



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE CAMBRIA HEIGHTS SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 29Q176

PRINCIPAL: ARLENE BARTLETT

EMAIL: ABARTLE@SCHOOLS.NYC.GOV

SUPERINTENDENT: **LENON MURRAY**

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
ARLENE BARTLETT	*Principal or Designee	
TONI COLEMAN	*UFT Chapter Leader or Designee	
MICA FIELDS	*PA/PTA President or Designated Co-President	
RUBY MEBANE	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	
Tasha Campbell	Member/ Parent	
Easter Gaddy	Member/ Parent	
Erica Layne	Member/ Parent	
Janett McFarlane	Member/Teacher	
	Member/	
	Member/	
	Member/	

** 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.

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, students in grades 3, 4, and 5 demonstrating progress in English Language Arts based on the New York State English Language Arts assessment and the New York City Progress Report will increase from 14.7 points to 21.5 points thus moving the Progress Level from “F” to “C”.**

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.

- **Our needs assessment indicates the following: On the 2011-2012 Progress Report the school received an “F” in the Student Performance section due to the overall school ELA results being lower than the comparison to peer schools.**

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 (Grades 3, 4 and 5)
- **Upcoming ELA Predictive Assessment which is being administered in January 2013.**
- **In- house Mock ELA Assessment which will be administered in February, March and April will show mastery and areas in need of improvement for targeted students.**
- **DRA2 levels will show an overall increase in reading comprehension for targeted students.**
- **At-Risk SETTS program for targeted students.**
- **Targeted students, recommended by classroom teachers will participate in the ELA Preparation After School Program. These targeted students are identified if they fall below mid-year benchmark assessments. The after school program will run from February 2013- April 2013.**
- **B) Staff and other resources used to implement these strategies/ activities:**
 - **The staff member involved in the action plan are the principal; assistant principal; data specialist; K- Grade 5 classroom teachers; ESL teacher; Special Education teachers and cluster teachers.**
 - **Fair Student Funding and NYSTL funds will be used to purchase Test Sophistication materials, hire Per Session instructors, hire Per Diem staff and purchase Complex Text.**
- **C) Steps taken to include teachers in the decision- making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:**
 - **Teachers will meet in grade level teams to review student data gathered from periodic assessments and form flexible strategy groups based on the data from the periodic assessments and the in-house mock ELA assessments.**
 - **All classroom teachers gather reading level data four times a year. Students who fall below grade level according to the DRA2 benchmarks and the Spring 2011 state scores will participate in the mandatory extended day program. All classroom teachers will take small groups of students for remedial instruction.**
 - **All students in K- Grade 5 will use the web based Study Island program to monitor their reading ability and progress.**
 - **Based on successful teacher inquiry projects during the 2011-2012 school year, newly implemented ELA components have been added to the reading/ writing curriculum this year. This include Writing On Demand; weekly comprehension homework; complex text; Chancellor’s Citywide Expectations for Literacy including the Reading Bundles.**
- **D) Timeline for Implementation:**

- **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 school will provide materials and training to help parents work with their children and to improve their children's academic achievement, such as literacy training, math training, and technology to foster parental involvement by:**
 - a) **Providing parents with training on strategies to teach math at home using the new curriculum**
 - b) **Providing parents with training on strategies to teach comprehension skills to their children**
 - c) **Providing parent workshops focused on computer training and ARIS**
 - d) **Learning Leaders- Parent volunteers who work closely with the Parent Coordinator**
 - e) **The Parent Coordinator and the school Librarian will schedule parent meetings to promote literacy, using the Target Grant awarded to our school.**
- **The school will educate staff in how to reach out to communicate with and work with parents and build ties between parents by:**
 - a) **Teachers will have daily access to phone translation to communicate with parents who speak other languages**
 - b) **Parent newsletters and progress reports to keep parent informed about workshops and student progress**

Budget and resources alignment

- Indicate your school's Title I status : X 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.

 X Tax Levy X Title I Title IIA Title III X Grants Other

If other is selected describe here:

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).

- The school works in conjunction with Cornell University Nutrition program. The program promotes healthy lifestyles for students and families and demonstrates health in relation to academic achievement.
- The school has been awarded a Target Family Reading Grant. Workshops are held four times a year to promote literacy.
- Per Session funding has been set aside for Professional Development activities (FSF)

- Students in Temporary Housing receive school supplies and meet with the Guidance Counselor (as needed) to promote their well being and adjustment. (Title I and FSF)
- ARIS Night and Parent Workshops are funded with FSF
- Per Diem for teachers funded with FSF
- Study Island Software is funded with NYSTL Software funds
- Purchase of Complex Text and Test Sophistication materials FSF and NYSTL

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 the number of students in grades 3, 4 and 5 demonstrating progress in Mathematics as measured by the New York State Math Assessment and the New York City Progress Report will increase from 14.7 points to 21.5 point thus moving the Progress Level from “F” to “C”.**

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.

