

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

**School Name:** THE CAMBRIA HEIGHTS SCHOOL

**DBN (i.e. 01M001):** 29Q176

**Principal:** ARLENE BARTLETT

**Principal Email:** [ABARTLE@SCHOOLS.NYC.GOV](mailto:ABARTLE@SCHOOLS.NYC.GOV)

**Superintendent:** LENON MURRAY

**Network Leader:** DANIEL PURUS

## 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
Arlene Bartlett	*Principal or Designee	
Toni Coleman	*UFT Chapter Leader or Designee	
Erica Layne	*PA/PTA President or Designated Co-President	
Sandra Cox	DC 37 Representative, if applicable	
N/A	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
N/A	CBO Representative, if applicable	
Andrea Jones	Member/ Parent	
Christine Bond	Member/ Parent	
Andrew Grant	Member/ Parent	
Pat Harris	Member/ Parent	
Rochelle Robertson	Member/ Staff	
Tracey Alexander	Member/ Staff	

\*\*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	
<b>x</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>x</b>	▪ 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)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

## 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 100% of teachers will obtain an overall rating of effective or highly effective in Danielson Component 3c Engaging Students in Learning

### **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.

- 1) During the 2013-2014 school year, the administrative team worked alongside Network Talent Coaches to informally observe teachers and prepare a feedback protocol using Danielson components 3b, 3c, and 1e. From the 25 informal teacher observations conducted 20 of the teachers received actionable feedback in the area of Engaging Students in Learning.
- 2) On the Elementary School Quality Snapshot, we received a "Fair" rating for our lowest performing students for Mathematics based on student performance on the New York State Mathematics Assessment. In addition we received a "Poor" rating in the area of Closing the Achievement Gap for our lowest performing student in Mathematics based on student performance on the New York State Mathematics Assessment.
- 3) The Danielson Framework for Teaching indicates the following: "Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are intellectually active in learning important and challenging content. Engaged students are developing their understanding through what they do". The members of the School Leadership Team and the Professional Development Team concluded that engaged students are not merely busy or compliant but are actively learning.

### **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. Teachers will attend one full day of professional development with the District 29 Talent Coach.
2. All teachers will receive actionable feedback at least six times this year from the administrative team on how to best move their practice towards effective or highly effective in this component.
3. Teachers receiving a highly effective rating in this component will model the strategy for teachers receiving ineffective, developing and/or effective.
4. Teachers rated ineffective; developing or effective will participate in Network curriculum workshops.
5. Professional Development workshops will be held on 6 Mondays between September 2014 and May 2015 (per the agreement between the NYC Department of Education and the United Federation of Teachers.
6. Saturday workshops will be offered to teachers on how to best move their practice towards effective/ highly effective.

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

1. Principal; Assistant Principal; Mentor Teachers; K-5 Classroom Teachers; District Talent Coach; Network Curriculum Liaisons; Professional Development Team members;

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

1. The informal observations conducted throughout the year in conjunction with the summative evaluation.
2. Feedback from Mentor teachers hosting inter-visitations.
3. Feedback from teachers participating in inter-visitations.
4. Professional Development Feedback forms from teachers attending Saturday Workshops.
5. Debriefing notes from the District Talent Coach.
6. Professional Development Team survey responses.

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

1. September 2014- May 2015 teacher attendance at Network curriculum sessions.
2. September 2014- October 2014 Initial planning conferences with teachers to discuss professional goals; Professional Development Danielson Domains 1-4
3. October 2014- December 2014 Complete informal cycle #1 with actionable feedback;; Professional Development Danielson Domains 1-4.
4. November 2014 Full Day workshop with the District Talent Coach.
5. December 2014- May 2015 Complete informal cycle # 2, #3, #4, #5 and #6 with actionable feedback.
6. February 2015- March 2015 Complete formals for Option 1 teachers with actionable feedback
7. June 2015 Summative evaluations and review of professional goals in 3c.

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

1. In order to meet our goal teachers will attend one full day of professional development with the Talent Coach for District 29.

