, offered prior to city-state wide examinations, to assist in test preparation

Title III ELL summer program for grades 2-5. This program offers ELL services to the

Following: (a) Newcomers to the country (less than 2 years), (b) SIFE students who have had interruption of services, and (c) Enrichment for students who would benefit from additional ESL support.

### 13. Materials Used for Instruction in the ESL Program

Materials used by ELL teachers consist of Teachers College Reading and Writing Project program structure. This is a comprehensive program that focuses on strategies used to strengthen analytical thinking and reading skills. It's many components are considerate of English learners' needs that include units of study with, guided reading leveled book instruction tailored to students' language and literacy needs. Words Their Way, Recipe for Reading, Bebop books, Poetry, Chart paper, Running Records papers, TC paper and colored pens.

Rigby-Steck Vaughn's On Our Way to English big books, newcomer and assessment kits, graphic organizers, and chant/concept posters .

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

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

### 14. Native Language Support

The teachers of bilingual classes assess their student's level of native language literacy informally, by means of teacher made tests. Most of the students in Chinese TBE classes were born in the United States and speak either Mandarin or Cantonese at home. Only those who attend Chinese school on the weekends can read or write their native language. The newcomers from China can read and write their native language on a kindergarten or first grade level. In addition, when Spanish-speaking students take the LAB in their native language the results vary. We have however identified one pattern. Many of the students do well on the listening and speaking portion, however, they do not fare as well on the reading and writing portion of the test.

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

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

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

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

### C. 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)?

Not applicable.

### 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.

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

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

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

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

October 2011	Academic Literacy for English Language Learners
November 2011	Scaffolding Writing for English Language Learners and Demystifying Figurative Language
November 2011	Assessing Students Writing
December 2011	Modified Guided Reading for English Language Learners
January 2012	Looking at the Writing Responses in the New York State English as a Second Language Achievement Test and English Language Art: Grade 3-5
January 2012	Integrating Grammar in the Writers Workshop
February 2012	Building Academic Vocabulary Grade K-5
March 2012	Team Teaching in the English as a Second Language Program
June 2012	Effective Strategies in Literacy Instruction for English Language Learners

## 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?

### 1. Parental Involvement

Parent involvement is key to any child's success. The parent coordinator assigned to our school pays particular attention to parents of ELLs, especially newcomers to the English language school system. The parent coordinator and other school staff members endeavor to create a welcoming atmosphere. Parents are always notified about any school events through flyers that are backpacked, e-mailed and/or posted on the school website in translation in the 3 primary languages (Chinese, Spanish and Arabic). In cooperation with the ESL/Bilingual and other teachers, parent orientation meetings are held in the fall and periodically throughout the year as new children arrive.

The Parent International Luncheon is held annually for parents to bring in and share food from their native country. It is conducted in an informal setting, encouraging social communication through English conversation. Also, interactive parent craft and scrapbooking classes starting in November will be offered monthly for 2 hour sessions. PS 176 prides itself on supporting the efforts of families to be partners in the children's education.

2. The FIAO (Federation of Italian Americans) a community based organization is offered after school for parents of beginner and intermediate proficiency leveled children. All letters to parents are distributed in English, Chinese, Arabic, Italian and Spanish, the predominant languages of our area. Sample letters are available in these languages. In addition, opportunities for families to learn and appreciate the fine arts, ballroom dancing, ballet and tap will be offered. Citizenship classes for new families will be offered as well as other workshops sponsored by the 13th Avenue Trade Association. Through the Saturday Academy, we will be contacting vendors such as the New York Aquarium, the Bronx Zoo, Liberty Science Center and the Metropolitan Museum of Art to provide families with workshops integrating mathematics and the arts and sciences. As a culmination, visits to these cultural institutions will be offered to these families. The NIA (Neighborhood Improvement Association) a community based organization offers free family counseling as well as after school programs. The PS 176 PTA (Parent Teacher Association) work collaboratively with a local bookstore to sponsor The Author Series. These presentations provide different authors with a forum in which they can discuss their books. This is held a couple of times a year, for approximately 2 hours a session.

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

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

## 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)													TOTAL
K	1	2	3	4	5	6	7	8	9	10	11	12	L

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	7	4	3	3	6	6								29
Intermediate(I)	11	8	14	8	6	8								55
Advanced (A)	16	15	11	23	19	19								103
Total	34	27	28	34	31	33	0	0	0	0	0	0	0	187

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	2	1	1	2	4	5							
	I	10	3	2	1	2	2							
	A	12	14	4	8	6	12							
	P	44	41	25	27	30	30							
READING/ WRITING	B	5	1	3	2	6	6							
	I	8	8	15	8	6	9							
	A	11	9	10	23	18	18							
	P	44	41	4	5	12	6							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	21	5	0	31
4	6	15	13	0	34
5	14	17	10	0	41
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	2		16		17		2		37
4	2		12		19		8		41
5	1		17		24		7		49
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	3		6		18		15		42
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
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.

We conduct TC reading assessments for concepts of print, letter/sound identification, high frequency words and independent reading levels in fiction and nonfiction texts. We administer the TC writing assessment that offer benchmarks for student work along with a vision and vocabulary for what the next steps from those benchmarks might be, easing the differentiation of instruction. The TC spelling assessment is given to not only note whether or not a child has spelled a word correctly, but it takes inventory of the patterns of spelling mastered and those that are lacking.

