

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: PS 176 THE OVINGTON SCHOOL

DBN (i.e. 01M001): 20K176

Principal: ELIZABETH CULKIN

Principal Email: ECULKIN@SCHOOLS.NYC.GOV

Superintendent: KARINA CONSTANTINO

Network Leader: MATTHEW MELCHOIRRE

School Leadership Team (SLT) Signature Page

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

Directions:

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

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

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she 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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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 2015, aligned to the NYCDOE Capacity Framework and Citywide Instructional Expectations, we shall increase the ability of our teachers by 90% to analyze student data to increase instructional excellence through frequent short cycles of observations with specific feedback as measured through a research based rubric and Professional Learning (100 minutes) of weekly collaborative inquiry study to enrich teacher craft and practice

Comprehensive Needs Assessment

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

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

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. The responsible supervisor meets with teachers individually during the initial planning conferences to discuss expectations and teacher goals for the year. Teachers will select their Observation option and sign for their selection choice. The supervisor reviews Measures of Student Learning (MoSL) with the teacher, noting the initial, benchmark and final expectations for students and outlines upcoming MoSL related activities, Professional Learning activities aligned to the NYC DOE Professional Learning Handbook, Teachers College, New York Historical Society, Liberty Science, Network 602 Ambassador Program and other workshops of interest to our staff members.
2. The Principal schedules professional development opportunities provided by the network, Talent Coach, Teachers College, and supervisors to familiarize supervisors and teachers with the components and elements of the Danielson Framework for Teaching to be measured this year, 2014-15, as Measures of Teacher Practice (MoTP). Training will include videos in the ARIS community as well as inter-visitations, professional book clubs and peer observations.
3. Supervisors along with network team and Talent Coach engage in calibration activities that include observing teachers, using low inference notes to identify levels of proficiency, and construct specific actionable feedback to support teacher craft and practice
4. Teachers will participate with on-going professional development based on identified needs from their formal/informal observations, self-assessment and reflection as well as post-observation discussions.
5. Exit summary conferences with all teachers will be scheduled to reflect on their teaching practice throughout the year, evidence of teaching practice and student learning across the year focusing on the growth in teaching practice and next steps for continued improvement that results in student cognitive activities and achievement

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

1. Principal, Assistant Principals and teachers
2. Principal, Assistant Principals, Achievement Coach, Talent Coach, Professional Resources for Danielson Framework for Teaching, ARIS videos, Teachers College
3. Principal, Assistant Principal, Achievement Coach, Talent Coach, Professional Resources, Danielson Framework for Teaching, Teachers College workshops
4. Principal, Assistant Principal, Teacher Specialists, Network Achievement Coach, Talent Coach
5. Principal, Assistant Principal, Teacher

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

1. Completion of initial teacher planning conferences (IPC), selection of observation option choice by individual teacher, discussion of goals and objectives to improve teacher craft and practice as evidenced by IPC signed forms and entered into the ADVANCE system for each individual teacher
2. Professional development through network achievement coach, and Talent coach to support principal and assistant principal conversations with teachers reflecting the HEIDI rubric
3. Target focus to evaluate teacher progress calibrated within one performance level by supervisor
4. Professional development and discussion will result in improved teaching practice by increasing MOTP by at least one proficiency level by the end of the school year
5. Exit summary conferences conducted by supervisors and entries into the ADVANCE system will result with 90% of teachers improving one proficiency level

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

1. September 9-October 25, 2014
2. August-December 2014

- 3. October – June 2015
- 4. September – June 2015
- 5. By June 1, 2015

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

- 1. The supervisor and the individual teacher use the suggested initial planning conference agenda format to conduct a 15-30 minutes discussion during a mutually agreed upon date and time which can take place before, during or after school.
- 2. Principal and Assistant Principals rotate the six cycles of informal observations to provide multiple-lens and specific area of focus to enhance teacher craft and practice with specific timely feedback.
- 3. On-going professional development is provided by the administration during monthly conferences, as well as the 100 Professional Learning time block on Monday afternoons for teachers and paraprofessional for collaborative inquiry study, September through June 2015.
- 4. Inter-visitations schedules 3 times a year, peer observations scheduled 3 times a year September through May 2015, professional book club scheduled three times a year, September through June, 2015 to increase Measures of Teacher Practice thus accelerating Measures of Student Learning

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).

PS 176 will provide assistance to parents in understanding the NYC Framework for Teaching, NYS Common Core Learning Standards, NYC Elementary School Snapshot Report, NYS School Report Card – our school is a rewards school, NYS Individualized Students Reports for standardized assessments in English Language Arts, Mathematics and Science, Teachers College Pro Assessments, Periodic Assessments.

Parent Engagement, activities based on the NYCDOE Capacity Framework and the Four Pillars will forge strong partnerships between home and school. Parent classroom visitation will be held the First Friday of each month for parents to observe the Reading, Writing, Math workshop model. Parents will participate in class Author Celebrations, PTA sponsored monthly meeting where parents can observe student leaders for small group work. To continue our outreach efforts parent workshops will be emailed home, posted on our school's e-chalk website and announced through School Messenger to meet the language needs of all of our families. Parent involvement in our Parent Teacher Association, school meetings and school conferences will provide appropriate translation support for all parents to be participants. Parents will also gain proficiency in English through a new program organized by our Parent Coordinator on topics such as holiday craft making, scrapbook classes and cooking classes. The Parent Coordinator will also organize parent trips to cultural institutions for parents to experience the resources within New York City. Parents will gain proficiency in English through our Adult ESL Saturday program. as well as parent trips to cultural institutions, parent

Monthly parent book clubs, using Kindles and iPads, following Teachers College Literacy Workshop model will also introduce parents to reading/writing strategy development that their children are learning. The Parent Coordinator schedules parent trips to cultural institutions, organizes parent holiday craft making, scrap book making and cooking classes.

Four Parent Teacher Student meetings; September, November, March and May, over the school year, 2014 – 15, will continue to build on our family partnerships by getting to know our students and our families. We also will strengthen our Parent Teacher Conferences by having student participate in the discussion. We have purchased an online grading system, Skedula, which provides transparency for all stakeholders, parents, students and teachers, to review student grades over the school year.

We continue our outreach efforts for parent workshops with notification sent home in native languages via email, our school website on echalk and School Messenger will be emailed home, thus meeting the language needs of all of our families. Parent involvement in our Parent Teacher Association, school meetings and school conferences will provide appropriate translation support for all parents to be participants

Budget and 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	x	Title IIA	x	Title III	Set Aside	Grants
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 2015, 90% of all students will show progress in using text evidence to support informational writing across all grades as measured by Teachers College Performance assessments aligned to NYS Common Core Literacy Informational Reading and Writing Standards as measured by a research rubric to promote student leadership and independence in their work

Comprehensive Needs Assessment

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

After conducting our needs assessment, we determined that while our data reflects the majority of students meeting standards, it is our priority to continue to improve the progress of all students to meet and exceed standard based work. After reviewing the NYS English Language Arts 2014 results, 51.3% of all students tested achieved standards. In 2013, 71.6% of all students who were tested, performed at or above standards on the NYS English Language Arts assessments. In 2013, student performance decreased, but we noted student progress for yearly growth increased.

Through an analysis of our student achievement by sub-group, as measured by our Elementary School Snapshot Guide, NYC Progress Report, NYS School Report Card and spring assessment 2014 ELA data, our special education and English Language Learner populations, including our Hispanic students, we noted that these sub-groups are having difficulty in meeting the standards without strong academic intervention support provided by Response To Intervention cycles provided through our after-school programs and Saturday school programs.

Analyzing data generated from conference notes, reading records, teacher conferences, and Teachers College Reading and Writing Pro-Assessments, indicates that our students are increasing their proficiency in their reading ability. While the NYC Elementary School Snapshot/Guide reflects additional credit earned for improving student performance it still reflects the need for a stronger commitment to accelerate the progress for these sub-groups.

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. On-site Teachers College Reading and Writing Project staff developers to deepen teachers understanding of text complexity and informational writing
2. TCRWP workshops, TCRWP specialty groups,, network achievement coach, network Ambassador program, professional development workshops and institutes for teachers to deepen their understanding on text complexity bands and informational writing aligned to Common Core Learning Standards
3. Response to Intervention cycles to support all students and especially student sub-groups: English Language Learners, students with disabilities
4. Expanded work by Collaborative Teacher Team Inquiry Study Groups to identify student needs across grades/school to monitor for student results and progress

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

1. TCRWP two onsite staff developers, teachers, assistant principals, principal
2. TCRWP workshop presenters at Columbia University, network Achievement Coach, network Ambassador program in Literacy/Math/Science/Social Studies, teachers, cluster teachers, assistant principals, principal
3. Network Achievement Coach, network Ambassador and Response to Intervention workshops, School Inquiry Team, School Implementation Team, teachers, assistant principals, principal
4. Network Achievement Coach, School Inquiry Team, School Implementation Team, teachers, assistant principal, principal

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

1. Professional development onsite staff developers effectiveness measured through formal/informal observations, student engagements activities, teacher modeling and through student work as measured by TC Pro assessments, conferring notes, performance assessments, student discussions
2. Professional development effectiveness measured through formal/information observations, student engagement activities, formative/summative student assessments
3. Formative/summative student assessments, student portfolios, conferring notes, student engagement activities
4. Looking at student data, portfolios across classes, grades and school to monitor for results and progress

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

1. September-June 2015
2. September-June 2015
3. September-June 2015
4. September-June 2015

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

1. Teachers, cluster teachers, assistant principals and principals participate in the TCRWP onsite staff development. Teachers select a discipline in reading, writing, leadership with each cycle to enhance their craft and practice. Inquiry teams meet across grades/ schools to reflect on PL and evidence embedded in student work
2. Supervisors through observations in ADVANCE tracking system will observe professional development strategies embedded in teacher craft and practice
3. Response to Intervention, School Implementation Team members, School Attendance Team members , teachers and supervisors meet monthly to monitor student progress and Results. Team members are assigned to monitor identified students weekly and share information on each student’s progress.
4. School Inquiry Team members look at goals and objectives specifically set to monitor all students to meet benchmark goals and to support teacher craft and practice.