2. Per Diem funds will be allocated to hire substitute teachers to enable classroom teachers to observe the Mentor teachers.
3. The principal and assistant principals will formally and informally observe teachers and provide timely actionable feedback.
4. Per Diem funds will be allocated to hire substitute teachers to enable classroom teacher to attend Network workshops.
5. 6 Professional Development Mondays will be dedicated to Danielson Component 3c. Workshops will be held from (2:40pm-4:00pm).
6. Per Session funds will be allocated for Saturday Workshops dedicated to Danielson Component 3c.

***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).

- Training for parents on strategies to use at home to help with mathematics literacy.
- Monthly PTA meetings with emphasis on student engagement.
- Monthly SLT meetings with emphasis on resources to support mathematics literacy and student engagement.
- P.S. 176 Website with online resources for parents.
- P.S. 176 Facebook page with online resources and parent engagement opportunities.

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

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## 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 50% of Students With Disabilities in grades 3, 4 and 5 will increase their proficiency by at least one performance level as measured by the New York State Mathematics Assessment.

### **Comprehensive Needs Assessment**

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

- According to the Elementary School Quality Snapshot the school results for our Lowest Performing Students was rated “Fair” under the heading Improvement of the State Math Test.
- Under the Closing the Achievement Gap in Mathematics our performance was rated “Poor” for our Lowest Performing Students.
- 91% of our Students with Disabilities scored Below or Far Below the standards on the Spring 2014 New York State Mathematics Assessment.

### **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 12:1 Self Contained 4/5 bridge class and the 3<sup>rd</sup> and 4<sup>th</sup> Grade ICT classes will use the Go Math Remediation program every day during the Mathematics Block.
2. The 12:1 Self Contained 4/5 bridge class and the 3<sup>rd</sup> and 4<sup>th</sup> Grade ICT classes will use the New York City CCLS Pearson Math Practice program.
3. The 12:1 Self Contained 4/5 bridge class and the 3<sup>rd</sup> and 4<sup>th</sup> Grade ICT classes will be assessed using the Advance MOSL baseline and benchmark assessments in mathematics.
4. The 12:1 Self Contained 4/5 bridge class and the 3<sup>rd</sup> and 4<sup>th</sup> Grade ICT will be assess using the NYC baseline and benchmark Performance assessments in mathematics.
5. The Special Education teachers will receive professional development on strategies to use with our SWD from Network Special Education Liaison.

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

1. Principal; Assistant Principal; Mentor Teachers; Student Achievement Facilitator; Network Special Education Support Personnel;
2. Go Math Remediation Program and Manipulative Grab and Go
3. Baseline and Benchmark Assessments
4. NYC Pearson CCLS Math Practice program.

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

1. Comparison of results on the MOSL baseline assessment and the MOSL benchmark assessment.
2. Comparison of results on the NYC baseline Performance assessment and the benchmark assessment.
3. Comparison of results on the Pearson baseline Performance assessment and the benchmark assessment.
4. Go Math Unit Exam results.
5. Teacher feedback from professional development with the Network Special Education Liaison.
6. The New York State CCLS aligned Mathematics Assessment

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

1. September 2014- March 2015 administer the MOSL baseline assessment in Mathematics and the benchmark assessment
2. November 2014 – April 2015 administer the NYC baseline Performance assessment in Mathematics and benchmark assessment.
3. September 2014- April 2015 Go Math remediation program implementation
4. September 2014- April 2015 implementation of the Pearson NYC CCLS Math series
5. October 2014- March 2015 professional development provided by Network Special Education Liaison

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

1. The special education teacher will participate in the Network Special Education Liaison Meetings to utilize best practices in the classroom and demonstrate new techniques and strategies.
2. The special education teacher will participate in professional development in the implementation of the Go Math Remediation Program and the Pearson Mathematics Practice Program.
3. Per Diem funds will be allocated to hire substitute teacher to allow classroom teachers to attend professional development workshops.
4. Per Session funds will be allocated to pay teachers to grade the baseline and benchmark assessments and evaluate the data.