- **Our needs assessment indicates the following: On the 2011-2012 Progress Report the school received a level “F” in the Student Performance section due to the overall Math results being lower than the comparison to peer group.**

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:**
 - **Upcoming Math predictive which will be administered in November 2012**
 - **In-house mock Math Assessment which is being administered in February and March of 2012 which will show mastery and areas in need of improvement.**
 - **Purchase of the Envision Math program which correlates to the Common Core Learning Standards**
 - **Implementation of the Citywide Instructional Expectations including Math Bundles**
 - **After School tutorial program beginning February 2013**
 - **At- Risk SETTS intervention for struggling students.**
 - b) **key personnel and other resources used to implement these strategies/activities:**
 - **The staff members involved in the action plan are the principal, assistant principal, data specialist, K- Grade 2 teachers, cluster teachers, ESL teacher. Funding sources include: FSF, Title I, NYSTL funds for purchasing Envision Math and Test Sophistication materials, Per Diem and Per Session funds.**
 - c) **steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities**
 - **Teachers will meet in grade level teams to review student data gathered from periodic assessments and form flexible strategy groups on the data from the in-house Mock Math Assessments and the periodic assessments.**
 - **Teachers will meet in grade level teams to review data gathered from Math unit exams from the Envision Math program.**
 - **All classroom teachers gather informal and formal math data. Students who fall below grade level based on these assessments and the Spring 2012 state scores will participate in the extended day program.**
 - **Teachers are implementing problem solving strategies aligned to the math units of study.**
 - **Teachers are implementing the Citywide Instructional Expectations including Math Bundles**
 - d) **timeline for implementation:**
 - **September 2012- April 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 school will provide materials and training to help parents work with their children to improve their academic achievement, such as, math training, literacy training and technology to foster parental involvement by:**
 - a) Providing parents with training on strategies to teach math at home using the new curriculum
 - b) Math Family Night which will engage families in tasks and games geared to helping parents and students understand the math curriculum
 - c) Providing parent workshops and computer training to help navigate ARIS, ACUITY and Study Island
 - d) Parent volunteers working with students in small groups to learn basic math skills
- **The school will educate staff in how to reach out to communicate with and work with parents and build ties between the home and school by:**
 - a) Teachers will have daily access to phone translation to communicate with parents who speak other languages
 - b) Parent newsletters and progress information will be sent home
 - c) Parent workshops will be offered to help parents become familiar with the Common Core Standards and New York State Assessments

Budget and resources alignment

- Indicate your school's Title I status: x 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.

X Tax Levy X Title I _____ Title IIA _____ Title III X Grants _____ Other

If other is selected describe here:

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):

- **The school works in conjunction with Cornell University Nutrition Program to help parents and students understand the relationship between healthy living and school performance. (Grant Funds)**
- **The school guidance counselor supports students and families through behavioral management programs that are directly effecting their academic achievement. (FSF and Title I)**
- **The school incorporates flexible scheduling for special needs students which allow students with special needs to mainstream into general education classrooms. The Special Education teachers are available to help at-risk students in a SETTS setting. (FSF)**
- **Teacher schedules allow for RTI services to be provided before the start of the school day and during student lunch periods. (FSF)**
- **Students in temporary housing receive school supplies (as needed) and guidance intervention (as needed). (TITLE I)**

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 80% of all students will demonstrate increased proficiency in their ability to write informational and opinion pieces that are aligned to the Common Core Learning Standards identified for each grade in the Citywide Instructional Expectations (CIE)- ELA aligned tasks.**

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.

- **In order to support all students in Kindergarten- Grade 5 to be College and Career ready, informational writing has been targeted as an area of need to be strengthened in our educational program as indicated in the new Common Core Learning Standards. Based upon student work it was determined that while students have an understanding of the writing structures that can be used for informational/ opinion writing, students ability to provide appropriate details when developing a topic or supporting a point of view need to be strengthened.**

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:
 - **Teachers will grade and analyze student writing from the administration of the CIE literacy task. Based upon pre-assessment results teachers will revise curriculum writing unit maps to reflect students' strengths and areas of need. Post assessment results will be used to determine the growth of the students and identify strategies that promote improved student outcomes**
 - **Teachers will use the Collaborative Inquiry Protocol to analyze student work, development and implementation of writing strategies to support standards based writing skills, use standards based rubrics in scoring student performance, provide teachers with opportunities to observe effective writing mini-lessons and small group strategy lessons.**
- b) key personnel and other resources used to implement these strategies/activities:
 - **Responsible Staff Members: Principal, CFN Staff Developers; Data Specialist; Assistant Principal; RTI Providers; ESL Teachers; Cluster Teachers. Funding Source: Fair Student Funding; Title I Funding; Target Grant; OPTS Funding; NYSTL Funding**
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities.:
 - **Collaborative Inquiry: Grade Level meetings, designated inquiry periods will provide teachers with collaborative inquiry sessions to: analyze small group writing goals to monitor student progress, continue to align writing curriculum maps to the CCLS and CIE, analyze student performance on pre and post assessment tasks the results will be used by the staff to determine effective writing strategies that support improved student outcomes.**
- d) timeline for implementation
 - **October 2012- May 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):