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).

PS 176 will provide assistance to parents in understanding the NYC Framework for Teaching, NYS Common Core Learning Standards, NYC Elementary School Snapshot Report, NYS School Report Card – our school is a rewards school, NYS Individualized Students Reports for standardized assessments in English Language Arts, Mathematics and Science, Teachers College Pro Assessments, Periodic Assessments.

Parent Engagement, activities based on the NYCDOE Capacity Framework and the Four Pillars will forge strong partnerships between home and school. Parent classroom visitation will be held the First Friday of each month for parents to observe the Reading, Writing, Math workshop model. Parents will participate in class Author Celebrations, PTA sponsored monthly meeting where parents can observe student leaders for small group work. To continue our outreach efforts parent workshops will be emailed home, posted on our school’s e-chalk website and announced through School Messenger to meet the language needs of all of our families. Parent involvement in our Parent Teacher Association, school meetings and school conferences will provide appropriate translation support for all parents to be participants. Parents will also gain proficiency in English through a new program organized by our Parent Coordinator on topics such as holiday craft making, scrapbook classes and cooking classes. The Parent Coordinator will also organize parent trips to cultural institutions for parents to experience the resources within New York City. Parents will gain proficiency in English through our Adult ESL Saturday program. as well as parent trips to cultural institutions, parent

Monthly parent book clubs, using Kindles and iPads, following Teachers College Literacy Workshop model will also introduce parents to reading/writing strategy development that their children are learning. The Parent Coordinator schedules parent trips to cultural institutions, organizes parent holiday craft making, scrap book making and cooking classes.

Four Parent Teacher Student meetings; September, November, March and May, over the school year, 2014 – 15, will continue to build on our family partnerships by getting to know our students and our families. We also will strengthen our Parent Teacher Conferences by having student participate in the discussion. We have purchased an online grading system, Skedula, which provides transparency for all stakeholders, parents, students and teachers, to review student grades over the school year.

We continue our outreach efforts for parent workshops with notification sent home in native languages via email, our school website on echalk and School Messenger will be emailed home, thus meeting the language needs of all of our families. Parent involvement in our Parent Teacher Association, school meetings and school conferences will provide appropriate translation support for all parents to be participants

Budget and 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	X	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.

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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 2015, 90% of all students tested will meet or exceed Common Core Learning Standard and the NYC Citywide Instructional Shift expectations for engageNY Math modules as evidenced by a research rubric used to assess student performance and professional learning provided by a Math vendor and Math on-site staff developer; Exemplar professional learning workshops to refine and enhance student collaborative work with rubrics promoting self-assessment and reflection for their work leading to student leadership and independence

Comprehensive Needs Assessment

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

After conducting our needs assessment, we determined that while our data reflects many students performing at high levels, it is our priority to continue to accelerate the progress of all students. After reviewing New York State Mathematics, spring 2014 test results we have determined that over the past three years, the number of students who are achieving the standards increased. In 2014, 70% of all students tested, achieved or exceeded standards work, compared to 87% in 2012. We will continue to work to decrease the number of students achieving level 1 and level 2 and increase the number of students from level 3 to level 4. Through an analysis of our student achievement by sub-group, our special education and English Language Learner populations, including our Hispanic students, we noted that these sub-groups are having difficulty in meeting the standards without strong academic intervention support provided by the after school/Saturday school programs. As evidenced by several measures of achievement and discussions by several of our teams, overall we find strengths in our students' ability in computation. Multi-step problem solving, algebra and geometry are areas of concern across all grades requiring analysis of causes and the remedy needed for each strand to enhance student understanding of the concepts.

Instructional Strategies/Activities

Describe the research-based 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. Professional learning programs for teachers continues the work in mathematical thinking and reasoning through defining multiple pathways for student problem solving as defined by the Common Core Learning Standards
2. Classroom observations will confirm the use of questioning, student cognitive engagement activities and assessments to monitor student for both progress and results.
3. Formative/Summative assessments will provide student data analysis to deepen student mathematical thinking and reasoning with real world applications. Use of technology to differentiate mathematical thinking through multiple math programs for all students using tech tools and software for real world math applications

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

1. Metamorphosis Math, network Mathematics Ambassador workshops, Achievement Coach, Math Coach, teachers, assistant principals, principal
2. Math Coach, lab site teacher specialists, Achievement Coach, assistant principals, principal
3. Teachers, Lab site specialists, Collaborative Teacher Teams (vertical /horizontal model) Math Coach, Achievement Coach, assistant principals, principals

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

1. Math, on-site staff development, technology teachers, will offer math cycles ; professional learning for math workshops topics based on a teacher survey , to strengthen teacher conceptual understanding of mathematical thinking and reasoning through conceptual math models and real world math applications. Designated teacher teams will attend full day trainings via Math vendors on various selected math topics throughout the year. Technology lab site specialists on the grades will support staff development initiatives using tech tools.
2. Frequent cycles of observations will provide supervisors and teachers with a discussion format to reflect on the ADVANCE HEIDI rubric to provide both teacher reflection on lesson planning , implementation and evaluation in mathematical thinking and reasoning.
3. Collaborative teacher teams will analyze student work across classes, grades and school to develop a common language, lens and focus to deepen student understanding mathematical thinking and reasoning with real world math applications.

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

September-June 2015 PL Math workshops on designated topics targeted dates full day 35 fall/winter/spring cycle
PL Math on-site staff developer September through June 2015 working with Math lab site specialists
PD Network Math Ambassador 6 workshops, full day 2 teachers
September-June 2015 PL Technology Teacher 12 workshops 2 hours per workshop 25 teachers fall/winter/spring cycle

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

1. Professional development programs based on teacher survey information will support teacher craft and practice in the teaching of mathematics through conceptual math models, math manipulatives and the application of math for real world issues. Our math coach will continue to support classroom practice as well as math specialists for colleagues to visit and observe best practices . Professional development in technology will infuse into teaching and learning visual, auditory and tactile modalities to enhance student understanding of math. Smart Board, document cameras, iPads, math manipulatives, student partnerships, and small group work will enable teachers to provide a wide range of supports to clarify student understanding especially for our English Language Learners and students with disabilities.
2. Danielson Framework for Teaching observations and discussions will provide both a reflective practice on teaching and learning as well as supports for improving craft and practice through professional development, inter-visitations, math coaching and book clubs as we continue to build our professional learning community.
3. Collaborate Teacher teams responsibilities continue to grow each year as we monitor “How good is good enough?” Collaborative team members will continue the work in developing a common language for high expectations and cognitive rigor, as well a clearly defined foci in math applications. Our new emphasis and partnerships for real world math applications will move our student thinking out of the classrooms into real world situations as our children work alongside specialists

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).

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Parent Engagement, activities based on the NYCDOE Capacity Framework and the Four Pillars will forge strong partnerships between home and school. Parent classroom visitation will be held the First Friday of each month for parents to observe the Reading, Writing, Math workshop model. Parents will participate in class Author Celebrations, PTA sponsored monthly meeting where parents can observe student leaders for small group work. To continue our outreach efforts parent workshops will be emailed home, posted on our school’s e-chalk website and announced through School Messenger to meet the language needs of all of our families. Parent involvement in our Parent Teacher Association, school meetings and school conferences will provide appropriate translation support for all parents to be participants. Parents will also gain proficiency in English through a new program organized by our Parent Coordinator on topics such as holiday craft making, scrapbook classes and cooking classes. The Parent Coordinator will also organize parent trips to cultural institutions for parents to experience the resources within New York City. Parents will gain proficiency in English through our Adult ESL Saturday program. as well as parent trips to cultural institutions, parent

Monthly parent book clubs, using Kindles and iPads, following Teachers College Literacy Workshop model will also introduce parents to reading/writing strategy development that their children are learning. The Parent Coordinator schedules parent trips to cultural institutions, organizes parent holiday craft making, scrap book making and cooking classes.

Four Parent Teacher Student meetings; September, November, March and May, over the school year, 2014 – 15, will continue to build on our family partnerships by getting to know our students and our families. We also will strengthen our Parent Teacher Conferences by having student participate in the discussion. We have purchased an online grading system, Skedula which provides the transparency for all stakeholders, parents, students and teachers, to review student grades over the school year.

We continue our outreach efforts for parent workshops with notification sent home in native languages via email, our school website on echalk and School Messenger will be emailed home, thus meeting the language needs of all of our families. Parent involvement in our Parent Teacher Association, school meetings and school conferences will provide appropriate translation support for all parents to be participants

Budget and 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	X	Title IIA	x	Title III		Set Aside		Grants
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.

By June 2015, the percentage of students achieving student proficiency, level 3 and level 4, will increase 5% as measured by the Fourth Grade New York State Science assessment to promote student leadership and independence in their work.