**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).

- Training for parents on mathematics literacy.
- Monthly PTA meetings with emphasis on improving Mathematics progress
- Monthly SLT meetings with emphasis on resources to support mathematics progress
- Parent Teacher Conferences to discuss mathematics progress
- P.S. 176Q Website with online resources for parents.
- March Math Madness family engagement event
- Open House for parents to view the mathematics program.
- Parent Coordinator Outreach – Parents workshops to support parents in helping their children at home with mathematics.
- Parents and students will complete a Parent/ Student View developed by the Schools Attuned Program to identify strengths, weaknesses and interest. The information gleaned from the survey will be used when writing an IEP.

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

### **Goal and Action Plan #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 85% of students in grades 3-5 will improve their ability to write opinions or argumentative essays based on analysis of information texts as measured by an increase of at least one level on MOSL created rubrics.

#### **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 a careful review of the Citywide Instructional Expectations, CCLS and the Baseline MOSL ELA tasks, teachers and supervisors determined that there was a need to provide more direct instruction to students in grades 3-5 in writing appropriate responses to informational texts using text based evidence. A review of the grades' curriculum maps revealed that the writing needed to be amended to include more opinion and argumentative writing in grades 3-5.
- Teachers, Student Achievement Facilitator, and the School Leadership Team reviewed students' writing progress as of November 7, 2014. Students were assessed using a MOSL created rubric. It was noted that approximately 56% of students were below grade level.

#### **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. A school-wide comprehensive writing continuum will be implemented by teachers in grades 3-5. On grade and across grade planning opportunities will ensure rigor and continuous scaffolding and student learning.
2. A school-wide study of the CCLS will be continued. On grade and across grade planning opportunities will ensure rigor and continuous scaffolding and student learning.
3. Classroom teachers will assign student reading response assignments in each of the three CCLS writing genres- Informational Texts; Opinions/Literacy Texts and Narrative/Biography Tests.
4. Full day professional development will be used to study the CCLS and to share the DOE's mandates with staff.
5. Measures of Teacher Practice will be incorporated into the professional development plan in meeting school-wide goals and will emphasize CCLS and Danielson components.

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

1. Administrators; Teachers; Network Support; District Talent Coach
2. Per session allocation will be budgeted for professional development activities.
3. Per Diem allocation will be budgeted for substitute teachers to cover classes to ensure classroom teachers participate in full day professional development.
4. OPTS funds will be budgeted for purchasing classroom resources.

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

1. Interval of Periodic Review: Ongoing classroom charts that display inquires around nonfiction writing skills
2. Teaches developing expertise in teaching argumentative/ opinion writing reflected in lesson plans and in whole class instruction.
3. Baseline MOSL assessment and Benchmark MOSL assessment.
4. MOSL created rubrics

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

1. November 2014- March 2015 Baseline and Benchmark administration of MOSL assessments in ELA
2. October 2014- May 2015 Monthly on demand writing using a teacher made rubric
3. October 2014- May 2015 full day workshops for classroom teachers
4. October 2014- May 2015 informal and formal observations of teachers during the writing block

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

1. On grade and across grade planning opportunities to ensure rigor and continuous scaffolding and student learning.
2. A school wide study of the CCLS and planning opportunities to ensure rigor.
3. On Demand writing on a monthly basis using teacher made rubrics to analyze performance and progress.

#### **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).

- Monthly PTA Meetings with emphasis on writing success
- Monthly SLT meetings with emphasis on writing success
- Parent Workshops on ELA requirements and at-home resources for writing
- Parent Teacher Conferences to discuss ELA progress in non-fiction writing

***Budget and Resource Alignment***

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

<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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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 #4

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

### **Annual Goal #4**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

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

1.

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

1.

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

1.

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

1.

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

1.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

### **Budget and Resource Alignment**

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

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

## Goal and Action Plan #5

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

### **Annual Goal #5**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

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

1.

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

1.

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

1.