- Parent workshops focused on the ELA Common Core Learning Standards and the writing components of the NYS ELA will be offered.
- Parent Coordinator will hold informal parent meeting for parents to provide assistance in understanding how to monitor their child's progress, parenting skills, to share information about the school's educational program and to receive feedback from parents regarding school programs for future planning.
- Parents are invited to classroom writing celebrations to foster a greater understanding of the types of writing genres students are able to produce. Parents are encouraged to provide feedback as well during these celebrations.
- Distribution of parent resources that provide information on ways to support student learning at home.

Budget and resources alignment

- Indicate your school's Title I status: X 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.

 X Tax Levy X Title I Title IIA Title III X Grants Other

If other is selected describe here:

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):

- The Universal Pre- K program will focus on providing the emergent literacy skills all students will need to be successful in the early primary grades.
- All at risk students will participate in the Extended Day program to receive additional support
- STH will receive school supplies and guidance (as needed) to help them adjust to their learning environment
- Cornell University Nutrition Program will be offered to parents to help them understand the connection between healthy living and school performance

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.

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.

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.

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.

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:

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).

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.

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.

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

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.

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:

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).

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.).
ELA	<ul style="list-style-type: none"> • Guided Reading • Close Reading • Great Leaps Literacy • Complex Text • Writing On Demand • Citywide Instructional Expectation ELA Bundles • At- Risk SETTS • Study Island Web Based Intervention 	<ul style="list-style-type: none"> • Small Group • One to One • Pull Out Model • Push In Model 	<ul style="list-style-type: none"> • Extended Day: Monday-Thursday 2:40- 3:17 • At-Risk SETTS before and during school • After School Test Preparation (February-April)
Mathematics	<ul style="list-style-type: none"> • Great Leaps Math • Envision Math Re-teach Kit • Citywide Instructional Expectation Math Bundles • At- Risk SETTS • Study Island Web Based Intervention 	<ul style="list-style-type: none"> • Small Group • One to One • Push In Model • Pull Out Model 	<ul style="list-style-type: none"> • Extended Day: Monday-Thursday 2:40- 3:17 • At- Risk SETTS before and during school • After School Test Preparation (February-April)
Science	<ul style="list-style-type: none"> • Hands on science experiments • Study Island Web Based Intervention • Brain Pop 	<ul style="list-style-type: none"> • Small group instruction by classroom teacher • Small group instruction by Science Cluster Teacher. 	<ul style="list-style-type: none"> • 2x per week

Social Studies	<ul style="list-style-type: none"> • Study Island Web Based Intervention • Brain Pop 	<ul style="list-style-type: none"> • Small group instruction by classroom teacher and the Social Studies Cluster Teacher 	<ul style="list-style-type: none"> • 2x per week
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Small group instruction in literacy, math and art • Counseling 	<ul style="list-style-type: none"> • Small group instruction • Pull Out Model • Push In Model 	<ul style="list-style-type: none"> • 1x per week

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.

- The administrative team works closely with the network HR point person to ensure that all teachers receive 175 hours of professional development within their 5 years of holding their professional license.
- The professional development team conducts workshops to ensure that all teachers are kept abreast of new teaching models and strategies.
- Tenured staff members, who demonstrate effective/ highly effective teaching skills, conduct workshops and are assigned to be mentor teachers to non- tenured staff.
- The school works closely with the Adelphi University Teacher Preparation Department to help train college students, who may eventually be recruited to work as educators at the school.
- Teachers are required to write yearly goals and identify professional development needs.
- We provide teachers with several common planning periods with grade level colleagues
- Informal and Formal observations using a researched based observation tool.
- Teachers who apply for positions are interviewed by a committee of administrators, teachers and parents. Teacher candidates are required to conduct a demonstration lesson.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

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.