Comprehensive Needs Assessment

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

After conducting our needs assessment, analyzing data from the NYS Science assessment spring 2014, we determined that our students needed to increase their achievement in Science and Technology through the use of 21st Century tools for inquiry based project work in Science. In Science, students are performing well. Based on the results of the Fourth Grade New York State Science Assessment, 93.1% of the children in the Fourth Grade met or exceeded the New York State Science Standards in 2014

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. Professional Development workshops , partnerships and institutes to deepen scientific thinking and reasoning
2. Science Inquiry approach, FOSS, into student selected topics using technology for students to explore real world issues and discuss with other students globally

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

1. Professional Learning: Liberty Science docents, Network Ambassador Science professional learning, tech teacher, administration, STEM Robotics partnerships, the Bronx Zoo consultants, San Francisco Exploratorium, IBM Science Lab, Brooklyn Botanical Gardens docents, The Trust for Public Land docents, Weather Bug Achieve. We have a strong science emphasis. Teachers and students participate in professional development over the school year. Our PL program is supported by our school's weather station, garden clubs and robotic programs, teachers, administrators and consultants
2. Science Cluster teachers, classroom teachers, consultants and administrators

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

1. Teacher and student surveys provide information on inquiry topics which can be extended into our Response to Intervention afterschool programs. Emphasis in professional development is inquiry work with real world applications. Students work with other students nationally and globally on inquiry projects. Network Ambassador programs, Achievement Coach, teachers, science clusters, lab site specialists and collaborative teacher teams will participate in the inquiry process with student choice.
2. Classroom observations, mini-lessons, small group work, student engagement activities, portfolios and questioning will provide evidence of student progress in scientific inquiry and partnerships for real world applications. Formative /summative assessments using tech web 2.0 tools evidence student progress and results. Future Problem Solving, an inquiry based student format, also contributes to student understanding of global issues such as processed foods and social media promoting discussion with students both at the national and international levels.

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

1. September -June 2015
2. September -June 2015

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

1. Professional Learning partnerships provide a wealth of resources in NYC for our teachers and students to engage in science exploration. Science cluster teachers initiate the inquiry process aligned to the NYS Science Common Core Learning standards using FOSS and resources within our school. Classroom teachers, science cluster teachers, our multi-media specialist, lab site specialist and data specialist will provide support as students begin their inquiry projects based on units of study . Formative/Summative assessments monitor student progress and results as well as portfolio work. Expanded Response To Intervention supports during our day programs as well as in our after-school and Saturday programs will provide enrichment for students to work across grades on interest based inquiry topics.
2. Frequent cycles of observation through ADVANCE will provide insight into teaching and learning embedded in classrooms and Response To Intervention programs. In Science student inquiry choice is carried from the day programs into all RTI programs after school. Reflection on teacher lessons, planning and preparation, questioning, student engagement activities, materials and resources as well as classroom environments that support student inquiry, discovery, explorations and reflection are addressed in the observation discussion with teachers through ADVANCE

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).

PS 176 will provide assistance to parents in understanding the NYC Framework for Teaching, NYS Common Core Learning Standards, NYC Elementary School Snapshot Report, NYS School Report Card – our school is a rewards school, NYS Individualized Students Reports for standardized assessments in English Language Arts, Mathematics and Science, Teachers College Pro Assessments, Periodic Assessments.

Parent Engagement, activities based on the NYCDOE Capacity Framework and the Four Pillars will forge strong partnerships between home and school. Parent classroom visitation will be held the First Friday of each month for parents to observe the Reading, Writing, Math workshop model. Parents will participate in class Author Celebrations, PTA sponsored monthly meeting where parents can observe student leaders for small group work. To continue our outreach efforts parent workshops will be emailed home, posted on our school’s e-chalk website and announced through School Messenger to meet the language needs of all of our families. Parent involvement in our Parent Teacher Association, school meetings and school conferences will provide appropriate translation support for all parents to be participants. Parents will also gain proficiency in English through a new program organized by our Parent Coordinator on topics such as holiday craft making, scrapbook classes and cooking classes. The Parent Coordinator will also organize parent trips to cultural institutions for parents to experience the resources within New York City. Parents will gain proficiency in English through our Adult ESL Saturday program. as well as parent trips to cultural institutions, parent

Monthly parent book clubs, using Kindles and iPads, following Teachers College Literacy Workshop model will also introduce parents to reading/writing strategy development that their children are learning. The Parent Coordinator schedules parent trips to cultural institutions, organizes parent holiday craft making, scrap book making and cooking classes.

Four Parent Teacher Student meetings; September, November, March and May, over the school year, 2014 – 15, will continue to build on our family partnerships by getting to know our students and our families. We also will strengthen our Parent Teacher Conferences by having student participate in the discussion. We have purchased an online grading system, Skedula, which provides the transparency for all stakeholders, parents, students and teachers, to review student grades over the school year.

We continue our outreach efforts for parent workshops with notification sent home in native languages via email, our school website on echalk and School Messenger will be emailed home, thus meeting the language needs of all of our families. Parent involvement in our Parent Teacher Association, school meetings and school conferences will provide appropriate translation support for all parents to be participants.

Budget and 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	X	Title IIA	x	Title III		Set Aside		Grants
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.

By June 2015, we shall increase our communication and engagement skills for our parents and school community by an increase 5% on the NYCDOE Learning Environment Survey, NYCDOE Capacity Framework, Parent Engagement Tuesdays and NYCDOE Four Pillars, as evidenced from attendance sheets, agendas, and minutes from the following engagement activities: School Messenger, email, PTA meetings, Parent Teacher Student conferences, parent class visitations, parent workshops and classroom celebrations.

Comprehensive Needs Assessment

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

After analyzing results from our 2014 Learning Environment Survey, our parents reflect that our school has a warm and inviting culture. Our parents have expressed an interest in a desire to participate/communicate in more school functions.

Instructional Strategies/Activities

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.Surveying parents for topics of interests using a wide variety of resources within our school and community. We have a high poverty level and many of our students (STH) are doubled-up in residences. We use our stipend to provide uniforms, coats, gloves, hats, book bags, notebooks, and any other necessary items for our children.
- 2.Continue translation support and outreach efforts to all families for school participation, informing our families of communities resources , and supporting families with workshops that will help them to support their children’s learning as well as their own learning in a variety of ways.

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

- 1.Parent Coordinator, PTA, School Leadership Team, teachers , network Achievement Coach, community organizations, administrations
- 2.Parent Coordinator, PTA, School Leadership Team, teachers, paraprofessionals, Achievement Coach, community resources, NYC Translation Unit, e-chalk school website, School Messenger

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

1. Parent Coordinator, PTA, School Leadership Team, teachers , network Achievement Coach, community organizations, administrations
2. Parent Coordinator, PTA, School Leadership Team, teachers, paraprofessionals, Achievement Coach, community resources, NYC Translation Unit, e-chalk school website, School Messenger

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

1. September -June 2015
2. September-June 2015

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

1. Parent surveys from spring 2014 shared the following parent information:
Parent request for workshops in Reading ,Writing, and Math these workshops are now part of the monthly PTA meeting where classes come down for specific lessons and parents sit in on the lesson participating with students in their discussions
2. Parent classroom visitations the First Friday of each month
3. Parent ESL classes to learn English on Saturday mornings from November through June 2015
- 4 Parent Teacher Student conferences
- 5 Parent Tuesday Engagement activities where parent/child participate in teacher designed activities to support student learning such as partner reading, book baggies
6. Parent Translation Group – under an SLT member and our Parent Coordinator who organized a parent volunteer group of 30 multi-lingual parents translations for meetings, letters and school celebrations are easier since parents can contact any member on the Parent Volunteer list for information directly via email or telephone

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).

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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	X	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.

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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	<ol style="list-style-type: none"> 1. Title I Reading Word Study 2. Related Services 3. Orton Gillingham Word Study 4. Recipe for Reading Word Study 5. Words their Way Word Study 6. Literacy Plus 7. New Beginnings-ELL-STEM 8. Explorers Club 9. Saturday School Academy 10. Accelerated Reader 11. Star Reader 12. Raz Kids 13. My On Reading 14. iReady online literacy tutorial 	<ol style="list-style-type: none"> 1. Small Group/1:1 2. Small Group/1:1 3. Small Group/1:1 4. Small Group/1:1 5. Small Group/1:1 6. Small Group/1:1 7. Small Group/1:1 8. Small Group/1:1 9. Small Group/1:1 10. Small Group/1:1 11. Small Group/1:1 12. Small Group/1:1 13. Small Group/1:1 14. Small Group/1:1 	<ol style="list-style-type: none"> 1. During school day 2. During school day 3. During school day 4. During school day 5. During school day 6. After School program 7. After School program 8. After School program 9. Saturday morning program 10. During school day 11. During school day 12. During school day 13. During school day 14. During/After school day
Mathematics	<ol style="list-style-type: none"> 1. Related Services 2. Literacy Plus 3. New Beginnings 4. Explorers Club 5. Math Club-enrichment 6. Robotics-STEM enrichment 7. Pearson online 8. i-Ready 9. Exemplars-math support 10. Mathletics-math support 11. iReady 	<ol style="list-style-type: none"> 1. Small Group/1:1 2. Small Group/1:1 3. Small Group/1:1 4. Small Group/1:1 5. Small Group/1:1 6. Small Group 7. Small Group 8. Small Group/1:1 9. Small Group/1:1 10. Small Group 11. Small Group/1:1 	<ol style="list-style-type: none"> 1. During school day 2. After School program 3. After School program 4. After School program 5. During/After school day 6. After School program 7. During school day 8. During school day 9. During/After school day 10. During/After school day 11. During/After school day
Science	<ol style="list-style-type: none"> 1. Weather Bug 2. Trust for Public land: <p>Environmental Literacy</p> <ol style="list-style-type: none"> 3. Brooklyn Botanical Gardens 4. Brain Pop 5. NYC Department of Education Science program K-5 6. Foss Science 7. Science Non-fiction DK Libraries 	<ol style="list-style-type: none"> 1. Small Group/1:1 2. Small Group/1:1 3. Small Group/1:1 4. Small Group/1:1 5. Small Group/1:1 6. Small Group/1:1 7. Small Group/1:1 	<ol style="list-style-type: none"> 1. During/After school day 2. During/After school day 3. During/After school day 4. During/After school day 5. During school day 6. During school day 7. During/After school day
Social Studies	<ol style="list-style-type: none"> 1. NYS Social Studies program K-5 2. NY Historical Society 3. Colonial Williamsburg Foundation 	<ol style="list-style-type: none"> 1. Small Group/1:1 2. Small Group/1:1 3. Small Group/1:1 	<ol style="list-style-type: none"> 1. During school day 2. During/After school day 3. During/After school day
At-risk services (e.g. provided by the	1. Pupil Personnel Team-RTI strategies/	1. Small Group/1:1	1. During school day