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

1.

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

1.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

### **Budget and Resource Alignment**

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

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

## 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.)
<b>ELA</b>	<ol style="list-style-type: none"> <li>1. At Risk SETSS: Remedial Instruction in Reading and Writing</li> <li>2. Response to Intervention: Saturday Success Academy for students in grades 2-5 performing at levels 1 and 2</li> <li>3. Response to Intervention: Imagine Learn Morning Program for SWD</li> <li>4. Response to Intervention :Wilson Foundations Program for students in Kindergarten- Grade 2</li> </ol>	<ol style="list-style-type: none"> <li>1. Small Group Instruction</li> <li>2. Small Group Instruction</li> <li>3. Small Group Instruction</li> <li>4. Small Group Instruction</li> </ol>	<ol style="list-style-type: none"> <li>1. 1 Period during the school day with the SETSS instructor.</li> <li>2. 9:00- 11:00 Saturdays for 10 Weeks</li> <li>3. 3 days a week before the start of the school day 7:40- 8:30</li> <li>4. 1 Period during the school day</li> </ol>
<b>Mathematics</b>	<ol style="list-style-type: none"> <li>1. At Risk SETSS: Remedial instruction in computation and problem solving</li> <li>2. Response to Intervention: Saturday Success Academy for students in grades 2-5 performing at levels 1 and 2</li> <li>3. Response to Intervention: Great Leaps Math Program</li> </ol>	<ol style="list-style-type: none"> <li>1. Small Group Instruction</li> <li>2. Small Group Instruction</li> <li>3. Small Group Instruction</li> </ol>	<ol style="list-style-type: none"> <li>1. 1 Period during the school day with the SETSS instructor.</li> <li>2. 9:00- 11:00 Saturdays for 10 Weeks</li> <li>3. 1 Period during the school day with the SETSS instructor</li> </ol>
<b>Science</b>	<ol style="list-style-type: none"> <li>1. Response to Intervention during ICT services</li> <li>2. RTI during 12:1 Services</li> </ol>	<ol style="list-style-type: none"> <li>1. Small Group Instruction</li> <li>2. Small Group Instruction</li> </ol>	<ol style="list-style-type: none"> <li>1. 1 period during the school day</li> <li>2. 1 period during the school day</li> </ol>
<b>Social Studies</b>	<ol style="list-style-type: none"> <li>1. Response to Intervention during ICT services</li> <li>2. RTI during 12:1 Services</li> </ol>	<ol style="list-style-type: none"> <li>1. Small Group Instruction</li> <li>2. Small Group Instruction</li> </ol>	<ol style="list-style-type: none"> <li>1. 1 period during the school day</li> <li>2. 1 period during the school day</li> </ol>
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<ol style="list-style-type: none"> <li>1. Guidance Counselor: Positive Social Skills</li> <li>2. Youth Development Liaison: Respect for All; SAVE; Boys Rites of Passage Program and Daughters of Dignity Program</li> </ol>	<ol style="list-style-type: none"> <li>1. Small Group Instruction</li> <li>2. Whole Class and Small Group Instruction</li> </ol>	<ol style="list-style-type: none"> <li>1. 1 period a week during the school day</li> <li>2. 1 period a week during the school day</li> </ol>

**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.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.

Prior to hiring a candidate their credentials are verified by the Network Human Resources Director to ensure that the candidate holds a valid NYS certification in the license area. The BEDS survey is reviewed by the Principal and the HR Director who works with our school to ensure that every teacher's assignment aligns with their license area to ensure that all teachers are Highly Qualified.