**PARENT INVOLVEMENT POLICY (PIP)
THE CAMBRIA HEIGHTS SCHOOL (P.S. 176Q)**

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, 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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
THE CAMBRIA HEIGHTS SCHOOL (P.S.176 QUEENS)

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to 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 will 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 prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department 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 Daniel Purius	District 29	Borough Queens	School Number 176
School Name The Cambria Heights School			

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

Principal Arlene Bartlett	Assistant Principal Marcelle Hughley
Coach Alicia Powell	Coach
ESL Teacher Catherine Rolon	Guidance Counselor Margaret Lashley
Teacher/Subject Area Ginette Charles/Special Ed	Parent
Teacher/Subject Area Afua Hill/Data Specialist	Parent Coordinator Joyce Barksdale
Related Service Provider	Other
Network Leader	Other

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	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	781	Total Number of ELLs	19	ELLs as share of total student population (%)	2.43%
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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. The ESL teacher is on hand during registration. She works with the Pupil Accounting Secretary to assist in registration. The ESL teacher is fully State and City certified in ESL. Upon entrance into the school each parent and child are initially interviewed by the ESL teacher to determine what their Home Language(s) may be, then parents are given the opportunity to have a school translator if necessary, in the office is a list of staff members and the second language that they speak this language resource is used during admission. Quite often parents bring their own family member to translate. Then Parents are given a HLIS survey in English and their home language. The certified ESL teacher assesses the HLIS at the beginning of the year and determines the home language. Based on the determination made by the ESL teacher of the home language being other than English the students are tested using the LAB-R to determine eligibility the test is given within the first 10 days of admission. At the end of the year students will be given the NYSESLAT to determine their continued eligibility for ESL.

2. The Parents of students eligible to receive services are invited for a parent-orientation meeting. Whereby they are offered the different programs that will meet their child's needs. If parents are unable to attend this meeting, an appointment is scheduled to meet with parents when it is convenient for them. The parents also view the parent-orientation video in their home language. This meeting should help parents to become thoroughly informed of their choices Freestanding ESL, Dual Language, or Transitional Bilingual. At the time of the meeting P.S. 176 also has translators available for parents, should they desire one. The parents then fill out their survey. The parent choice was also entered in ELPC this year. The choice will also be recorded in BESIS in December.

3. As soon as the determination for ESL is made a letter of entitlement is sent home in English and the parents native language, along with an invitation to attend a parent meeting. At the time of the parent meeting parents are given the Parent Survey and Program selection form. We try to make sure the form is returned that day. All parents are getting the choice that they requested. Parents are very satisfied with PS 176 and the services this school provides. We also send home continued entitlement letters. This is done within the first 10 days of school.

4. All parents chose to stay in PS 176 because of our rigorous academic programs and have their child placed in freestanding ESL. Parents are offered additional resources such as the BETACs if they are unsure or need more information in making their decision.

5. The trend in program choices appears to be that English as a second language is predominantly chosen by parents on the Parent Survey. PS 176 is known as a community school of excellence and many parents chose to keep their child here.

For the 2007-2008 school year, of the 2 Parent Surveys returned to us, both chose Freestanding ESL as their first choice.

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

For the 2009-20010 school year, 3 parents returned the parents survey and they all chose Freestanding ESL as their first choice.

For the 2010-11 school year, 5 parents returned their parent survey and they all chose Freestanding ESL as their first choice.

For the 2011-2012 school year, 5 parents returned their parent survey and they all chose Freestanding ESL as their first choice.

6. Our freestanding ESL program is aligned with parent request.

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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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	Total #
Transitional Bilingual Education (60%;40% → 50%;50% → 75%;25%)														0
Dual Language (50%;50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	3	6	4	1	2	3								19
Total	3	6	4	1	2	3	0	0	0	0	0	0	0	19

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	17	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	2	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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	17					2				17

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		
Total	17	0	0	0	2	0	0	0	17	
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12																				
Number of ELLs by Grade in Each Language Group																				

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1		1											2
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian	2	6	2	1	2	2								15
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1			1								2
TOTAL	3	6	4	1	2	3	0	19						

Part IV: ELL Programming

A. Programming and Scheduling Information

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. All instruction is planned in order to meet the NYS ESL and ELA Learning Standards. The specific methodology and strategies are designed to maximize learning for ELLs.

P.S 176 has a 15 % push-in and 85% pull-out ESL program. The model currently being used maximizes the instruction time for all ELLs. Students are grouped by grade levels. Each group consists of no more than 10 students. Students' scoring at the beginning and/or intermediate levels on the NYSESLAT or LAB-R exams receive 360 minutes per week of ESL instruction. Students scoring at the advanced level receive 180 minutes of ESL instruction. P.S. 176 have 15 units of time to meet the needs of its ELL population. Two units are push-in.

The ELL population is further served during the 37.5 minutes of extended time four times a week. During this time, teachers provide small group instruction to ELL students who are identified as needing support by their LAB-R or their NYSESLAT score. During this time the ELL teacher is assigned a small group of ELLs and provides intensive instruction using ESL strategies.

2).PS 176 provides the mandated minutes of instruction according to proficiency levels by using the free-standing ESL program to push-in and pull-out students. The pull-out model serves all entitled advanced and transitional students the full 180 minutes. The pull-out model reaches the 360 minute mandate for the students across K-5 with 1 licensed teacher. The student to ELL teacher to student ratio for instruction never exceeds 10:1. Because of the extremely small size of the groups rapid progress can be achieved.