<p>Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>supports/cycles/PRIM supports 2. Mandated Counseling-RTI/PRIM/Counseling supports and community outreach efforts 3. At Risk Counseling-RTI/PRIM/Counseling supports and community outreach efforts 4. Family Services-Community Mental Health facilities and services/RTI/PRIM 5. Respect for All Campaign-Harlem Globetrotters anti-bullying workshops/NY Islanders, anti-bullying workshops/Student-Peer intervention/Student Council 6. Open Airways-asthma supports and workshops</p>	<p>2. Small Group 3. Small Group 4. Small Group 5. All Grades 6. Designated students/classes</p>	<p>2. During school day 3. During school day 4. During school day 5. During school day 6. During school day</p>
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

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

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

PS 176 has formed collaborative partnerships with colleges and universities as a teacher-training site for student teachers to develop instructional practices and cutting edge 21st Century multi-media tools to accelerate student progress.

PS 176 has formed collaborative partnerships with the Division of Informational Technology participating in Title II D grants to enrich the professional development opportunities for teachers to use 21st Century multi-media tools in the instructional program to enrich, deepen student understanding.

PS 176 has formed collaborative partnerships with Teachers College Reading and Writing Project schools to provide literacy professional development for teachers to build collaborative literacy teaching teams aligned to content and data inquiry teams to analyze student data in order to accelerate student progress.

PS 176 has formed collaborative partnerships with many cultural institutions: New York Historical Society, Liberty Science Center, Weather Bug, Achieve, Brooklyn Botanical Gardens, New York Aquarium, Bronx Zoo, Robotics, Tenement House, Colonial Williamsburg, San Francisco Exploratorium to provide multiple opportunities for teachers and students to explore a variety of student selected topics such as Environmental Literacy through small collaborative cross grade student groups speaking via Skype/Face Time to docents/researchers on their topic of interest to deepen student understanding and accelerated progress to meet and exceed New York State Common Core standards.

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).

At PS 176 all of our teachers are highly qualified.

PS 176 has formed strong collaborative professional learning partnerships with: Teachers College Reading and Writing Project, Future Problem Solving, STEM Robotics, Metamorphosis Math, New York Historical Society, NYCDOE Office of Digital Literacy, NYCDOE Office of English Language Learners, Liberty Science Center, Weather Bug, Achieve, Brooklyn Botanical Gardens, New York Aquarium, Bronx Zoo, Robotics, Tenement House, Colonial Williamsburg, San Francisco Exploratorium NYCDOE Danielson Framework for Teaching training for teachers and administrators and network professional learning programs to support ADVANCE, network AMBASSADOR program, ESL and Students with special needs workshops and cultural institutes provide support for all stakeholders.

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

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

PS 176 has a strong support service program which is led by our guidance counselor, school psychologist and social worker, They conduct a systematic process for reaching out to students who are absent from school. They work with our Parent Coordinator to inform parents of the importance of exemplary daily attendance necessary for student achievement. Our Guidance Counselor participates on our Nutrition and Attendance committees which have parent, staff and student committee representation. These committees meet monthly to plan and initiate new contests and surveys on attendance, nutrition and health. Student rewards and incentives are built into all programs

Our guidance counselor meets with mandated and at-risk children individually and in small groups to explore student issues.

Our guidance counselor and social worked act as crisis managers to assist students and parents in need. They are supported by our school psychologist. This interaction affords a strong team that identifies problems before they escalate.

This year we continue our work on an anti-bullying campaign and cyber bullying interventions for our students, parents and staff aligned with the Respect for all mandates.

As part of the Capacity Framework and NYCDOE Four Pillars vision we are strengthening our partnership with CBO Pre-Kindergarten providers by inviting CBO Pre-K teachers to attend our literacy staff professional learning workshops, initiating in spring a school tour for Pre-K parents who are zoned for our school and working with CBO pre -kindergarten directors for a smooth transition from each student's nursery /pre-kindergarten setting to a large elementary school serving 1400 students.

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.).

Transition plans for preschool children to our school begin with an outreach by our Parent Coordinator to preschool programs within our zoned area. During this discussion with the preschool director, the Parent Coordinator can assist in identifying students who are zoned for our school, and set up a visitation schedule for parents to come and visit our school. We have a Parent Orientation meeting in which our Parent Coordinator, Pupil Accounting Secretary, Kindergarten teacher and PTA parent will share some of our school's special programs and answer parent questions.

The Turning 5 program addresses students with special needs. Our School Psychologist and Social Worker are involved in classroom visits and observations to pre-school programs to assess student needs for the least restrictive environment placement. During their visitation they meet with the child's classroom teachers as well as the preschool director to discuss the child and answer any questions. As a full services school, with therapies offered on-site, our related services providers can also speak with a parent and provide information.

Throughout the entire transition process our Parent Coordinator, Pupil Accounting Secretary, Assistant Principals and PTA parents can meet with preschool parents and take them on a tour of our building so that they can view the programs that we offer and make an informed decision for their child.

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.

Assessments must be meaningful and have a purpose. We look for quality and not quantity in making our selections.

Our school's decisions regarding assessments are made collaboratively with our teachers. Grade Leaders meet with our coaches and administration to discuss the quality of an assessments and its purpose in measuring student results and accelerating student progress.

Grade Leaders share the information with their colleagues and return to a second meeting with coaches and administrators with the grade's information. A review of the assessment plan is completed with assessments removed if they are not essential to measuring student progress. An assessment plan is developed at this meeting and presented to all stakeholders during our common planning time.. The document is open for discussion and review. The assessment plan document is presented to the School Leadership Team, and PTA for further discussion. The assessment plan is adopted and implemented with teacher confirmation and the consent of the SLT and PTA.

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

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

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 Standard, NYCDOE Citywide Instructional Expectations and the Capacity Framework 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- Student Conferences; four Parent school meeting throughout the year

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.

DBN: 20K176

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page #
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		(Refer to Galaxy for FY '15 school allocation amounts.)	references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$1,113,318.36	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$80,782.00	X	See action plan
Title III, Part A	Federal	\$30,804.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$6,285,491.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.



Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: <u>242</u> Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>12</u> # of certified ESL/Bilingual teachers: 12 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

New Beginnings for English Language Learners

- Based on data obtained through AMAO, RLAT and NYSITELL, it was learned that many of our Beginner and Intermediate ELL students would benefit from increased instruction in basic literacy concepts. This program uses the Teacher College's Units of Study to model strategy skills through Readers and Writers Workshop Model. Words Their Way sorts, chants, poems, songs and rhymes are used to increase vocabulary, fluency and accuracy in reading. The program is broken up into three sections for each meeting. Students are engaged in word study activities to begin with, including Orton Gillingham, Words Their Way, Dolch Sight Word study, poems, songs and fingerplays. Then students are involved in Readers/Writers Workshop in which a mini-lesson is presented and a strategy or skill is modeled for students. These mini-lessons are content driven around Social Studies and Science. Students are then working in small groups based on needs and strengths to practice the skills and strategies or using technology to support their learning. There are 42 ELL students participating in this program.
- Serving ELL students in grades 2-5 at the Beginner and Intermediate proficiency levels.
- Offered in October-March on Wednesdays and Thursdays from 2:20-4:20 pm after school. There are 42 sessions.
- The language of instruction is English.
- 2 certified ESL teachers and 2 certified Common Branch teachers (One of the ESL teachers rotates between the classes to provide support for working with ELL students)
- Materials used are the following: Dolch List, Words Their Way, read aloud books, picture cards, dictionaries, chants, poems, songs, rhymes, Smart Board, iPads and Document Cameras. We are also differentiating instruction using online literacy programs that build the language skills tailored to individual needs through the use of Imagine Learning, Raz Kids purchased by FSF/Tax Levy funds and previously purchased software programs such as i-Ready and MyOn Reading. Title III is supplemented from other funding sources in the budget to provide teacher salaries, materials and resources for all ELL students.

Saturday Scholars Academy for English Language Learners

- Based on data obtained through AMAO, RLAT and NYSITELL as well as teacher recommendation, students across all proficiency levels who require additional assistance in meeting grade level benchmarks are invited to participate in the Saturday Academy program. This program is designed to enhance student's comprehension skills through teacher modeling, think aloud, supported small group work and partner collaboration. Students are provided with access to grade level texts and provided with strategies such as locating the main idea and details, inferencing, and understanding text structure. ELL students are also given the opportunity to work with math problems designed to enhance collaboration and higher level thinking skills. Teachers provide scaffolds that enable students to understand what the question is asking, determining the information they know and strategies to problem solve. There are 200 ELL students participating in the program.

