



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE CAMBRIA HEIGHTS SCHOOL
DBN (i.e. 01M001): 29Q176
Principal: ARLENE BARTLETT
Principal Email: ABARTLE@SCHOOLS.NYC.GOV
Superintendent: LENON MURRAY
Network Leader: DAN PURUS

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Arlene Bartlett	*Principal or Designee	
Toni Coleman	*UFT Chapter Leader or Designee	
Erica Layne	*PA/PTA President or Designated Co-President	
Sandra Cox	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	
Easter Gaddy	Member/ Parent	
Tasha Gonzalez	Member/ Parent	
Mica Fields	Member/ Parent	
Pat Harris	Member/ Parent	
Marci McAdoo	Member/ Staff	
Rochelle Robertson	Member/ Staff	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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 2014, students in grades 4 and 5 will improve on the Common Core Aligned Assessments in Mathematics, compared to other students who started at the same level to increase the Student Progress Section on the Progress Report from 21.9 to at least 27.9

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 Progress section. On the 2012- 2013 Progress Report we receive a "C" in the Student Progress section. Our goal is to receive at least a "B" on the 2013- 2014 Progress Report in the Student Progress section.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- 1) Targeted 5th grade students who are in the lowest third will receive "at risk" SETTS in groups of 8 to 1 for 5 days weekly.
- 2) Targeted students in grades 3-5 recommended by the classroom teachers and taken from the bottom third citywide and school wide, will participate in the Math Test Preparation Program during the Saturday Success Academy. The recommended targeted students are identified if they fall below mid-year benchmarks for the November and January assessments. The Saturday Success Academy will run from November 2013- March 2014 from 9:00- 11:00.
- 3) Math problem solving lessons every Friday for 45 minutes will include extended response questions and focus on the mathematical process through exploring and discussions with partners.
- 4) Math assessments are created to emulate the new Common Core Curriculum. The assessments include multiple choice questions, word problems, and extended response questions. These assessments are given to students in grades 3-5 after each unit of instruction is completed.
- 5) Curriculum maps for every mathematics unit are completely aligned to the Common Core State Standards.

B. Key personnel and other resources used to implement each strategy/activity

- 1) Key Personnel: SETTS teacher; Assistant Principal supervising SETTS Teacher: Resources: Teacher generated materials and supplemental instructional materials.
- 2) Key Personnel in Saturday Success Academy: Assistant Principal; Teachers: Resources: Ready New York CCLS Test Preparation Materials.
- 3) Key Personnel: Data Specialist; K-5 classroom teachers, ESL teacher, Cluster Teachers and Special Education Teachers: Resources: Math Problem Solving Lessons.
- 4) Key Personnel: Math Assessments will be created in collaboration with the Principal; Assistant Principal and Teacher Teams
- 5) Key Personnel: Principal; Assistant Principal; Teachers. Resources: Go Math will be implemented starting in September 2013 to introduce students to Common Core Math Standards.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- 1) By the midpoint check in January 2014 In- House mock Math Assessment targeting Grade 5 students should demonstrate a 3 point increase in student progress.
- 2) Student progress in the Saturday Success Academy will elevate by a 25% increase in student performance at progress points in January 2014
- 3) Problem Solving lessons will be evaluated through the Math Common Core Aligned Predictive Assessments which is administered in November and January. Every teacher in grades 3-5 will be given 60 minutes to score and analyze student work using the CCSS scoring guides. Our progress target will be a 25% increase in students increasing 1 performance level at each progress monitoring point.
- 4) In- House mock Math Assessments which will be administered in January 2014 and March 2014 will show mastery and areas in need of improvement for targeted students. Every teacher in grades 3-5 will be given 60 minutes to score and analyze student work using the CCSS scoring guides. Our progress target will be a 25% increase in students increasing 1 performance level at each progress monitoring point.
- 5) 5By February 2014 Teacher Teams will be mid-way through the development of curriculum maps aligned with the Go Math and CCLS with the targeted completion date of May 2014

D. Timeline for implementation and completion including start and end dates

1. September 2013 through April 2014
2. October 2013 through April 2014
3. September 2013 through June 2014
4. January 2014 through March 2014
5. September 2013 through May 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- 1) SETTS Teacher’s schedule reflects working with Targeted Grade 5 students in groups of 8 to 1: 1 period each day for 5 days weekly
- 2) Saturday Success Academy: Saturdays from 9:00 am to 12:00 pm: Teacher Per Session: 8 Teachers x 3 hours per day for 16 days
- 3) Math Problem Solving: Fridays for 1 45 minute period each week Resources: Go Math
- 4) In House Mock Math Assessments will be created during Common Preps at least twice a week allows the Principal and Assistant Principals to hold meetings 1 day a week for 9 months. Teachers will meet in grade level teams each week for 30 minutes 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 Mathematics Assessments. Resources: Common Core Learning Standards for Mathematics
- 5) Curriculum Alignment: Grade Level Inquiry Teams meet 1 day a week for 30 minutes for 9 months. Additional half day sessions to allow teachers and administrators to engage in at least 3 hours of Professional Development each month for 10 months.