3.) Explicit ESL instruction is delivered to the students using small group instruction, guided reading, scaffolding strategies, TPR, the Language Experience Approach, Whole Language, sheltered Instruction, connecting lessons to students prior knowledge and experiences. At PS 176 in all classes, especially in ELL instruction, higher order questioning and thinking skills are emphasized. During this time, students are instructed through guided reading, shared reading, phonics instruction, and cooperative learning. The teacher uses this as a time to assess students in a small communicative group to see what some of their oral language needs may be. These various methods used for ELL instruction include the use of T.P.R., the Natural Approach, Cooperative Learning, the Language Experience Approach and the Content Based Approach. The Teacher's College Balanced Literacy Model is also used in ESL instruction. The instructional materials used to support the learning of the ELLs are Units of Study for Primary Writing by Lucy Calkins, big books, chants, posters, Getting Ready for the NYSESLAT and Beyond test prep books by Attanasio & Associates, English at your Command, phonics games, sets of story books and a leveled library, A-S.

A. Programming and Scheduling Information

4) Upon entrance to our school as a first time entrant into the NYC Public School system, any Spanish speaking student is given the Spanish LAB as well as the English LAB-R to determine language dominance. Any student who takes an exam in grade 3, 4, or 5 can have the exam provided to them in their Native Language.

5) How do you differentiate for ELL subgroups?

- Currently we have no students identified as SIFE.
- P.S. 176 is committed to building a community of lifelong learners. When students first enter from a country outside the US and are deemed newcomers they are placed in a class wherever possible that has someone who speaks their native language. During ESL instruction the student will receive support using ESL methodology such as LEA, TPR, scaffolding and CALLA. One of the programs ideally suited for newcomer ELLs is a Phonics based program “Words Their Way” which emphasizes phonics- letter recognition, sound production, blends, and segmenting coupled with enhancing background knowledge and vocabulary to make texts meaningful and interesting. “Words Their Way” emphasizes hands on letter and word manipulations. A second program “Now I Get It” is used to enhance the Teachers College program which has high interest -low level reading ability non-fiction texts, poems, and songs to deliver reading instruction using balanced literacy, graphic organizers and lesson plans that have a specific focus for ELLs. These students are enrolled in Saturday Academy to specifically give them test taking skills so they are prepared for state assessments.
- ELLs with 4-6 years of ESL service are usually also classified as Special Education and have entered our school from another school. Because of this fact, the ELL teacher pulls this group and applies special strategies that are effective with ELL/Special Education students. ELL instruction is planned in a way that students do not miss any content area instruction. These students are given extra support through AIS services. They are targeted during the school’s Saturday Academy program and during extended day tutoring. ELLs receive support in the modalities in which they are not yet achieving academic success.
- Currently we have no long term ELLs. Since we are a K-5 Most of the time we do not have students who have completed 6 years since they usually move on to middle school. Most long term ELL’s have difficulty in writing or reading. Since these students take all State tests, it is critical to assess whether or not the students’ academic needs are being met.

6. PS 176’s plan for ELLs identified as having special needs is to provide these children with all the services to which they are entitled, i.e. speech, resource room, occupational therapy, adaptive physical education, or ESL. Bi-Monthly A.I.S. meetings address the academic needs. We currently use computer based programs. We also plan for additional small group time for the Student with the ESL teacher. Study Skills and test taking strategies are explicitly taught.

7. Teachers work together to schedule time for ELL-SWD where the maximum learning can take place. Instructional materials are shared to create a cohesion between the classroom and ESL Classroom. The ESL teacher tries to parallel what is being taught in the mainstream classroom and deliver the content from the classroom using ESL methodology.