Part B: Direct Instruction Supplemental Program Information

- Serving ELLs in grades 2-5 across all proficiency levels.
- Offer in March - May on Saturdays from 8:00-11:00 am. There are 10 sessions.
- The language of instruction is English.
- 8 certified ESL teachers
- Materials used are the following: Words Their Way, informational texts, National Geographic magazine, guided reading sets, dictionaries, chants, poems, songs, rhymes, Smart Board, iPads, Document Cameras, laptops, Terc Math, Math games and Math manipulatives. We are also differentiating instruction using online literacy programs that build the language skills tailored to individual needs through the use of Imagine Learning, Raz Kids purchased by FSF/Tax Levy funds and previously purchased software programs such as i-Ready and MyOn Reading. Title III funds will be used to hire certified ESL teachers for the Saturday Scholars program. Additional funding for teacher salaries will be used from FSF/Tax Levy funds.

Part C: Professional Development

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

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

Begin description here:

Our administrators, teachers and all staff working with ELLs will participate in ongoing Staff Development sessions with topics related to the Core Curriculum and how ELLs gain access to the Core Curriculum. ELL instructional Support Specialists, math and literacy coaches and school based staff will conduct interactive sessions.

<u>Month</u>	<u>Topic</u>	<u>Provider</u>
<u>October 2014</u>	<u>Integrating Technology into the Core Curriculum</u>	<u>Teachers</u>
<u>November 2014</u>	<u>Using the AMAO Tool to Make Data Driven Decision</u>	<u>ESL Coordinator</u>
<u>December 2014</u>	<u>Implementing a Response to Intervention (RtI) Model to Support ELLs' Academic Achievement</u>	<u>DELLSSS</u>
<u>January 2015</u>	<u>Toolkit for Reading Strategies</u>	<u>ESL Coach</u>
<u>February 2015</u>	<u>Toolkit for Writing Strategies</u>	<u>ESL Coach</u>
<u>March 2015</u>	<u>Unpacking NYSESLAT</u>	<u>DELLSSS</u>
<u>April 2015</u>	<u>Common Core Success for ELLs</u>	<u>DELLSSS</u>
<u>May 2015</u>	<u>Reading and Writing Nonfiction for ELLs</u>	<u>ESL Coach</u>
<u>June 2015</u>	<u>Effective Strategies in Literacy Instruction for ELLs</u>	<u>ESL Coach</u>
<u>October 2014 - June 2015</u>	<u>Supporting ESL Coach in Implementing the TCRWP's model</u>	<u>Teachers College</u>

Part D: Parental Engagement Activities

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

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

Begin description here:

Kindergarten Breakfast

- Welcome new families into the PS 176 community
- September - 1 hour
- School procedures, PTA introduction, Volunteer information
- PTA
- Parents are notified about this event through flyers that are backpacked, e-mailed, posted on the school website, school messenger, translated primarily in the three languages (Chinese, Spanish, Arabic)

Spooky Night Reading

- Parents and children are invited to join their teachers in readings of scary Halloween stories. Children receive flashlights and books. Great way to show kids how fun and adventurous reading can be. They can dress up and act like their favorite characters.
- October 6-8 PM
- Halloween Spooky Stories
- PS 176 Teachers
- Parents are notified about this event through flyers that are backpacked, e-mailed, posted on the school website, school messenger, translated primarily in the three languages (Chinese, Spanish, Arabic)

Adult English Classes

- Parents will be provided the opportunity to learn English so that they can help their child at home. It is conducted in an informal setting, encouraging social communication through English conversation. They will be assessed on their English language skills and assign to classes based on their levels. These classes are being offered based on the parent surveys from our Parent Coordinator.
- November – June on Saturdays from 9-1 pm
- Basic Communication and Conversational Skills
- ESL/Bilingual certified teacher
- Parents are notified about this through flyers that are backpacked, e-mailed, posted on the school website, school messenger, translated primarily in the three languages (Chinese, Spanish, Arabic)

Reading and Writing with Your Child

- Parents will be provided with the opportunity to observe demonstrations of how Readers and Writers Workshop lessons are being taught in school so that they will be able to support their

Part D: Parental Engagement Activities

child at home.

- October - June 1 hour
- Readers and Writers Workshops (Think Alouds, Stop and Jots, Turn and Talks). Small group instruction that focuses on strategy skill based on the needs of the students. Independent reading is to have the students practice the strategies they've learned using level appropriate texts that they can read on their own.
- Reading Teachers
- Parents are notified about this through flyers that are backpacked, e-mailed, posted on the school website, school messenger alerts, translated primarily in the three languages (Chinese, Spanish, Arabic)

Trip to New York Aquarium

- Students and families will visit aquarium to reinforce and enrich their learning in based on Science curriculum with hands-on activities having to do with animal habitats and adaptations
- April – 4 hours
- The students and their parents discover and explore a variety of animal habitats and their adaptations. They will also become familiar with the geography of the different habitats.
- Parent Coordinator
- Parents are notified about this event through flyers that are backpacked, e-mailed, posted on the school website, school messenger, translated primarily in the three languages (Chinese, Spanish, Arabic)
- The trip admission and transportation will be funded by Title III funds and the required Title I SWP Parent Involvement/Engagement set-aside funding to be used.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 20	Borough Brooklyn	School Number 176
School Name The Ovington School		

B. Language Allocation Policy Team Composition [i](#) 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 Elizabeth Culkin	Assistant Principal Kristin Hurley
Coach Florence Yan	Coach Antonella Capace
ESL Teacher Pam Provocas	Guidance Counselor Marianne Lucchesi
Teacher/Subject Area Stephanie La Porta/GE	Parent Genevieve Mammana
Teacher/Subject Area Brenda Tang/ Bilingual	Parent Coordinator Maria Friscia
Related Service Provider Daniella Wahba	Other Gina Ruscitti
Network Leader(Only if working with the LAP team) N/A	Other Marilyn Murphy

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.	8	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	2
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	3	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1425	Total number of ELLs	243	ELLs as share of total student population (%)	17.05%
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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 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	0	0	0	0	0								1
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
self-contained	1	1	1	1	1	2								7
Pull-out	0	1	1	1	1	0								4
Total	2	2	2	2	2	2	0	12						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	243	Newcomers (ELLs receiving service 0-3 years)	194	ELL Students with Disabilities	34
SIFE	0	ELLs receiving service 4-6 years	24	Long-Term (completed 6+ years)	1

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	25	0	0	0	0	0	0	0	0	25
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	193	0	25	24	0	9	1	0	0	218

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		
Total	218	0	25	24	0	9	1	0	0	243
Number of ELLs who have an alternate placement paraprofessional: <u>19</u>										

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
Chinese	25													25
SELECT ONE														0
SELECT ONE														0
TOTAL	25	0	25											

*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	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	11	11	10	3	4	4								43
Chinese	39	39	23	21	23	16								161
Russian														0
Bengali														0
Urdu	1	0	1	0	2	2								6
Arabic	4	7	3	3	1	6								24
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	0	1	0	0	0	0								1
Albanian	0	1	0	0	0	0								1
Other	3	0	0	1	2	1								7
TOTAL	58	59	37	28	32	29	0	243						

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)	45	12	7	4	9	9								86
Intermediate(I)	1	13	13	8	7	6								48
Advanced (A)	11	34	18	16	16	14								109
Total	57	59	38	28	32	29	0	243						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	17	7	2	0	26
4	18	13	1	0	32
5	16	15	0	0	31
6					0
7					0
8					0
NYSAA Bilingual (SWD)				2	2

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	10		13		6		4		33
4	6		20		7		1		34
5	7		9		15		3		34
6									0
7									0
8									0
NYSAA Bilingual (SWD)							2		2

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		9		15		10		35
8									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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.
We administer a variety of literacy assessments to gather data and inform instructional decisions for our students. Words Their Way spelling inventory reveals students strength in literacy areas such as fluency, accuracy and phonemic awareness. The inventory also indicates student ability in spelling which indicates the student's proficiency in phonics. TC Running Records administered in September

2013 indicates that 65% of ELLs, K-5, are at level 1, 16% of ELL's are at Level 2, 15% of ELLs are at level 3, and 2.6% are at level 4. Based on the strategic data that was culled we provide multiple pathways to monitor student results and student progress. ELL strategies are embedded in the literacy and math workshop models, such as vocabulary and picture cues, as well as TPR protocols, which is the physical response for students, to enhance their understanding. There is a strong emphasis on fluency, cadence and oral language development through songs, chants, fingerplays and tongue twisters that children both enjoy and learn from and provide a rich learning environment for the students.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
According to the LAB-R and NYSESLAT results, we have an influx of newcomers who scored at the Beginner level in Grade K. Students in Grade 2-5 seems to show very little progress throughout the levels of proficiency in English language as well. In contrast, it seems to be a positive trend in student achievement at the Advanced level in the English language in Grade 1.
3. 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](#))
NYSESLAT combined modality scores are unavailable in ATS: RNMR screen as of 11/15/2013
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

4a. Overall, most of our English Language Learners had a low performance in NYS ELA and NYS Math. In ELA, the majority of our ELLs in Grades 3-5 scored Level 1. In NYS Math, most of our ELLs in Grades 3-5 scored Level 2. However, in NYS Science, our ELLs in Grade 4 scored in Level 3. A small sample of students, less than 5 students, opted for a Native Language assessment in Math or Science. All other students chose to take the assessments in English for tests. Because the pool of students is so small it would be difficult to fairly assess the students.

Classroom teachers used data from the ELL Periodic assessments to develop specific ELL teaching strategies and student engagement activities such as small group instruction, conferring conferences, specific student feedback for reading or writing responses in order to accelerate student progress.