Strategies and activities used to recruit, retain and support highly qualified teachers are indicated below:

- Frequent communication with our Network HR Director when vacancies occur.
- Central Office of Talent and Recruitment partners with colleges and the Network HR Director partner with Central for assistance and guidance for candidate referrals.
- Participating in Central Hiring Fairs where pre-screened HQT candidates are interviewed and recruited.
- Establishing a partnership with a local college or university to support the grooming of student teachers in our search of HQT candidates.
- Interviewing HQT candidates from the Open Market Hiring System and the Absent Teacher Reserve Pool.
- Establishing a rigorous interview protocol that includes intensive criteria for the selection of new staff.
- Teachers are encouraged to participate in Lunch and Learns; after school Professional Development and off site workshops.
- Teachers are provided with curriculum maps, instructional resources and professional learning opportunities to ensure that teachers improve teaching practice as per ADVANCE and Danielson and are highly qualified.
- Teachers complete a needs assessment which informs the professional opportunities that are offered.
- Teacher assignments are designed to match teacher talent with school needs.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Our school developed a comprehensive professional development plan that addressed CCLS, Danielson, our Instructional Focus and school wide goals. Professional opportunities are also differentiated based on the needs of groups of teachers and individual teachers.

- Teachers will participate in professional development opportunities conducted by the Network team, Talent Coach, content coaches; instruction lead teachers and Assistant Principals in the content areas of ELA, Math, Science and Social Studies and how Danielson can support teaching practices in the content area.
- The Principal, Assistant Principals and Instruction Lead Teachers will attend workshops provided by the Network relating to CCLS and Danielson. They will turnkey the information and deliver workshops to teachers and paraprofessionals in the use of DOK, Essential Questions, ongoing assessment practices to increase academic rigor in literacy, math, science, social studies aligned to the CCLS.
- Implementation of the core curriculum, ReadyGen and Expeditionary Learning for the ELS and GoMath for Math will be supported through high quality professional development for teachers and paraprofessionals delivered by the Principal, Assistant Principals, Instructional Leads and Network Team liaisons
- Teacher teams will be trained in how to use data effectively to develop flexible grouping, track student performance trends and elevate programs and strategies in order to monitor and revise their practices

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***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.).

As a Title I School Wide Program (SWP) school, we qualify for Conceptual Consolidation. We use funding flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of supplementing the entire educational program to help all students reach proficient and advanced levels of achievement. In addition to coordinating services, we maximize fiscal resources by combining federal, state and local funds such as Tax Levy, Title I, Title III, Set Aside, NYSTL, STH and other available resources to implement activities and strategies to reach school wide goals for improvement. Our school continuously monitors programs, actions and strategies to ensure that they meet the intent and purpose of the federal and state program guidelines included in the consolidation so that the needs of our eligible students are met. For example:

- Professional development conducted by instructional lead teachers in the areas of Literacy, Math, Science , Social Studies, Questioning, Student Discussion, Accountable Talk, Classroom Management, UDL and DOK
- Teacher teams engaging in collaborative inquiry by tracking data trends and looking at student work to improve teaching practices in reading, writing and mathematics.
- Textbook and instructional materials purchased for ELA, Math and RTI
- Saturday programs in Math and Literacy.
- Use of the instructional leads to provide group and individual professional development for targeted teachers. Through careful planning and implementation of our instructional programs and with guidance and support from our Network Leader and team including Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/ activities to achieve school wide improvement.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

As a neighborhood school we will enroll students from zoned neighborhoods. Our Pre-K to K Transition Team, including the Principal, Assistant Principal, School Counselor, Special Education Coordinator, Parent Coordinator and PTA executive board members will work collaboratively to assist preschool children and parents to transition to the elementary school program. The team will meet monthly to track student data trends and evaluate overall readiness. Eligible students will be provided with early intervention services to address academic and social/emotional needs. During the year, the Pre- Kindergarten teacher teams and Kindergarten teacher teams will evaluate curriculum for vertical and horizontal alignment through the lens of the CCLS to ensure a seamless transition from PREK to Kindergarten.

To ensure seamless transitions, the expectation is that our PREK and Kindergarten teachers will engage in Lunch and Learns regarding CCLS for Early Childhood grades. Our school embraces Parents- As- Partners model through professional development opportunities and parent engagement activities that increase parent involvement, build parent effectiveness, deepen their understanding of CCLS while elevating high expectations for student learning.