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).

- Math Training, technology training to foster parental involvement by:
 1. Providing parents with training on strategies to teach math at home using the curriculum- Math Game Night
 2. Providing parent workshops with computer training on analyzing student data, learning to navigate through ARIS Parent Link and CCSS testing workshops for Math
 3. Providing monthly parent newsletters to keep parents abreast of what their children are learning in school in all curriculum areas.
 4. Parent volunteers providing assistance to “at risk” students in the classroom.
 5. Parent Coordinator hosts Learning Leaders workshops for parent volunteers
 6. Parent Coordinator and other staff will attend regularly scheduled parent meeting to share information and respond to parent questions.
 7. The Youth Development Liaison will reach out to parents of “at risk” students to provide information and support.
- The School will educate staff on how to reach out to communicate with and work with parents, and build ties between parents by:
 1. Teachers will have daily access to phone translation to communicate with parents who speak other languages
 2. Parent monthly newsletters and progress information will be sent home in the home language.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	X	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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 3014, students in grades 4 and 5 will improve on the New York State Common Core Aligned Assessments in English Language Arts compared to other students who started at the same level to increase the Student Progress Section of the Progress Report from 21.9 to at least 27.9.

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 Progress section. On the 2012-2013

Progress Report the school received a "C" in the Student Progress section. Our goal is receive at least a "B" on the 2013-2014 Progress Report in the Student Progress section.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

- 1) The Assistant Principals and Network ELA Liaison will focus on working with targeted teachers to coach and instruct during professional development. The focus of the professional development will be to introduce strategies to help students become more proficient readers.
- 2) The Assistant Principals, Grade Leaders and Instructional Leads will work with targeted teachers from January 2014- March 2014 during the ELA test preparation units of study. The targeted teachers were selected after analyzing the growth percentage from their class based on the Spring 2013 state exams in ELA.
- 3) Response to Intervention extended day groups will meet 3 times a week for 37.5 minutes and are formed on each grade level with a teacher to student ratio of 10:1 beginning October 3013.
- 4) Targeted students in grades 3-5 will participate in the ELA Test Preparation Saturday Success Academy. The recommended targeted students are identified if they fall below the benchmark on the NYS ELA exams. The Saturday Academy will run from November 2013 – March 2014 from 9:00- 11:00.
- 5) Curriculum maps for every Literacy Units are completely aligned to the Common Core State Standards.
- 6) Literacy assessments are created to emulate the Common Core curriculum. The assessments include multiple choice questions, and extended response questions. These assessments are given to students in grades 3-5 after each unit of instruction is completed.

2. Key personnel and other resources used to implement each strategy/activity

- 1) Key Personnel: Principal, Assistant Principals, Network Liaison; Data Specialist; instructional leads, Classroom Teachers, ESL teacher, and Special Education Teachers. Resources: Common Core Learning Standards; Ready Gen and Expeditionary Learning
- 2) Key Personnel: Principal, Assistant Principals, Network Liaison, Data Specialist, Instructional Leads, Classroom Teachers, ESL Teacher, and Special Education Teachers. Resources: Danielson Framework
- 3) Key Personnel: Classroom Teachers; Cluster Teachers; Special Education Teachers; ESL teacher. Resources: Crosswalk Coach for the CCLS
- 4) Key Personnel in the Saturday Success Academy: Assistant Principal; Teachers; Resources: Ready New York CCLS Test Preparation Materials
- 5) Key Personnel: Principal; Assistant Principals: Curriculum Mapping Team; Resources: Ready Gen and Expeditionary Learning; CCLS
- 6) Key Personnel: Literacy Assessments will be created in collaboration with the Principal, Assistant Principal and Teacher Teams: Resources: Ready Gen; Expeditionary Learning; CCLS