Courses Taught in Languages Other than English ⓘ

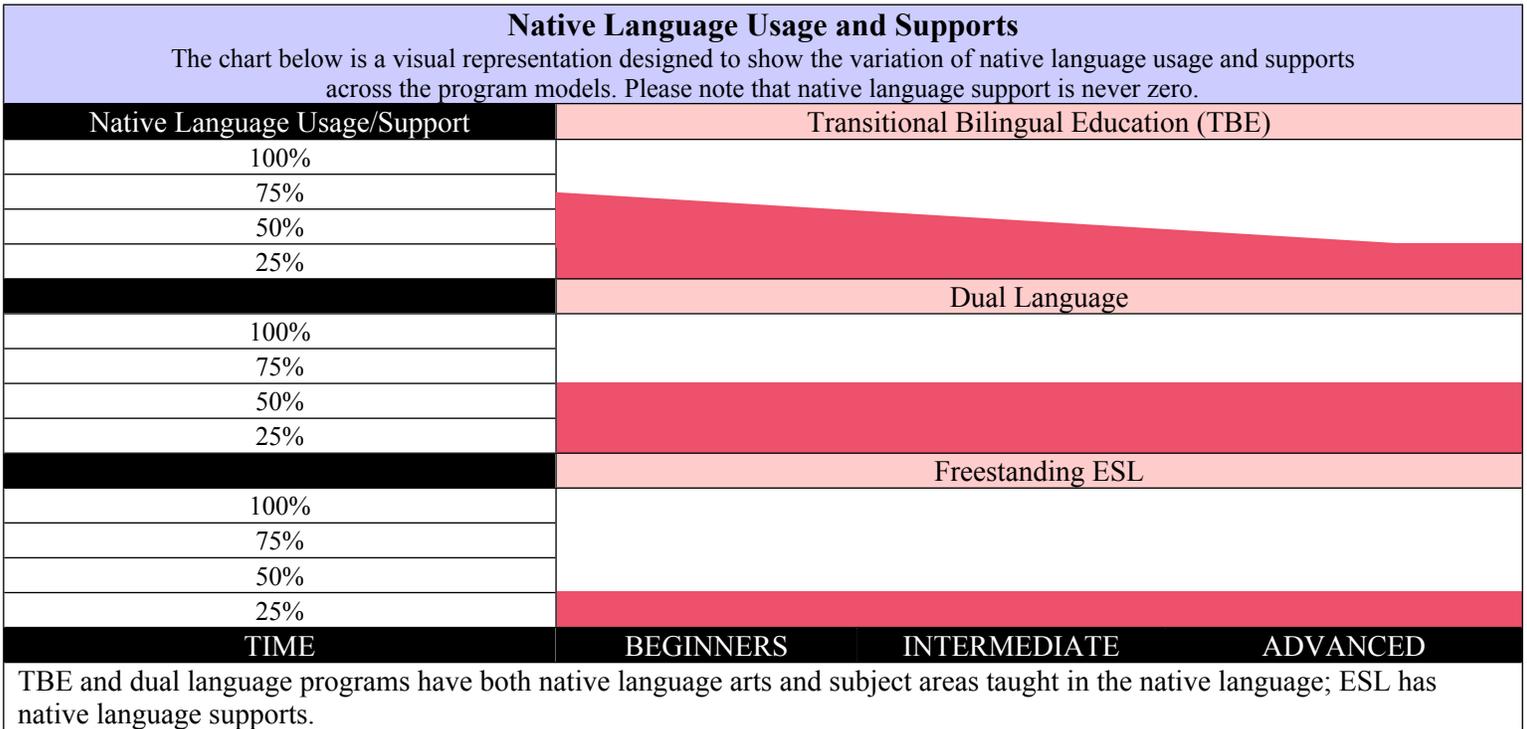
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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. All interventions that take place at PS 176 are done so in English. In Kindergarten through second grade, teachers assess students periodically using the DRA and ECLAS. After reviewing the data, teachers form groups that address students' needs in reading, such as phonological awareness, vocabulary development, reading and retelling fluency, and comprehension skills. The ESL teacher also uses information gained from these tests to guide her instruction.

The ESL teacher pushes into a kindergarten classes during the literacy block during that time she helps to facilitate the reading and writing workshop. The ELL teacher works with a small group on the same tasks that the main group is working on. She supports the classroom teacher's instructional focus by conferencing with students and forming small strategy groups to support student needs.

PS 176 has a Data Specialist. Data is used at PS 176 to design instruction. In grades 3-5, students take the predictive ELA and Math exams through Acuity. The data specialist analyzes the results of these tests. She assesses which skills students have mastered, as well as which skills need a focused remediation. The teachers are then provided with the results and they can plan for small group instruction based on students' remediation needs. At PS 176 we utilize the Wilson Intervention Program for struggling readers; ESL students participate in this program. During extended day, struggling ELLs attend small group instruction to meet their needs. We have Study Island and Head Sprout computer programs to address academic needs. These programs are used throughout the day and on Saturdays.

There are several staff members that serve as AIS teachers and they offer targeted intervention. ESL students are included on their caseloads.

9. The plan for continuing transitional support for students who have reached proficiency on the NYSESLAT is to place them into the AIS Saturday Academy, or the AIS Wilson Reading program when appropriate. The ESL teacher continues to support these students through providing strategies to the monolingual classroom teacher. When deemed appropriate transitional students are taken by the ESL teacher when there is a need and there is room in her program.

10. For the upcoming school year the ESL teacher has been given a larger room which will allow for more activities which encourage movement, physical response, plays. The new room will allow for content area centers. The ESL teacher is engaged in a graduate STEM program and will be incorporating activities that she learns from this program.

11. All prior programs will continue.

12. All ELLs have equal access to all school programs. We offer academic and athletic programs after school and all students are afforded the opportunity to participate. We send home flyers in English and in the native language where necessary. Students in ESL are encouraged to enroll in Saturday Academy and the before school morning enrichment program.