The PREK to K Transition Team acts as the steering committee for this initiative by meeting on a regular basis throughout the school year to monitor the process and suggest revision to actions and strategies in order to ensure a smooth transition from the PREK program to the Kindergarten elementary school program.

**Measures to Include Teachers in Decisions Regarding Assessments**

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

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

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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.

**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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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. (Refer to Galaxy for FY '15 school allocation amounts.)	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 # 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	\$286,380.27	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	\$127,269.00	X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$3,100,085.00	X	See action plan

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of 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.

<sup>2</sup>The **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.

**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 <b>29</b>	Borough <b>Queens</b>	School Number <b>176</b>
School Name <b>The Cambria Heights School</b>		

**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 <b>Arlene Bartlett</b>	Assistant Principal <b>Marcelle Hughley</b>
Coach	Coach
ESL Teacher <b>Catherine Rolon</b>	Guidance Counselor <b>Margaret Lashley</b>
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator <b>Joyce Barksdale</b>
Related Service Provider <b>Desiree Carrington</b>	Other
Network Leader(Only if working with the LAP team)	Other

**C. Teacher Qualifications**

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

**D. Student Demographics**

Total number of students in school (Excluding Pre-K)	<b>740</b>	Total number of ELLs	<b>14</b>	ELLs as share of total student population (%)	<b>1.89%</b>
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# Part II. ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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**This school offers (check all that apply):**

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

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Push-in		2	2	2	2	2								10
Pull-out		2	2	2	2	2								10
Total	0	4	4	4	4	4	0	0	0	0	0	0	0	20

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	14	<b>Newcomers (ELLs receiving service 0-3 years)</b>	12	<b>ELL Students with Disabilities</b>	2
<b>SIFE</b>	0	<b>ELLs receiving service 4-6 years</b>	0	<b>Long-Term (completed 6+ years)</b>	0

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

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	
<b>TBE</b>										0
<b>Dual Language</b>										0
<b>ESL</b>	14		2							14

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		
<b>Total</b>	14	0	2	0	0	0	0	0	0	14
Number of ELLs who have an alternate placement paraprofessional: _____										

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

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

\*EP=English proficient student

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

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish			1		1									2
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian		3	2	4	2	1								12
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>14</b>						

**Part III. Assessment Analysis**

**Assessment Breakdown**

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)		3	3	4	3	1								14
Total	<b>0</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>14</b>						

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</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	1	1	1		3
4		1			1
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

**NYS Math**

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

**NYS Science**

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and 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.  
At PS 176 we use multiple tools to assess all students including English Language Learners. We have a teacher come in just to administer the ECLAS to all early childhood students. This allows the teacher to receive information about each student and areas in which each student needs assistance. The classroom teacher administers the DRA to each student to determine instructional and

independent levels. The data allows the staff to know how the ELLs are progressing compared to other students in the same grade. Intervention is then assigned to students as needed or instruction is tailored to students needs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
All students at PS 176 scored at the advanced level on the NYSESLAT. This suggests that many will be able to score proficient by the end of the year. The data shows that with some additional assistance students will be able to meet the grade level expectations the same as their english speaking peers.
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](#))  
Looking at the different NYSESLAT modalities allows for the planning of instruction which will meet the students needs. Many students need additional work on their writing. The ESL teacher incorporates writing into all lessons. We use the growth from year to year on the NYSESLAT and based on this measure all ELLs are making progress. We use the ELL periodic assessment to continue to monitor students needs and adjust lessons accordingly.
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?All students at PS 176 take exams only in English so there is no comparable data with exams in their native language. The school leadership and teachers use the data from the ELL periodic assessments to make adjustments to programs to better meet the needs of ELLs. The school is aware that like their peers, ELLs need additional support in writing and using text based evidence.
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](#).)  
Currently all ELL are invited to attend extended day and Saturday Academy. This additional time provides them with increased learning opportunities outside the regular day and to expand upon the learning that was happening in the regular classroom. The ELLs also receive RTI in the building when necessary. The ESL teacher helps the students to develop strategies to become proficient readers and writers.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
When an important instructional decision has to be made for the child the ESL teacher is consulted. We also have several staff members who speak the native languages of our students and we allow them to be a part of the decision making process.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
This year all ELLs scored at the advanced level. This is a significant indicator of the progress made by our students. Many of our ELLs have scored proficient as well. The ESL teacher continues to take recent former ELLs when it benefits the student.