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- 1) By March 2014 targeted teachers will have received at least 10 professional development workshops focused lesson development; questioning and discussion; close reading; demonstrating; guided reading; shared reading; conferring and content area reading. Our progress target will be 100% of the targeted teachers improving at least one level in Domains 2 and 3 of Danielson
- 2) Targeted teachers will receive additional support from January 2014 to March 2014 . Our progress target will be 100% of our targeted teachers demonstrating growth based on the 2014 State ELA exam.
- 3) Student progress in the RTI extended day will be evaluated by a 25% increase in student performance at progress point in February 2014.
- 4) Student progress in the Saturday Success Academy will be evaluated by a 25% increase in student performance at progress points in January 2014
- 5) By February 2014 Teacher Teams will be mid-way through the development of curriculum maps aligned with the Ready Gen , Expeditionary Learning and the Common Core Learning Standards with a targeted completion of May 2014
- 6) In House Mock Assessments which will be administered in January 2014 and March 2014 will show mastery and areas in need of improvement for targeted students. Every teacher in grades 3-5 will be given 60 minutes to score and analyze student work using the CCSS scoring guides. Our progress target will be a 25% increase in students increasing 1 performance level at each progress monitoring point.

4. Timeline for implementation and completion including start and end dates

1. September 2013- June 2014
2. January 2014- March 2014
3. October 2013- May 2014

4. October 2013- March 2014
5. October 2013- May 2014
6. January 2014- March 2014

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- 1) Common Preparation periods at least twice a week to allow the Principal, Assistant Principal, Network Liaison; Instructional Leads and Data Specialist to hold professional development sessions with targeted teachers 1 time a month for 45 minutes for 10 months.
- 2) Instructional Lead, Data Specialist and Grade Leader schedules reflects working with targeted teachers 1 45 minute period 5 days a week from January 2014- March 2014
- 3) RTI Extended Day: Monday- Wednesday for 1 37 minute period from October 2013- May 2014.
- 4) Saturday Success Academy: Saturdays from 9:00 am- 12:00pm: Teacher Per Session 8 teachers x 3 hours per day for 16 days
- 5) Curriculum Mapping Team will meet from 3:30- 5:30 for 19 days between October 2013 and May 2014
- 6) In House Mock Literacy Assessments will be created during Common Preps at least twice a week allows the Principal and Assistant Principal to hold meeting 1 day a week for 9 months. Teachers will meet in grade level teams each week for 30 minutes to review student data from periodic assessments. Teachers will be given 60 minutes a month to grade and analyze results.

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).

- Literacy training, technology training to foster parental involvement by:
 1. Providing parents with training on strategies to enhance reading skills at home using the curriculum- Family Read Night.
 2. Providing parents with training on strategies to teach comprehension skills to their children- Family Literacy Nights.
 3. Providing parent workshops focused on computer training on navigating through ARIS Parent Link and CCSS testing workshop for ELS
 4. Providing a monthly newsletter to keep parents abreast of what their children are learning in all curriculum areas
 5. Parent Coordinator will host CCLS workshops
 6. Parent Coordinator will schedule parent meetings to share information and respond to parent questions.
 7. Student progress information will be sent home every eight weeks.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	X	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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 2014 school leaders will use the Danielson Framework to conduct formal and informal observations, provide effective feedback and support to improve instructional practices as measured by 100% of teachers improving at least 1 proficiency level in teaching practice reflected in a Measure of Teacher Practice tracking tool.

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.

An Area for Improvement (AFI) from the 2011-2012 Quality Review Report Indicator 4.1 influenced the development of the goal: "Build on observation practices so that teacher feedback, aligns to a common framework, supports teacher growth and informs professional development promoting a school wide culture of professional learning and reflection." Additionally, this goal complies with NY State law, requiring schools to implement a new Teacher Evaluation and Development System known as ADVANCE in New York City.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

- 1) The responsible supervisor meets with teachers individually during the Initial Planning Conference (IPC) to discuss expectations and optional goals for the year. Teachers select Option 1 or Option 2. The supervisor will discuss the MOSL for the teacher and outlines upcoming MOSL related activities.
- 2) The Principal schedules cabinet meetings and professional development opportunities provided by the Network Achievement Coach and the Talent Coach to familiarize all supervisors with the 22 components of the Danielson Framework. Training will include case studies and viewing teaching videos in ARIS.
- 3) The Principal and Assistant Principals along with the Network Achievement Coach and Talent Coach engage in calibration activities that include observing teachers, and using low inference notes to identify levels of proficiency. Supervisors and coaches take turns identifying areas of strength and areas for growth in order to construct effective feedback and a support plan.
- 4) Provide teachers with on-going professional development based on identified needs from their informal and formal observations and Self –Assessment Danielson Survey in ARIS.
- 5) Schedule individual End of Year Conferences with all teachers to reflect on their teaching practice throughout the year, discuss evidence of teaching practice and student learning across the year focusing on growth in teaching practice and next steps for continued improvement that results in student achievement.