13. What instructional materials, including technology, are used to support ELLs?

At PS 176 the mathematics is taught using a variety of hands on manipulatives to make learning more accessible to all students especially the ELL. The instructional materials chosen are done so in order to support the learning of the ELLs. The science teacher at PS 176 does an intensive hands on science program, she supplements it with multimedia that make comprehension easier for a second language learner. As mentioned earlier the ELL teacher is enrolled in a STEM program which will help her better meet the needs of her students in science, math and technology. Units of Study for Primary Writing by Lucy Calkins, big books, chants, posters, Big Books, Getting ready for the NYSESLAT and Beyond test prep books by Attanasio & Associates, phonics games, sets of story books and a leveled library. As previously mentioned we have Head-sprout, and Study Island. Web-based programs that allow teachers to track progress. We have a literacy coach on staff to provide assistance whenever necessary.

14. The school library/media resource center has books available in other languages. This section of our library continues to grow as our student population becomes more diversified. We are also adding books that address multicultural themes and topics. Students have the

opportunity to pair and sit next to buddies for translating in the classroom. We have bilingual staff which can provide emotional support to students. We have building staff that are available for translation when parents visit the school and need to communicate with staff.

15. Do required services support, and resources correspond to ELL's ages and grade levels? All material is grade and age appropriate. When needed text can be modified through summary or increased visual support.

16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year. During registration translators are provided to assist in registration and introducing the students to what the school has to offer.

17. What language electives are offered to ELLs? PS 176 is an elementary school. Spanish is offered as an enrichment in grades K-2.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

All teachers receive ESL staff development during their monthly grade meeting throughout the year. Items such as identifying students, LAB-R testing, placement procedures, promotional criteria, and referral to A.I.S. and special education are discussed. ESL skills and strategies for classroom instruction and language acquisition are also discussed. The Office of ELL's offers professional development opportunities for ESL and monolingual staff. The ESL teacher regularly attends professional development held throughout the city. These opportunities are posted in the office as well as e-mailed to staff. ESL professional resources are available for staff members to create adaptive lessons for second language learners. The ESL teacher provided Professional Development on adapting curriculum for ELLs. The ESL teacher as a former ELL staff developer is always available to meet the needs of staff members with a demonstration lesson or an adaptation of curriculum.

Staff is provided support to help ease the transition from elementary to middle school. The 5th grade teachers are given professional development to help with the transition on an as needed basis.

All staff is offered the opportunity to attend the 7.5 hours of professional development of ELL training. The ESL teacher provides this training in monthly meetings or on Staff development days.

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?

PS 176 has a very active PTA and a highly adept Parent Coordinator. We have excellent parent support for all our activities and initiatives. We frequently partner with our local library to provide workshops for parents. We distribute surveys to parents in English and native languages asking parents how we can best address the needs of them and their children. Based on survey results we offer workshops and various other activities for parents and students. We would like to hold a school multicultural night whereby parents can attend a dinner and musical presentation. This would honor all the cultures represented in our school community. We will continue to seek funding to create this night.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	5				1								9
Intermediate(I)		1	3		2	1								7
Advanced (A)			1	1		1								3
Total	3	6	4	1	2	3	0	0	0	0	0	0	0	19

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1				2				3
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native 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.

1. PS 176 uses the DRA and ECLAS-2 to assess students reading and language arts levels. This data can help the ESL teacher with a fuller picture of how students are progressing. We also use Acuity tests to monitor upper grade student progress. We also look at the state exams for our ELL students.

In analyzing the data, the pattern shows that a majority of ELLs are proficient or advanced in developing listening and speaking skills across the grades. Reading and writing skills are still a challenge. The ESL students are all growing and progressing in academic English and continue to show growth. Both students that were at PS 176 last year taking the Science State exam scored a 3 in this content area test. The student who transferred in this year scored a 1. She is in special education and will receive additional support in the content area of science. All ELLs that were in PS 176 in the Spring 2011 scored a 2 and two of the four scored a very high 2. Part of my work with these students will be an increase emphasis on Study Skills and test taking strategies. Reviewing the data from the NYSLAT the students need a continued emphasis in reading and writing. The ELL Special education student who recently transferred in is receiving intensive literacy support.

Also additional support in math will be provided using content area vocabulary and additional hands on manipulatives.

Additional focus on academic language and specific skills to strengthen comprehension in L2 are needed. The students are improving in their cognitive academic language skills they are applying these skills when confronted with new learning and situations. Students were provided with extended time and separate location as test modifications for the content area exams, which included bilingual glossaries.

For the younger grades the same pattern showed up on the NYSESLAT test. Students need to be immersed in the reading and writing. The teacher will continue to provide instruction in these areas.

2. The information assessed by looking at the NYSESLAT with regard to L,S,R,W has been helpful in planning for instruction. The ESL teacher routinely works with classroom teachers to better develop the students reading and writing skills. The teachers coordinate instruction so that learning is maximized. There will continue to be a strong emphasis on reading and writing skills. We have incorporated additional time for ELL students to go on the computer and use Study Island and Star Fall to increase reading and writing abilities. The students identified as ELLs will receive extra assistance in reading and writing during extended day and Saturday Academy program. The one student in fifth grade special education will receive additional support in developing academic English as it relates to the science and social studies content areas.