2. After looking at the LAB-R results, it appears that the majority of students in the K-1 level score at the Beginner proficiency level, while the majority of students in grades 2-5 are scoring at the advanced proficiency level even though they are actually performing at either the Beginner and Intermediate level of proficiency.

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

4a. To be determined.

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

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

5. Not applicable.

6. The success of our ELL programs are evaluated by a variety of sources:  
- performance on the NYSESLAT

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

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01

**School Name:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

DBN: **20K176** School Name: **The Ovington School**

Cluster: **6** Network: **CSN 602**

**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**

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

To assess our school's written translation and oral interpretation needs we analyzed information from ATS reports, home language survey forms, and emergency blue card information. For those families without this information in ATS, we also sent home the Parent Language Preference Form that was made available on the Department of Education website and then updated ATS to indicate parent preferences. Based on results received from these sources, a master list of all home languages was created. This list not only provided information about the entire school population, but it also allowed us to break down the data by class and grade. Through close examination of this information, we were able to determine the specific translation and interpretation needs so parents could be provided with appropriate information in the language they understand.

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

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

## Part B: Strategies and Activities

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

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

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

PS 176 will provide oral interpretation services to meet the needs of our families. In addition to asking staff members for oral translation assistance, we'll contact the Department of Education oral translation services for conferences with parents in their native language. Simultaneous translators will provide translation services at school meetings. We have purchased transmitters and receivers to ensure parent participation at all school functions. Oral translators will be hired to work during Parent Teacher conferences so that they can be active participants in their child's education. Lastly, we have purchased, School Messenger, a telephone contact for our families that notifies parents in their native language of important school events and emergencies.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: The Ovington School	DBN: 20K176
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 238
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 7
# of certified ESL/Bilingual teachers: 7
# of content area teachers: 0

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

The focus of New Beginnings program is to lift the level of thinking and vocabulary through Reader's Workshop. In addition, Words Their Way sorts, chants, songs and rhymes are used to increase fluency and accuracy in reading.

Serving ELL students on grades 3-5 at the Beginner and Intermediate proficiency levels

November-March on Mondays and Tuesdays from 3-5 o'clock pm after school

3 ESL and Bilingual certified teachers

Materials used are the following: Dolce List, Words Their Way, read aloud books, post-it notes, chants/songs/rhymes on the Smartboard, document cameras, notebooks and folders.

.The focus of Literacy Plus program is to lift the level of thinking and vocabulary through Reader's Workshop. Words Their Way Sorts are used to increase fluency and accuracy in reading while improving their reading levels. In addition, read alouds are used to lift the big ideas within the story, with concentration on interpretation and point of view.

.Serving ELLs on grades 3-5 at the Advanced proficiency level

.Offered November-March on Mondays and Tuesdays from 3-5 o'clock after school

.The language of instruction is English

.3 ESL and Bilingual certified teachers

.Materials used are the following: Dolce List, Words Their Way, read-aloud books, post-it notes, chants/songs/rhymes on the Smartboard, document cameras, notebooks and folders.

.The focus of Saturday Academy is intensive preparation for State exams, including multiple test taking strategies.

.Serving ELLs in grades 3-5 across all proficiency levels

.Offered in March for 4 weeks from 8:30-11:30am on Saturdays

.The language of instruction is English

.3 ESL and or Bilingual certified teachers

.Materials are NY Ready, which is aligned to the Common Core State Standards

.The focus of Morning Tutorial is on a new literacy initiative each month with different skill objectives for ELLs who have been designated at risk.

.Serving ELLs in grades K-5 across all proficiency levels

.Offered from September-June from 8:02-8:37am on Monday-Thursday

.The language of instruction is English

. 7 ESL and or Bilingual certified teachers

## Part C: Professional Development

### Part C: Professional Development

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

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

Begin description here: At no cost to the program 7.5 hours of professional development opportunities will be offered to all teachers. Our administrators, teachers, teaching assistants and parents will participate in ongoing Staff Development sessions with issues related to the Core Curriculum and how ELLs gain access to the Core Curriculum. ELL instructional Support Specialists, math and literacy coaches and school based staff will conduct interactive sessions.

October 2012	Academic Literacy for English Language Learners
November 2012	Scaffolding Writing for English Language Learners and Demystifying Figurative Language
November 2012	Assessing Students Writing
December 2012	Modified Guided Reading for English Language Learners
January 2013	Integrating Grammar in the Writers Workshop
February 2013	Building Academic Vocabulary Grade K-5
March 2013	Team Teaching in the English as a Second Language Program
June 2013	Effective Strategies in Literacy Instruction for English Language Learners

### Part D: Parental Engagement Activities

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

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

Begin description here: The Parent International Luncheon is held annually for parents to bring in and share food from their native country. It is conducted in an informal setting, encouraging social communication through English conversation.

The PS 176 PTA work collaboratively with a local bookstore to sponsor The Author Series. These presentations provide different authors with a forum in which they can discuss their books. This is held a couple of times a year, for approximately 2 hours a session.

Also, interactive parent craft and conversation classes starting in November will be offered monthly for 2 hour sessions. Parents are notified about these events through flyers that are backpacked, e-mailed, posted on the school website, in translation in the 3 primary languages (Chinese, Spanish and Arabic).

### Part E: Budget

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

Allocation Amount: \$

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