2. Key personnel and other resources used to implement each strategy/activity

- 1) Principal, Assistant Principal , Teachers, Network Achievement Coach and Talent Coach Resource: Danielson Framework; Advance; ARIS Videos
- 2) Principal, Assistant Principals, Network Achievement Coach and Talent Coach: Resources: Danielson Framework; Advance ; ARIS videos
- 3) Principal, Assistant Principals; Network Achievement Coach and Talent Coach: Resources: Danielson Framework; Advance ; ARIS videos
- 4) Common Preparation periods at least twice a week to allow the Principal, Assistant Principals and Network Liaison to hold meetings 1 day a week for 9 months; Resources: Danielson Framework; Advance; ARIS videos
- 5) Principal, Assistant Principals, Network Achievement Coach, Talent Coach; Resource: Danielson Framework; Advance.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- 1) Completion of Initial Planning Conferences during which time teachers select Option 1 or Option 2 as evidenced by signed IPC forms, optional professional goals and all required information entered through ADVANCE.
- 2) With support from the Network Achievement Coach and the Talent Coach, Principals and Assistant Principals engage in conversations that reflect knowledge of all 22 components of Danielson.
- 3) The target used to evaluate progress is supervisor ratings that are fully calibrated within one performance level.
- 4) Professional development will result in improved teaching practice by at least one proficiency level by the end of the school year.
- 5) Supervisors will conduct End of Year Conferences and complete required entries on ADVANCE resulting in 100% of teachers improving at least 1 proficiency level in teaching practices as reflected in the Measure of Teacher Practice tracking tool.

4. Timeline for implementation and completion including start and end dates

- 1) September 9- October 25
- 2) August – December 2013
- 3) August 2013- February 2013
- 4) October 2013- June 2014
- 5) April 2014- June 2014

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- 1) The supervisor and the eligible teacher use the suggested DOE IPC agenda to conduct 1 IPC during a scheduled date and time.
- 2) Twice a month cabinet meetings.
- 3) The principal provides assistant principals with a pre-planned observation schedule identifying cabinet observations and individual administrator observations.
- 4) On-going professional development provided by administrators: Grade Conferences; Faculty Conferences; 3 Hours of Professional Development for teachers on a monthly basis.
- 5) The supervisor meets one-on-one with each teacher to engage in a End of Year conference.

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).

At set intervals throughout the year, parents will be surveyed to determine parent needs and interests so that appropriate workshops can be developed to address the unique needs of our parents and families. The survey will include questions to determine the best time of day to schedule workshops. The Parent Coordinator will work with the principal and school leaders to design strategies and workshops that increase parent involvement and parent engagement. Parent involvement/ engagement strategies aligned with this goal will include two parent workshops as indicated: Fall Parent Workshop- The Teacher Evaluation System and Danielson Framework.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III	X	Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**

1.

- **Key personnel and other resources used to implement each strategy/activity**

1.

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

- **Timeline for implementation and completion including start and end dates**

6.

- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**
1.
- **Key personnel and other resources used to implement each strategy/activity**
1.
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
- **Timeline for implementation and completion including start and end dates**
1.
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
6.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> • Extended Day: Remedial Instruction in Reading and Writing • AT Risk SETSS: Remedial Instruction in Reading and Writing • Test Preparation- Saturday Success Academy for level 1 and 2 students • Response to Intervention: Voyager Program 	<ul style="list-style-type: none"> • Small Group Instruction • Small Group Instruction • Small Group Instruction • Small Group Instruction 	<ul style="list-style-type: none"> • Monday- Wednesday 2:40- 3:17: Small group instruction Provided • 1 period during the school day • Saturdays from 9:00- 11:00 • 1 period during the school day
Mathematics	<ul style="list-style-type: none"> • Extended Day: Remedial Instruction in mathematics problem solving and computation • At Risk SETTS: Remedial Instruction in computation and problem solving • Test Preparation- Saturday Success Academy 	<ul style="list-style-type: none"> • Small Group Instruction • Small Group Instruction • Small Group Instruction 	<ul style="list-style-type: none"> • Monday- Wednesday 2:40- 3:17 • 1 period during the school day • Saturdays from 9:00- 11:00
Science	<ul style="list-style-type: none"> • ICT Services • 12:1 Services 	<ul style="list-style-type: none"> • Small Group Instruction • Small Group Instruction 	<ul style="list-style-type: none"> • 2 periods during the school day • 2 periods during the school day
Social Studies	<ul style="list-style-type: none"> • ICT Services • 12:1 Services 	<ul style="list-style-type: none"> • Small Group Instruction • Small Group Instruction 	<ul style="list-style-type: none"> • 2period during the school day • 2 periods during the school days
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Guidance Counselor: Positive Social Skills • Youth Development Liaison: Respect for All and SAVE 	<ul style="list-style-type: none"> • Small Group Instruction • Whole Class and Small Group Instruction 	<ul style="list-style-type: none"> • 1Time a Week during the school day • 1 Time a Week during the school day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