3. Based on the most recent data the ELL 2011-2012 program will focus heavily on writing and reading. The curriculum will be tailored to best meet student needs. The results of the ELL Interim Assessments are being used by the ESL teacher to inform continued curriculum development and instruction. The tests are predictive of how the students will do on the NYSESLAT. The Interim Assessments let the ESL teacher to know in what areas instruction needs to be focused. The assessment is used to guide instruction. Instruction is geared to creating scaffolding that will address students' weaknesses.

The Interim Assessments in all subject areas provide valuable guidance for future instructional planning. More Native Language books will be purchased in addition to the use of bilingual dictionaries and glossaries for class and testing purposes. As we continue to grow as a multicultural community we will expand our library and classroom dictionaries so all students have access to material in their L1.

4. Our ESL students only take tests in English so there is no way to assess their English versus Native Language Proficiency. The School Leadership Team and teachers routinely evaluate the results of predictive assessments. Suggestions are made as to how the program can meet the newly determined needs of the students. The school continues to learn about students through periodic assessment. We can monitor that our students are constantly moving forward and not falling behind and we can address a need immediately instead of waiting for the NYSESLAT results.

5. N/A

6. The success of our ESL program is evaluated by comparing NYSESLAT scores from year to year. At PS 176 we also evaluate how students are progressing on Periodic Assessments. To gauge our program we also look at parent and students surveys of the ELL Program. We continuously assess our students' progress through teacher made tests and interim assessments. P.S. 176's goals are to meet the higher standards of the Language Allocation Policy. For example: the use of computers in the classroom, students receiving the mandated amount of minutes per week and scaffolding academic language to support student participation in content areas. The use of Teacher's College Balanced Literacy Model will help the school reach the standards of the Language Allocation Policy. One of the key indicators of success is how are our ELL students fairing in comparison with our non ELL's.

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

School Name: 176

School DBN: 29Q176

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Arlene Bartlett	Principal		10/21/11
Marcelle Hughley	Assistant Principal		10/21/11
Joyce Barksdale	Parent Coordinator		10/21/11
Catherine Rolon	ESL Teacher		10/21/11
	Parent		
Ginette Charles	Teacher/Subject Area		10/21/11
Afua Hill	Teacher/Subject Area		10/21/11
Alicia Powell	Coach		10/21/11
	Coach		
Margaret Lashley	Guidance Counselor		10/21/11
	Network Leader		
	Other		
	Other		1/1/01
	Other		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: 29Q176 **School Name:** The Cambria Heights School

Cluster: 3 **Network:** CFN 208

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

Part A: Needs Assessment Findings

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

Each parent upon entrance to the school completes a HLIS. The HLIS is assessed by an ESL teacher. Information from each Home language Survey is entered into ATS by the pupil personnel secretary and the data is summarized by the ELL Teacher, data specialist, and administrative team to determine the language preference for communicating with all parents. All teachers receive a copy of the report which indicates the parent language preference. School report cards are sent home in the home language (that the DOE) provides indicated on the home language survey. When the staff contacts a parent via phone, the Emergency Blue Cards indicate the language spoken and written at home. The staff uses a school based interpreter or the translation unit to communicate with parents as needed.

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.

Language surveys are administered all year by our ESL teacher. The findings are reported to the school community by the parent coordinator. The statistical data is available on the NYC Department of Education website. The ESL teacher and a translator interview all new admits to the school and gather information from parents and students about the home language(s).

Part B: Strategies and Activities

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

Written translations are provided by the NYC Department of Education's Language Translation and Interpretation Unit as well as school staff. Materials that are to be distributed to parents are written several weeks in advance. Examples of the types of documents that are sent out for translation are monthly Parent News Letters from the Principal, parent meeting and workshop flyers, parent involvement surveys, reading progress letters and all report cards.

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.

Oral interpretation is provided by staff members. The students enrolled in ESL at PS 176 speak Haitian Creole or Spanish. There are multiple staff members who are fluent in each language. Oral services that are provided are for parent meetings, parent teacher conference days, registration, PTA meetings and IEP meetings.

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>.

Language services, oral and written, are provided at parent meetings and workshops. We will continue to conduct school language surveys which will be distributed for completion to each family. We will also provide translators to assist our parents with the completion of the surveys. We will continue to provide parents translated notices in the various languages spoken within our school community. Interpretation notice signs are posted in the entrance of the school, and in the main office. Oral translation is provided at PTA meetings for whole documents such as Safety procedures and Parent Bill of Rights and Responsibility. We will have translated copies of standards and performance indicators. Translated copies of student codes of conduct will be available. All Special Education meetings with the parents of ELLs have a translator present.