## Part IV. ELL Identification 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](#).)  
When a student registers at PS 176 and they are a first time entrant in the NYCDOE the ESL teacher meets with the entrant and his/her parent and conducts an informal oral interview to determine which language the HLIS should be completed in. The HLIS is

completed and then a determination is made by the ESL teacher. If the determination is that the student speaks a language other than English the ESL teacher will administer the LAB-R to the student. If the student scores proficient he or she will not be placed in an ESL program. If the student is not English proficient based on the LAB-R score he/she will be offered services. The parents will be informed about the different choices for the student (Dual language ESL Bilingual).

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
All parents of first time admits are offered a parent orientation workshop. The parent video will be shown in the parent's language of preference. The ESL teacher will offer to parents information on the choices available. The parents choice based on the parent survey, will determine next steps. The ESL teacher will place the child in the school ESL program or will contact someone at a central office to help the parent receive their choice. This is done within the first 10 days of admission for each student.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
All entitlement letters are sent to parents to let them know that their child has continued entitlement or is no longer entitled to services. Parents of new students are given the parent survey at the orientation meeting and they fill out the program selection form. There are no new ESL students this year. But should there be any the ESL teacher will help the parent get their child placed in the program selected. Traditionally the parent opts for ESL in the school due to the good reputation PS 176 has in the community.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
Based on parents choice the child is placed in an appropriate program.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
In the Spring the NYSESLAT is administered to all ELLs at PS 176. The ELL status was initially established through the LSB-R exam. All guidelines and testing protocols are followed to ensure accuracy for each student.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. **①**  
All parents have chosen ESL only due to the good reputation we enjoy in the community. Many parents move local so that their child can attend PS 176.

## A. Programming and Scheduling Information

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

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The push in pull out program is aligned to meet the NYS common core standards. The ESL teacher frequently utilizes lessons from Engage NY. The lessons are modified to meet the needs of English Language learners. The ESL teacher uses additional graphic organizers and vocabulary enriching activities as well as developing schema for all students.

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

Students are not evaluated in their native language because they do not receive instruction in their native language at the school.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

All students that are age appropriate take the Periodic Assessments for ELLs. This data is used to plan to meet the everchanging needs of students. The modalities of reading, writing, speaking and listening are addressed in all lessons. At times the teacher may place more emphasis in one area based on the students needs at that time.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a) Currently we have not SIFE

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

PS 176's plan for ELLs identified as having special needs is to provide these children with all the services to which they are entitled, i.e. speech, resource room, occupational therapy, adaptive physical education, or ESL. RTI meetings address the academic needs. We currently use computer based programs which allow for self paced learning.. We also plan for additional small group time for the student with the ESL teacher. Study Skills and test taking strategies are explicitly taught. Students are taught how to use graphic organizers and acronyms for important strategies.

Currently we have 2 ELL-SWD. One of our Special Education teachers is trilingual Haitian-French this helps her to communicate in

the students L1 when beneficial. Teachers work together to schedule time for ELL-SWD where the maximum learning can take place. Instructional materials are shared to create a cohesion between the classroom and ESL Classroom. The ESL teacher tries to parallel what is being taught in the mainstream classroom and deliver the content from the classroom using ESL methodology.