2. All elements of the *All Title I Schools* section must be completed*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Prior to hiring a candidate, their credentials are verified by the Network Human Resource Director to ensure that the candidate holds a valid NYS certification in that license area. The BEDS survey is reviewed by the Principal and the HR Director who work with our school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified..</p> <p>Strategies and activities used to recruit, retain and support highly qualified teachers are indicated below:</p> <ul style="list-style-type: none"> • Frequent communication with our Network HR Director when vacancies occur. • Central Office of Talent and Recruitment partners with colleges and the Network HR Director partners with Central for assistance and guidance for candidate referrals. • Participating in Central Hiring Fairs where pre-screened HQT candidates are interviewed and recruited. • Establishing a partnership with a local college to support the grooming of student teachers in our search of HQT candidates. • Interviewing HQT candidates from the Open Market Hiring System and the Absent Teacher Reserve Pool. • Establishing a rigorous interview protocol that includes intensive criteria for the selection of new staff. • Teachers are encouraged to participate in Lunch and Learns; after school Professional Development and off site workshops. • Teachers are provided with curriculum maps, instructional resources and professional learning opportunities to ensure that teachers improve teaching practice as per ADVANCE and Danielson and are highly qualified. • Teachers complete a needs assessment which informs the professional development opportunities that are offered. • Teacher assignments are designed to match teacher talent with school needs.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Our school developed a comprehensive professional development plan that addresses CCLS, Danielson, our instructional focus and school-wide goals. Professional development opportunities are also differentiated based on the needs of groups of teachers and individual teachers.</p> <p>Our high quality professional development will include but not be limited to the following :</p> <ul style="list-style-type: none"> • Teachers will participate in professional development opportunities conducted by the network team, Talent Coach, content coaches, instructional lead teachers and Assistant Principals in the content area of ELA, Math, Science and Social Studies and how Danielson can support teaching practices in content areas. • The Principal, Assistant Principals, and Instructional Lead Teachers will attend workshops provided by the Network relating to CCLS and Danielson. They will turnkey the information and deliver workshops or Lunch and Learns to teachers and paraprofessionals in the use of DOK, Essential Questions, ongoing assessment practices to increase academic rigor in literacy, math, science and social studies aligned to the CCLS. • Implementation of the new Core Curriculum, Ready Gen and Expeditionary Learning for ELA and GoMath for Math will be supported through high quality professional development for teachers and paraprofessionals delivered by the Principal, Assistant Principals, Instructional Leads, and/or Network team members. • Teacher teams will be trained in how to use data effectively to develop flexible grouping, track student performance trends and elevate programs and strategies in order to monitor and revise their practices.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs
--

whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

As a Title I School Wide Program (SWP) school, we qualify for Conceptual Consolidation. We use funding flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of supplementing the entire educational program to help all student reach proficient and advanced levels of achievement. In addition to coordinating services, we maximize fiscal resources by combining federal, state and local funds such as Tax Levy, Title I, Title III, Set Aside, NYSTL, STH and other available resources to implement activities and strategies to reach school wide goals for improvement.

Our school continuously monitors programs, actions and strategies to ensure that they meet the intent and purpose of the federal and state program guidelines included in the consolidation so that the needs of our eligible students are met. For example:

- Professional development conducted by instructional lead teachers in the areas of Literacy, Math, Science, Social Studies, Questioning, Student Discussion, Accountable Talk, Classroom Management, UDL and DOK.
- Teacher teams engaging in collaborative inquiry by tracking data trends and looking at student work to improve teaching practices in reading, writing and mathematics.
- Textbook and instructional materials purchased for ELA, Math and RTI.
- After school programs in Math and Literacy
- Use of the instructional leads to provide group and individual professional development for targeted teachers.