- 4b. Since teachers and school leadership are able to access students' ELL Interim Assessment results down to the item level in order to determine where students are and where they need to be in relation to achievement targets, the best use of ELL Interim Assessment data is to monitor progress students are making towards proficiency. Pearson provides follow-up information about both strengths and areas in need of improvement as reflected by their performance. It generates data that shows patterns of incorrect responses and produces item analysis of each student's proficiency and growth which in turn helps teachers differentiate instruction.
- 4c. Periodic Assessments are beneficial to schools in many ways. They help to monitor student learning by providing up to date information about what each student knows. With this data, instruction is tailored to meet the learning needs of every child. Therefore every student can be helped to meet or even exceed State Learning Standards. Schools are also able to predict student performance on New York State Exams. In addition, these assessments measure what students are learning not just within a grade but from grade to grade as well. Since the ELL Periodic Assessments have been designed to measure student progress in English language proficiency and to predict performance on State English language acquisition exams, the native language is not used. We want to have an accurate reading of where students' strengths and weaknesses lie in their development of English language. However, when administering the Acuity Predictive Assessments, translated versions made available and bilingual word to word glossaries are provided for ELLs to help create some consistency for when they take the actual state exams.
5. 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](#).)
Response to Intervention provides a tiered instructional scaffold providing multiple pathways to support student progress. Tier 1 support occurs within the classroom environment through targeted small group instruction, 1 to 1 conferring conferences, mini-lessons,

and student engagement activities. Students are assessed through teacher observations, engagement activities, assessments, checklists and rubrics. Tier 2 supports include all of the above and an extended day program, Morning Tutorial which provides multiple cycles of intervention for student success, New Beginnings after-school program specially for English Language Learners aligned to ESL modalities, Explorers Club and Saturday Scholars Academy program support ELL language acquisition and proficiency. Tier 3 support continues the interventions listed above with supports provided by an instructional specialist in a small group setting 1:3. Tier 4 requests the School Assessment Team's review of all data and a case manager assigned to observe the students prior to a recommendation for a referral for SAT testing. Throughout the Response to Intervention process the instructional supports are aligned to ELL strategies, TRP and a strong emphasis on oral language development.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Collaborative teacher teams develop Units of Study for all curricula areas. Content area teachers and related service providers participate in the planning and preparation of lessons and assessments such as baseline/benchmark/exit to monitor student progress and results. Information on student backgrounds, customs and traditions is shared with all stakeholders in order to support both student and family. Unit of Study information is posted on the school's website, for teachers to access from home and school. Every effort in planning is made to align content areas topic selection to student backgrounds enhancing student participation.

Our instructional decisions are based on a child's second language development include the following:

- flexible grouping of ELLs to maximize instruction and learning opportunities
- taking into consideration of the proficiency levels of ELLs across language and content areas to differentiate instruction
- extend learning through technology (e.g., Destination Reading, MyOn Reader, Accelerated Reader)
- using ESL methodologies and scaffolding
- building background knowledge prior to reading the text
- previewing key concepts and challenging vocabulary
- provide language frames for speaking and listening
- co-constructing a written text
- building fluency through Read Aloud and Shared Reading

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?

Not applicable.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

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

- performance on the NYSESLAT in both ESL and Bilingual programs
- performance on the ELL Interim Assessments
- performance on the NYS exams
- performance in English language skills compared to the NYS Standards
- teacher observations
- parental involvement and feedback
- records on length of time from entry to transition and/or exit from the program
- grades in the content areas
- portfolios
- graduation/promotion rates
- participation in extra-curricular activities
- academic performance of ELL and former ELL students compared to other students in general
- monitor student progress through ongoing assessments
- support and sustain ELL inquiry and case conferencing
- use ARIS, progress reports, and inquiry teams to examine the data
- provide extra academic supports for struggling students in Tier 2 & Tier 3 within the RtI model

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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](#).)

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

The school secretary notifies members of the ELL Department to assist parents in the administration of this form which also includes an informal oral interview. The interview is conducted in both English and in the child's native language. This document is also used as a reference for dialogue. Once the determination is made that a language other than English is spoken in a child's home, then the child is administered a Language Assessment Battery Revised (LAB-R) within 10 days of the registration date. The LAB-R is a test that establishes English proficiency levels. Children that score at or below proficiency on the LAB-R become eligible for state mandated services such as Freestanding ESL, Transitional Bilingual or Dual Language programs. The Spanish Lab is a test that is administered to Spanish speaking students that failed the LAB-R. The results from this test are used to determine language dominance. All screening and administration of HLS and LAB-R/Spanish LAB are conducted by ESL licensed and certified staff.

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.
At the Parent Orientation, held within 10 days of the student's registration date, parents are provided translated materials (brochures, parent selection forms and a DVD presentation in the parent's native language) as well as interpreters in order to ensure that parents understand all three program choices. Parents are made aware that if there are enough students (15 or more) of one language in either one grade or two contiguous grades, the law requires the school to form a Transitional Bilingual Education program. However if there are not enough students to form a TBE program, then the school is mandated to provide an ESL program to the students. This orientation also provides parents with a list of schools within the five boroughs showing other bilingual as well as Dual Language programs in the appropriate languages that are being offered. For the parents who are unavailable to attend the orientation, we'll send out certified letter for a make-up session within 10 days of their child's enrollment. We'll also make phone calls to contact the parents as well.
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 [\[see tool kit\]](#).)
In order to inform parents of their child's eligibility for ELL services, entitlement letters are sent home in their native language in student backpacks, US Postal mail, inviting them to attend a parent orientation that is held at the school. The Parent Coordinator also makes out-reach telephone calls to parents reminding them of the meeting date and time.
Parents are given the option to return the PSF after reading the form, making their selection and placing their signature, either at the conclusion of the orientation or within the 10 school day time frame for placement purposes. Parents are also informed that dependent on availability their child will automatically be placed in a TBE if a program is not selected. For any parents that are unable to attend the orientation, follow-up phone calls and make-up sessions are planned.
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 parent preference, students are placed accordingly into the appropriate ELL program and grouped by the proficiency

level that is dictated from the LAB-R cut scores that are found in testing memo #2. Depending on an ELL students' scores, they may fall into one of three proficiency levels (Beginner, Intermediate or Advanced).

A placement letter is sent home in the parent's native language letting parents know that their program request has been granted and reiterates the fact that studies have proven that students benefit from staying in the same program from year to year rather than alternating between programs.

This letter is also a reminder that the only factor that determines whether or not your child will exit the program is through their performance on the New York State English as a Second Language Achievement Test (NYSESLAT). All ELL students will take this test annually until their scores indicates that they have gained sufficient proficiency in English to participate productively in the mainstream class.

The placement letter is securely placed into the child's cumulative folder as well as our school files. Once the PSF letter is received the Pupil Accounting Secretary will enter the parent selection into the ELPC ATS screen within 20 days of the student's enrollment date.

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.

Based on the RLER report, we identify the students who are eligible for the NYSESLAT. The school's Test Coordinator sets up a schedule to administer the NYSESLAT Speaking component. The reading, writing and listening sections of the NYSESLAT are administered over a three day period with each test administered to ELL students on separate days.

All proctors participate in a Test Administration workshop on the protocols and procedures to follow in the administration of the NYSESLAT. Test accommodations for NYSESLAT are reviewed as well as test accommodations for students with disabilities receiving ELL services as proscribed in the student's IEP.

Proctors note students who are absent. The Test Coordinator organizes a make-up test schedule for any student absent during the administration of the NYSESLAT test.

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. 

After a careful review of the Entitlement Letters, Parent Survey and Program Selection forms for the past few years, we noticed a trend consistently appearing in our data, the need to form a Transitional Bilingual Education program for our Chinese population. In 2009, 21 Chinese parents of new Kindergarten admits chose TBE requiring only one Chinese Bilingual class to open. However in 2010, three Chinese Bilingual Kindergarten classes were required to open due to an increase of Chinese parents selecting TBE across both the Kindergarten and First grade levels, which was a total of 64 students. In 2011, 39 parents of new Kindergarten admits chose TBE requiring those three Chinese Bilingual classes to remain open at the Kindergarten and First Grade levels. In the year of 2012, two Chinese Bilingual classes were required to open due to parents selecting TBE across both the Kindergarten and First grades. In 2013, we opened one Chinese Bilingual Kindergarten class due to limited number of Chinese parents selecting TBE. This class is taught by certified Chinese Bilingual teacher.

Over this time period, 2009-2012, the NYSESLAT administration identified students who were proficient in English. Those students were placed into general education classes. Students who did not meet the proficiency level as measured by the NYSESLAT were placed into a free standing ESL program as selected by their parent during the parent orientation session.

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

Part V: ELL Programming

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, ESL instruction is delivered through both the Push-In and Pull-Out organizational models grouped homogeneously for advanced students in grades 1-4. There are seven self-contained ESL classes offered at grades K-5. Our students with disabilities participate in our ESL self contained classes on the appropriate grade level. Students' native language materials are used in the instructional program throughout the day, through Smart Board presentations of pictorial images and language, as well as songs, chants, rhymes and fingerplays to foster cultural experiences. In classroom libraries students are able to select books in their native language. Glossaries, photos, dictionaries and iPads are used to support student language proficiency.

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)?

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

3. 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.

Since PS 176 is a participating member of the Teacher's College Reading and Writing Project, the components of TCRWP are put into practice each day and support our ELL/Bilingual children as they become independent readers and writers. As a partner with TCRWP, our school has on-site staff developers. We've invited both the TC staff developers, Marjorie Martinelli (Grades K-2) and Colleen Cruz (Grades 3-5) to work directly with our ESL staff to help align the ESL methodologies and strategies with Teachers College which enriches our literacy program, creating an increase in student achievement for our ELLs throughout the school year. Within a comprehensive literacy block in the Bilingual classes, time is devoted to Native language Arts (NLA) instruction and to the development of both English language proficiency and literacy skills. In content area instruction, English is used increasingly as the student's proficiency grows, using ESL methodology and scaffolding strategies to aid comprehension. Students participate in English-taught enrichment classes such as Art, Music, Science, Math, Library, Social Studies/Language Arts, and Physical Education.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Student engagement activities are key to assessing the language proficiency and comprehension for ELL's. Turn and talk, a simple process used effectively, will provide insight into a child's understanding of a teaching point as well as their listening and speaking ability through a discussion with their classmate. In a turn and talk activity, partners would speak in their Native Language and then share their point of view in English. This work usually occurs in small group (4 students).