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

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

### Courses Taught in Languages Other than English

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

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

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

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

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

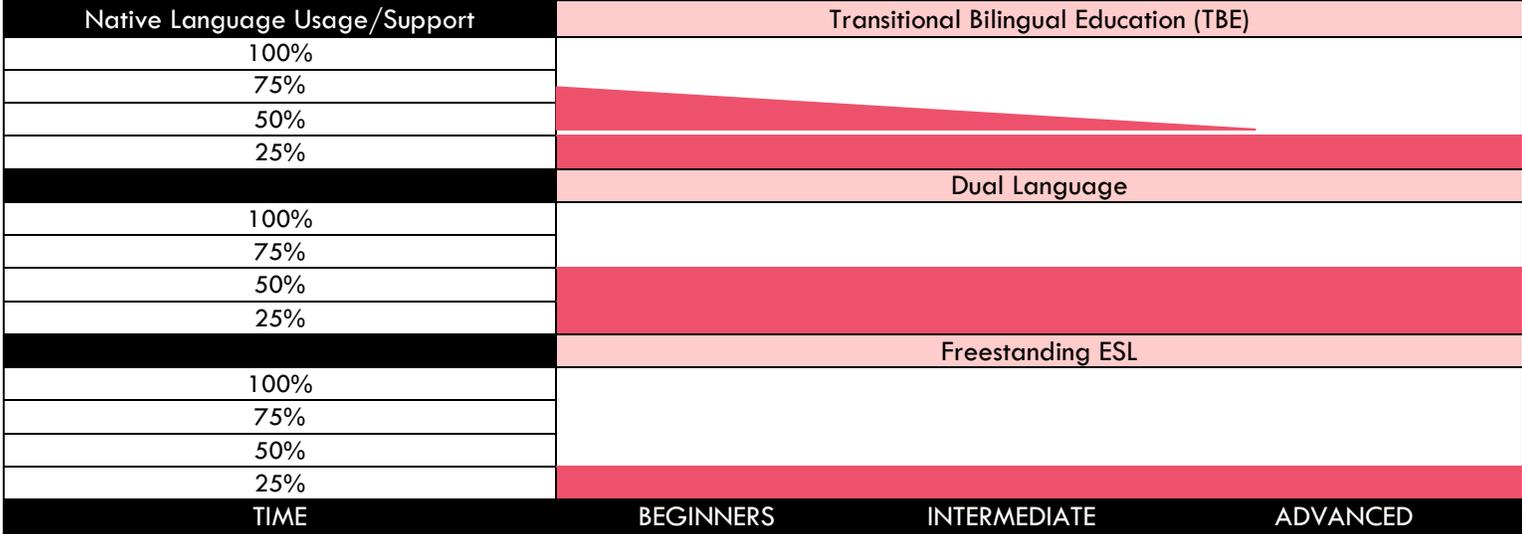
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**Native Language Usage and Supports**

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

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

N/A

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

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

Teachers receive ESL staff development throughout the year when appropriate. Items such as identifying students, LAB-R testing, placement procedures, promotional criteria, and referral to RTI and special education are discussed. ESL skills and strategies for classroom instruction and language acquisition are also discussed. The Office of ELL's offers professional development opportunities for ESL and monolingual staff. The ESL teacher regularly attends professional development held throughout the city. These opportunities are posted in the office as well as e-mailed to staff. ESL professional resources are available for staff members to create adaptive lessons for second language learners. The ESL teacher provides Professional Development on adapting curriculum for ELLs. The ESL teacher as a former ELL staff developer is always available to meet the needs of staff members with a demonstration lesson or an adaptation of curriculum. Staff is provided support to help ease the transition from elementary to middle school. The 5th grade teachers are given professional development to help with the transition on an as needed basis. All staff is offered the opportunity to attend the 7.5 hours of professional development of ELL training. The ESL teacher provides this training when necessary.

### D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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

### E. Additional Information

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

:

## Part VI. LAP Assurance

School Name: <u>176</u>		School DBN: <u>29Q176</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Arlene Bartlett	Principal		1/1/01
Marcelle Hughley	Assistant Principal		1/1/01
Joyce Barksdale	Parent Coordinator		1/1/01
Catherine Rolon	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01

Margaret Lashley	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

DBN: 29Q176 School Name: The Cambria Heights School

Cluster: 2 Network: 208

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

**Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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