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Leader and team including the Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/ activities to achieve school wide improvement.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

As a neighborhood school we will enroll students from zoned neighborhoods. We will form a Pre K- to-K Transition Team including the Principal, the Early Childhood AP, School Counselor, Special Education Coordinator, the Parent Coordinator, and PTA executive Board Members will work collaboratively to assist preschool children as they transition from early childhood, programs to the elementary school program. The team will meet monthly to track student data trends and evaluate overall readiness. Eligible students will be provided with early intervention services to address academic and social/emotional needs. During the year, the Pre K teacher teams and Kindergarten teacher teams will evaluate curriculum for vertical and horizontal alignment through the lens of the Common Core Learning Standards to ensure a seamless transition from Pre K to Kindergarten. To ensure seamless transitions, the expectation is that our Pre K and Kindergarten teachers will engage in Lunch and Learns regarding CCLS for Early Childhood grades. Our school embraces a Parents- As- Partners model through professional development opportunities and parent engagement activities that increase parent involvement, build parent effectiveness, deepen their understanding of CCLS while elevating high expectations for student learning./

The Pre K to K Transition Team will act as the steering committee for this initiative by meeting regularly throughout the school year to monitor the process and suggest revisions to actions and strategies in order to ensure a smooth transition from the early childhood Pre K program to the Kindergarten elementary school program.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

The MOSL team attended Central and Network professional development sessions to learn about MOSL and the ADVANCE teacher evaluation system. The MOSL team met several times to review all options. The principal's decision, on the selection of the MOSL assessment measures, was informed by recommendations made by the MOSL team. Each month 3 hours of professional development is scheduled to provide workshops regarding the use of MOSL assessments and ADVANCE to improve instruction. In addition to MOSL, our school uses several appropriate assessment measures such as common pre and post assessments, predictive assessments, classroom assessments and online assessments. Teacher Teams look at student work and track student performance trends to establish flexible grouping and to provide scaffolds and extensions to accelerate student learning. The school also uses multiple assessment measures to inform professional development opportunities that are scheduled through the year and are aligned with Danielson, the new Core Curriculum in ELA and Math and to build teacher capacity in the use of data assessment results to improve instructional practice.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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) Template

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

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

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

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

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

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.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013–14 TO 2014–15 SCHOOL YEARS

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 is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s CEP. 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 [?](#)

District 29	Borough Queens	School Number 176
School Name The Cambria Heights School		

B. Language Allocation Policy Team Composition [?](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Arlene Bartlett	Assistant Principal Marcelle Hughley
Coach	Coach
ESL Teacher Catherine Rolon	Guidance Counselor Margaret Lashley
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Joyce Barksdale
Related Service Provider Desiree Carrington	Other
Network Leader(Only if working with the LAP team)	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently	0	Number of certified NLA/foreign language	0	Number of teachers who hold both a bilingual extension and ESL	0

teaching in a bilingual program		teachers		certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	740	Total number of ELLs	14	ELLs as share of total student population (%)	1.89%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>
6	<input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/>	11	<input type="checkbox"/>
				12	<input type="checkbox"/>						

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Freestanding ESL														
Push-In		2	2	2	2	2								10
Pull-out		2	2	2	2	2								10
Total	0	4	4	4	4	4	0	20						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups						
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)		12	ELL Students with Disabilities	2
SIFE	0	ELLs receiving service 4-6 years		0	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 SWD. [?](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	14		2							14
Total	14	0	2	0	0	0	0	0	0	14

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

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		3	2	4	2	1								12
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	3	3	4	3	1	0	14						

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)														0
Intermediate(I)														0
Advanced (A)		3	3	4	3	1								14
Total	0	3	3	4	3	1	0	14						

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	1	1		3
4		1			1
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		1						3
4						1			1
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4							1		1
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
At PS 176 we use multiple tools to assess all students including English Language Learners. We have a teacher come in just to administer the ECLAS to all early childhood students. This allows the teacher to receive information about each student and areas in which each student needs assistance. The classroom teacher administers the DRA to each student to determine instructional and independent levels. The data allows the staff to know how the ELLs are progressing compared to other students in the same grade. Intervention is then assigned to students as needed or instruction is tailored to students needs.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
All students at PS 176 scored at the advanced level on the NYSESLAT. This suggests that many will be able to score proficient by the end of the year. The data shows that with some additional assistance students will be able to meet the grade level expectations the same as their english speaking peers.
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))
Looking at the different NYSESLAT modalities allows for the planning of instruction which will meet the students needs. Many students need additional work on their writing. The ESL teacher incorporates writing into all lessons. We use the growth from year to year on the NYSESLAT and based on this measure all ELLs are making progress. We use the ELL periodic assessment to continue to monitor students needs and adjust lessons accordingly.
- For each program, answer the following:
 - What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

All students at PS 176 take exams only in English so there is no comparable data with exams in their native language.