Student book chat blogs also provide another resource for the teacher to measure a student's proficiency measured by a checklist and rubric. Here, in this engagement activity, a student is reading in their native language and transferring their ideas into English to express their point of view.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? In order to determine proficiency levels (B, I, A) as well as maximize ELL services and instruction to meet the needs of ELLs, administrators and teachers look at the NYSESLAT annually. We gain access to their scores through reports found in ATS. For example, the NYSESLAT combined Modality Report (RMNR) provides you with scores reflecting each student performance for the last three years combining , listening with speaking and reading with writing. The Roster Exam Report (RMSR) not only gives you a combined modality score but it also provides a breakdown of each individual modality for the most recent exam. Lastly, the RLAT report are used to access the latest LAB-R and last three years of NYSESLAT data. This report can be manipulated to create lists, charts and graphs.

Throughout the school year, teachers monitor the ongoing progress of ELLs in all four modalities of English language acquisition based on the following:

- TC Reading Assessment (September, November, January, March, June)
- On demand writing (units of study)
- Running Records (monthly)
- Performance -based assessments (oral reports, presentations, demonstration, writing samples, and portfolios) using research based rubrics and observation checklists

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).

6a. Services for Students with Interrupted Formal Education (SIFE)

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

6b. Plan for Newcomers

We have a TBE for Kindergarten Chinese Bilingual students who are new arrivals. The emphasis for this program is on TPR ELL strategies. Students learn in their native language and English. The TRP focus is an essential part of the program as the children participate in a wide variety of physical experiences enriching their learning environment through music, dance, and creative play as well as the daily instructional program.

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

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

At P.S. 176K, there are several ELLs in Grades 3, 4, and 5 who require an extension of services after three years in the

program, due either to their special needs status or their inability to reach a passing score on the writing component of the NYSESLAT. Students whose weakness is in reading and or writing are offered the following support services:

Morning Tutorial Program - targeted instruction with flexible groupings

Accelerated Reader - Online comprehensive reading program with assessment, instructional reading, and independent practice aligning to CCSS goals

MyOn Reading - Online literacy program with digital books based on students' interests and reading level. It also measures comprehension and track students' progress through their growth chart.

Riverdeep - Online reading program that provides interactive activities and standards-based assessment

6e. Plan for Former ELLs (in years 1 and 2 after testing proficient)

ELL students who reach Proficiency level on the NYSESLAT are placed the following year in a monolingual class. To support their transition to an all-English learning environment and to help them prepare for standardized tests in ELA and the content areas, they are placed for at least two years in Title 1 Reading program, Morning Tutorial Program and Explorers Club After School Program. They will have for testing accommodations to take State exams for 2 years.

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?

Instructional Strategies:

- teach key words that ELLs need to know to comprehend texts
- building background knowledge prior to reading the texts
- differentiate instruction based on their proficiency of English language development
- provide guided questioning and model dividing the text into sections
- embedding language objectives in content instruction to support the linguistic development of ELLs
- use graphic organizers to provide visual illustrations of key terms, vocabulary, ideas, and relationship among them
- encourage peer interaction with the content of the text in order to increase comprehension
- giving students adequate "wait time" to process information before demanding a response
- introduce and reinforce academic language in oral and written language forms
- show educational video clips related to the content areas

Grade-level Materials:

- Classroom library that contains bilingual and native language leveled books
- A large selection of books with different genres and topics based on students' interests that match their reading levels with appropriate language structures and vocabulary
- Content area textbooks (Foss Science, Math Terc, Social Studies)
- Recipe for Reading
- Words Their Way for English Language Learners
- The New Oxford Picture Dictionaries in different translations
- Teachers College Reading and Writing Units of Study
- Rigby-Steck Vaughn's On Our Way to English
- Santillana Spotlight on English
- Getting Ready for NYSESLAT and Beyond by Attanasio and Associates
- Orton Gillingham Program

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?

We increase the amount of time our ELLs with disabilities are mainstreamed into general ed. classes with flexible scheduling and groupings to expose them to academic enrichment and social growth.

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

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

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

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

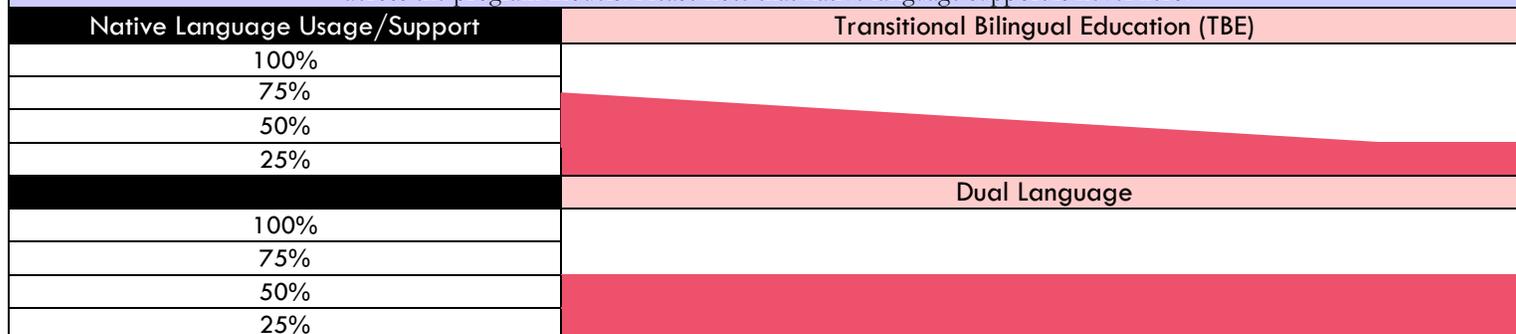
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



	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.

Targeted Intervention programs for ELLs:

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

ELA:

Morning Tutorial: extended day program for those students who have been designated at-risk (ELLs, special need ELLs, SIFE and Long Term ELLs). The focus is on a new literacy initiative each month with different skill objectives each day to be insudes into teacher lesson plans by extending ti through shared, guided and independent reading session in Readers Workshop. Also providing an opporunity to pre-teach vocabulary with more support which will bei introduced to the whole class and supported for struggling student in small group work.

Saturday School Program: offered in the month of March this program provides test prep for students, preparing students for NYS assessments. The program meeds for four hours for five Saturdays. Intensive instruction for ELLs, Special Need ELLs, SIFE and long term ELLs.

New Beginnings (Title III) offered from November through March whole and small group instruction for ELLs, Special Need ELLs, SIFE, Long term ELL, two days per week for two hours per day with a focus on literacy through Readers Workshop and Writers Workshop

SETSS small group instruction for at-risk learners during the school day which may include special needs ELLs

Accelerated Reader, MyOnReading, iReady online, Mathletics are programs provided to ELLs, Special Need Ells, SIFE, and Long Term ELLs who are given a rich diverse language experience that faciliates the transition from spoken to written language by promoting phonemic and phonological awareness skills while building and strenthening auditory processing skills through technology linked programs

TBE Chinese Bilingual Kindergarten Program focuses on small group instruction, one to one conferring conferences, student engagement activities, TPR and ELL strategies to provide multiple pathways for creative play and experiences, Smart Board technology for photos, chants, fingerplays, poetry to develop oral language opportunities.

Mathematics:

- Mathletics, small group for ELLs to build math skills tailored to individual needs through international math competition online game format.
- Envision Math, small group and one-to-one instruction for ELLs/ Special Needs ELLs/SIFE/Long Term ELLs. It helps students to develop problem solving skills and strategies in differentiated levels.
- Remedial Math instruction provided by the Math coach for ELLs/Special Needs ELLs/SIFE and Long Term ELLs. This instruction is delivered through the workshop model with an emphasis on hands-on applications and strategy development in mathematical concepts.
- Pearsononline helps with the differentiation of math instruction.
- New Beginnings, After School Program (Title III) whole and small group instruction for ELLs/Special Needs ELLs/SIFE/Long Term ELLs. In Math, this instruction is delivered through the workshop model with an emphasis on hands on applications and strategy development in mathematical concepts.
- SETSS, small group instruction for at-risk learners and Special Needs ELLs during the school day.
- Morning Tutorial, extended day instruction for those students who have been designated at-risk (ELLs/Special Need ELLs/SIFE/

and Long Term ELLs) working towards an increase in scale score on all standardized achievement tests.

Science:

- Brain Pop, small group and one-to-one instruction for ELLs/Special Needs ELLs/SIFE/Long Term ELLs. It helps students to comprehend science concepts by engaging them through animated games.
- SETSS, small group instruction for at-risk learners (Special Needs ELLs) the use of non-fiction literacy materials deepens students' understanding of science themes during the day.
- Related Services, one-to-one or individualized according to IEP mandates additional help in specialized areas for at-risk ELLs, Special Needs ELLs, SIFE and Long Term ELLs.