The school leadership and teachers use the data from the ELL periodic assessments to make adjustments to programs to better meet the needs of ELLs. The school is aware that like their peers, ELLs need additional support in writing and using text based evidence.
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Currently all ELL are invited to attend extended day and Saturday Academy. This additional time provides

them with increased learning opportunities outside the regular day and to expand upon the learning that was happening in the regular classroom. The ELLs also receive RTI in the building when necessary. The ESL teacher helps the students to develop strategies to become proficient readers and writers.

6. How do you make sure that a child's second language development is considered in instructional decisions?
When an important instructional decision has to be made for the child the ESL teacher is consulted. We also have several staff members who speak the native languages of our students and we allow them to be a part of the decision making process.
7. 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?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
This year all ELLs scored at the advanced level. This is a significant indicator of the progress made by our students. Many of our ELLs have scored proficient as well. The ESL teacher continues to take recent former ELLs when it benefits the student.

Part IV: ELL Identification

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

1. Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When a student registers at PS 176 and they are a first time entrant in the NYCDOE the ESL teacher meets with the entrant and his/her parent and conducts an informal oral interview to determine which language the HLIS should be completed in. The HLIS is completed and then a determination is made by the ESL teacher. If the determination is that the student speaks a language other than English the ESL teacher will administer the LAB-R to the student. If the student scores proficient he or she will not be placed in an ESL program. If the student is not English proficient based on the LAB-R score he/she will be offered services. The parents will be informed about the different choices for the student (Dual language ESL Bilingual).
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.
All parents of first time admits are offered a parent orientation workshop. The parent video will be shown in the parent's language of preference. The ESL teacher will offer to parents information on the choices available. The parent's choice based on the parent survey, will determine next steps. The ESL teacher will place the child in the school ESL program or will contact someone at a central office to help the parent

receive their choice. This is done within the first 10 days of admission for each student.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
All entitlement letters are sent to parents to let them know that their child has continued entitlement or is no longer entitled to services. Parents of new students are given the parent survey at the orientation meeting and they fill out the program selection form. There are no new ESL students this year. But should there be any the ESL teacher will help the parent get their child placed in the program selected. Traditionally the parent opts for ESL in the school due to the good reputation PS 176 has in the community.
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.
Based on parents choice the child is placed in an appropriate program.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
In the Spring the NYSESLAT is administered to all ELLs at PS 176. The ELL status was initially established through the LSB-R exam. All guidelines and testing protocols are followed to ensure accuracy for each student.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
All parents have chosen ESL only due to the good reputation we enjoy in the community. Many parents move local so that their child can attend PS 176.

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

At PS 176 the program utilizes both push in and pull out. The choice of scheduling is made by student need and which would create an optimal learning environment for the student. The choice is based on what would allow for the most learning for each student and what would be least disruptive to the overall education of each student.
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)?

There is one full time ESL teacher who provides ESL services because of the small ratio 14 ESL students to 1 ESL teacher it is easy for all ELLs to receive the proper services. All students scored at advanced. Advanced students receive 180 minutes a week of services as per CR Part 154. We have no beginning or intermediate ESL students but if we did they would receive 360 minutes of service each week.
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 foster language development and meet the demands of the Common Core Learning Standards.

The push in pull out program is aligned to meet the NYS common core standards. The ESL teacher frequently utilizes lessons from Engage NY. The lessons are modified to meet the needs of English Language learners. The ESL teacher uses additional graphic organizers and vocabulary enriching activities as well as developing schema for all students.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Students are not evaluated in their native language because they do not receive instruction in their native language at the school.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

All students that are age appropriate take the Periodic Assessments for ELLs. This data is used to plan to meet the everchanging needs of students. The modalities of reading, writing, speaking and listening are addressed in all lessons. At times the teacher may place more emphasis in one area based on the students needs at that time.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.

- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a) Currently we have not SIFE

b) Currently many of the newcomers are in an intense phonics program delivered by the ESL teacher. She is using Explode the Code. Students are given direct phonics instruction so that they can learn to make the English sounds and learn the various ways that English sounds are represented within the English language. This allows students to decode words faster and read more fluently. Children read short stories to develop fluency and comprehension.

c) ELLs with 4–6 years of service receive direct instruction in the content areas. Many lessons also include a listening component to help students with their receptive English listening skills.

d) We do not have any long term ELLs at this time. We rarely do because our school is K–5 and in order to have 6+ years a student would have to be held over.

7. 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?

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. RTI meetings address the academic needs. We currently use computer based programs which allow for self paced learning.. We also plan for additional small group time for the student with the ESL teacher. Study Skills and test taking strategies are explicitly taught. Students are taught how to use graphic organizers and acronyms for important strategies.

Currently we have 2 ELL–SWD. One of our Special Education teachers is trilingual Haitian–French this helps her to communicate in the students L1 when beneficial. 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.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

At PS 176 all SWDs are placed in the least restrictive environment. To support this our stand alone special education classes have been disbanded and we service all students in a mainstream class with supportive services delivered by a special education teacher in a push in or pull out setting. The ESL students who are also SWD are serviced in order to maximize learning. The ESL teacher, mainstream classroom teacher, and the special education teacher collaborate to implement the IEP goals and meet the grade level Common Core Standards.

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

Courses Taught in Languages Other than English ⓘ

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- 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	45 minutes per day	45 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

Native Language Usage and Supports

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

Native Language Usage/Support

Transitional Bilingual Education (TBE)

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

B. Programming and Scheduling Information--Continued

9. 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.
All interventions are in English. Students receive content area support in the areas they need assistance in. We have Study Island to support grades 2–5 in all content areas. We have Starfall to support learners in grades K–2. We are currently in the process of reviewing and adding other programs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
As evidenced by our NYSESLAT scores year to year our students make progress this is due to the rigorous programs that we use in our building. Based on the other school wide assessments we know our learners are progressing.
11. What new programs or improvements will be considered for the upcoming school year?
We are seeking to add additional technology programs so that students can progress at their own pace or seek intervention to address areas that they are lacking in.
12. What programs/services for ELLs will be discontinued and why?
We will no longer be using balanced literacy. Instead we will be using Ready Gen for Literacy and for math we will be using Go Math instead of envisions. WE make use of the NYS website Engage NY to help with lessons in both reading and math. We also use the NYCDOE website to find lessons that will help our students.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs are encouraged to attend extended day (37 1/2 minutes) in order to meet their needs. The Saturday Academy is open to all students which also provides enrichment to students who may be struggling. PS 176 offers a variety of school wide trips ELLs and their parents are encouraged to join.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Study Island and Starfall are used with ELLs StarFall is a literacy K–2 and Study Island is 2–5 all content areas. Both new programs literacy and math have technology components.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Our library has and continues to purchase
Paste response to question here:
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All resources are aligned with the common core standards for that grade. All services are grade and age appropriate.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Newly enrolled ELLs are introduced to staff members who speak their native language so that they have a resource when they begin school. They are encouraged to attend afterschool and extended day to accelerate their language learning.
18. What language electives are offered to ELLs?
Currently we do not offer language electives at the school.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?

- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Teachers receive ESL staff development throughout the year when appropriate. Items such as identifying students, LAB-R testing, placement procedures, promotional criteria, and referral to RTI 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 provides 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 when necessary.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

We have a full time parent coordinator who includes all parents in activities. The parent coordinator has staff reach who speak the parents native language reach out and inform the parents of upcoming events. At school wide events the parent coordinator makes sure that staff is available for translation. Staff interviews parents in their native language to determine the parents needs.

E. 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.

:

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		1/1/01
Marcelle Hughley	Assistant Principal		1/1/01
Joyce Barksdale	Parent Coordinator		1/1/01
Catherine Rolon	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Margaret Lashley	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **29Q176** School Name: **The Cambria Heights School**

Cluster: **2** Network: **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.

When each first time entrant to the NYC DOE comes to PS 176 the HLIS is completed and an informal interview is conducted by the ESL teacher the student and parent. At this time the parent communicates to us which language they would like us to use for all correspondence. If a language other than English is indicated we use personnel in the building to translate documents for the parents. Currently we have staff that speak each of the languages indicated. Should we not have a staff member we would contact the Citywide translation unit.

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.

Currently we have 14 ELLs at PS 176. The majority of the students speak Haitian Creole. We have a full time teacher who speaks Haitian Creole and she often translates documents or participates in conversations with parents who prefer communication in Haitian Creole.

Part B: Strategies and Activities

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

PS 176 has established procedures for ensuring that Limited English Speaking parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education. Currently we have in house staff available to make the translations. When needed the bilingual staff translate the documents into the parents language of choice. The parents will receive the information in both English and Spanish. If the parent lacks the ability to read in their L1 the translator will call the parent and translate the information.

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.

At all parent meetings and parent teacher conferences (bilingual staff) translators are available to the parents. Should the need arise we could also contact a parent volunteer to translate for our parents. We have not needed to but we could and would contact the city translation unit..

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>.

In the main office is a list of languages spoken and the staff who can provide the translation. When parents register their child they can sit with a staff member to fill out the documents or have the documents in their native language. All DOE and school correspondence is sent home in the parents language of choice.