Social Studies:

- SETSS, small group instruction for Special Needs ELLs, standards are met through the use of nonfiction literacy materials.
- Related Services, one-to-one or individualized according to IEP mandates additional help in specialized areas for at-risk (Special Needs ELLs)
- Explorers After School Program, small group instruction open to ELLs, standards are met through an integrative literacy approach using nonfiction texts.
- New Beginnings After School Program, whole group, small group and one-to-one instruction for English Language Learners, standards are met through an integrated literacy approach using nonfiction texts.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

In the ESL program, our ELLs are able to learn all subject areas where they receive instruction from teacher being the expert in language acquisition and pedagogy throughout the day. Based on the ongoing assessments, the teacher has the best knowledge of their students progress across language development and content areas to inform their instruction. In the Transitional Bilingual program, our ELLs are able to learn English language with the support of their native language in all academic areas so that they can continue to perform grade-level work and transition into mainstream classrooms.

11. What new programs or improvements will be considered for the upcoming school year?

The self-contained model for all ELLs across the grades has been considered for the upcoming school year. ELLs will be taught by the ESL teachers who have strategies for teaching culturally and linguistically diverse learners.

Explorers Club after school program provides students with real world applications in science, math and technology. STEM partnerships drive the program as children are able to work with engineers, contractors, scientists, graduate students as they research their topic in the after school program collaborative team approach.

We also offer a wide menu of online programs for students to use, such as Mathletics, i-Ready, myOnReading to support emergent readers in language acquisition.

12. What programs/services for ELLs will be discontinued and why?

We do not have any programs being discontinued.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ELL students are able to participate in all school programs. The parents are provided translated letters to ensure that they understand and are aware of all the school programs made available to their children. On our school website all information posted can be translated into 64 languages for parents to use. In addition, School Messenger, sends out weekly information, in native languages, to all parents inviting them to participate in our school celebrations and events.

The following are after school and supplemental services offered to ELLs in our school:

- New Beginnings (ELL after school program)
- Explorers after school program
- After-school programs and free family counseling offered by the Neighborhood Improvement Association (NIA), a community-based organization (CBO)

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

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

(a) Newcomers to the country (less than 2 years)

(b) SIFE students who have had interruption of services

(c) Enrichment for students who would benefit from additional ESL support.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Materials Used for Instruction in both the ESL and Transitional Bilingual Programs

Materials used by our staff consist of Teachers College Reading and Writing Project program structure. This is a comprehensive program that focuses on strategies used to strengthen analytical thinking and reading skills. Many components are considerate of English language learners' needs that include units of study with guided reading leveled book instruction tailored to students' language and literacy needs. Words Their Way, Recipe for Reading, Bebop books, Performance Assessments, Learning Progressions, Assessment-Based Instruction, Student Checklists, Rubrics, Leveled Writing Exemplars, Poetry, Teaching Charts, Running Records papers, TC paper choices and CCSS Correlation Charts. In addition, our Bilingual teacher has Big Books, dictionaries and flash cards in Chinese to support their native language.

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

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

In addition, each classroom has an extensive classroom library that contains bilingual and native language books leveled for appropriate and appealing book choices for ELLs'. Teachers use ESL strategies such as extensive use of visuals, repetition to promote oral language development, and content area ESL instruction related to mathematics, social studies and science. All classrooms in grades K-5, as well as the ESL teachers have access to online resources such as Accelerated Reader, Riverdeep, MyOn Reading and Mathletics to assist ELLs in Literacy and Math. We also use Quizdom integrated with our Smartboards. Quizdom has a student response component, "clickers" student teams compete in word challenges or vocabulary contests.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native Language Support

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

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

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

While some instructional resources can be adapted for use by older students, many are less likely to be engaging or appealing to ELLs in the upper grades. As a result, they may feel embarrassed and quickly get bored. To avoid this, we make sure to engage

the upper grade ELLs with services and materials that correspond to their ages and grade levels requiring the use of higher order thinking skills. We also provide age and grade appropriate services and materials to our lower grade ELLs.

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.

We believe that a good way to help newly enrolled ELLs feel welcome and prepared for success in school is to give them a school tour and present them with a "Welcome Kit". This packet is comprised of pertinent school information such as the school's policies, school website, calendar, supplies, bussing and lunch information. Throughout the school year, we offer several activities for our new ELLs on the following:

- Morning Tutorial Program
- Workshop Model in Literacy & Math with flexible grouping (small group and one to one conferencing)
- After School Programs
- New Beginnings for ELLs (2x per week for 90 mins each from 3-5pm, Oct-Mar.)
- Online computer instruction (Accelerated Reader, MyOn Reading, Riverdeep, Mathletics)

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. 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)?

Not applicable.

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.

1. Professional Development and Support for School Staff

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

2. Professional Development in CCLS for ESL & Bilingual Teachers

To support ELLs as they engage in the Common Core Learning Standards, our school will:

- conduct professional development on the overview of CCLS and the high expectations for the teachers
- view and discuss the video clips (ARIS, Teaching Channel, ASCD, EngageNY) on how other teachers develop differentiated strategies to implement the CCLS in their classrooms
- actively involve and engage teachers to work collaboratively in the planning of CCLS aligned to the Units of Study
- provide opportunities for teachers to visit the class lab sites that support best practices
- purchase tickets for the ESL staff to attend ESL institute at Teachers College Reading and Writing Project Calendar Days

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

4. In addition 7.5 hours for General Education teachers and 10 hours for Special Education teachers of professional development opportunities will be offered to all teachers.

October 2013	A Deeper Understanding on the Danielson's Framework for Teaching
November 2013	Implementing a Response to Intervention (RtI) Model to support ELLs' Academic Achievement
November 2013	Informational Texts: New York Historical Society workshop
December 2013	Toolkit for Writing Strategies
January 2014	Toolkit for Reading Strategies
January 2014	Common Core Success for ELLs
February 2014	Reading and Writing Nonfiction for ELLs
March 2014	Unpacking NYSESLAT
June 2014	Effective Strategies in Literacy Instruction for English Language Learners

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?

1. Parental Involvement

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

Parents are invited to participate in the NYSESLAT training so that they can prepare their child for the test. They are also being invited to their child's classroom for student author celebrations to observe Teachers College Readers and Writers Workshops. We also offer monthly parent book clubs to assist parents in learning the reading strategy development for their child by using Kindles and iPads. The parent coordinator conducts workshop on how to navigate the ARIS Parent Link for the parents as well.

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

2. NIA (Neighborhood Improvement Association) a community based organization is offered after school for parents of beginner and intermediate proficiency leveled children. All letters to parents are distributed in English, Chinese, Arabic, Urdu and Spanish, the predominant languages of our area. Sample letters are available in these languages. In addition, opportunities for families to learn and appreciate the fine arts, ballroom dancing, ballet and tap will be offered. The organization also offers free family counseling as well as after school programs. Citizenship classes for new families will be offered as well as other workshops sponsored by the 13th Avenue Trade Association. Through the Saturday Academy, we will be contacting vendors such as the New York Aquarium, the Bronx Zoo, Liberty Science Center and the Metropolitan Museum of Art to provide families with workshops integrating mathematics and the arts and sciences. As a culmination, visits to these cultural institutions will be offered to these families. The PS 176 PTA (Parent Teacher Association) work collaboratively with a local bookstore to sponsor The Author Series. These presentations provide different authors with a forum in which they can discuss their books. This is held a couple of times a year, for approximately 2 hours a session. Our staff conducts workshop on CCLS for Series 1(Overview) and Series 2 (Specific grades)

3. To get to know the community, information is gathered about the parents and families of ELLs before the parent orientation offered at the school, using translated questionnaires. One questionnaire called the Home Language Survey (HLIS) was designed to gather basic information such as where the family was originally from, the language spoken in the home, if the child has any preschooling and how long they have lived in the United States. The other questionnaire was designed to determine what the parents know about school systems in the United States. It measures the extent of their knowledge on topics such as No Child Left Behind (NCLB) and Common Core State Standards (CCSS). The parent coordinator keeps logs of what events the parents were invited in.

4. Parents are also given the opportunity to express what academic expectations they have for their children since the responses to the questionnaires dictate what topics will be addressed at the parent orientation. The topics may consist of parenting skills, family literacy, progress reports, grade-level curriculum and assessments expectations. We may discuss parent rights and responsibilities under NCLB, CCSS, CR Part 154, as well as services available in the community.

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.

In the 2012-2013 school year, we had a Chinese Bilingual Kindergarten class. Many of the Kindergarten students passed the NYSELSAT assessment in spring. Students were placed into an ESL First Grade program as parents opted-out of the bilingual program model for the 2013-2014 school year.

In addition to our pull-out model for ELLs, we've also conducted the push-in model for 4 periods per week (180 mins) in Grade 1 during the Reading Workshop. The ESL teacher works collaboratively with the general ed. teacher in lesson planning on both content area and language needs of our ELLs using ESL strategies and TPR protocols to enrich the learning experience

School Name: The Ovington

School DBN: 20K176

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Elizabeth Culkin	Principal		10/22/13
Kristin Hurley	Assistant Principal		10/22/13
Maria Friscia	Parent Coordinator		10/22/13
Pam Procovas	ESL Teacher		10/22/13
Genevieve Mammana	Parent		10/22/13
Stephanie La Porta/Gen. Ed.	Teacher/Subject Area		10/22/13
Brenda Tang/Bilingual	Teacher/Subject Area		10/22/13
Florence Yan	Coach		10/22/13
Antonella Capace	Coach		10/22/13
Marianne Lucchesi	Guidance Counselor		10/22/13
N/A	Network Leader		
Gina Ruscitti	Other <u>Teacher</u>		10/22/13
Marilyn Murphy	Other <u>Teacher</u>		10/22/13
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 20K176 School Name: The Ovington School

Cluster: 6 Network: CSN 602

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

PS 176 works hard to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Parents are provided with a copy of the Bill of Parent Rights and Responsibilities their rights regarding translation and interpretation services. Translated signs are posted in the main lobby and throughout the school building in languages parents can understand.