

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**20K176**

**School Name:**

**P.S. 176 OVERTON**

**Principal:**

**ELIZABETH CULKIN**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: PS 176 The Ovington School School Number (DBN): 20K176  
Kindergarten-Grade 5  
Grades Served: \_\_\_\_\_  
School Address: 1225 Bay Ridge Avenue Brooklyn, NY 11219  
718-236-7755 Phone Number: \_\_\_\_\_ Fax: 718-331-9188  
School Contact Person: \_\_\_\_\_ Email Address: \_\_\_\_\_  
Principal: Elizabeth Culkin  
UFT Chapter Leader: Chrisanty Giannopoulos  
Parents' Association President: Genevieve Mammana  
SLT Chairperson: Genevieve Mammana  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Genevieve Mammana  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 20 Superintendent: Karina Constantino  
415 89<sup>th</sup> Street Room 401 Brooklyn, NY 11209  
Superintendent's Office Address: \_\_\_\_\_  
Superintendent's Email Address: KConstantino@schools.nyc.gov  
718-759-4908  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn Director: Cheryl Watson-Harris  
415 89 Street Brooklyn, New York 11209  
Director's Office Address: \_\_\_\_\_  
Director's Email Address: cwatson@schools.nyc.gov  
\_\_\_\_\_

Phone Number: 718.759.4862 Fax: \_\_\_\_\_

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Elizabeth Culkin	*Principal or Designee	
Christany Giannopoulos	*UFT Chapter Leader or Designee	
Genevieve Mammana	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Elizabeth Gallagher	Member/Parent	
Jennifer Pasquinelli	Member/ Parent	
Lily Tan	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jenny Wong	Member/Parent	
Marilyn Murphy	Member/ Teacher	
John Kessler	Member/Teacher	
Suzanne Kelly	Member/Teacher	
	Member/Teacher	
	Member/	

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

#### **The Six Elements of the Framework for Great Schools**

**Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

**Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

### **1. Contextual Information**

### **2. Special populations- English Language Learners and Students with Disabilities**

### **3. Elements of Framework for Great Schools- rigorous instruction, supportive environment, collaborative teachers, strong family-community ties**

PS 176 The Ovington School is a community elementary school located in Dyker Heights, Brooklyn. There are 1,414 students enrolled in the school, 380 of which are English Language Learners. PS 176 is a diverse elementary school; 62% of students are Asian, 20% Hispanic, 16% Caucasian and 0.05% is multiracial. 86% of the students at PS 176 qualify for free lunch. 25% of the school's population is English Language Learners and 10% of the student population receives Special Education Services.

P.S. 176 is a Teachers college Project school. P.S. 176 applies the workshop model instruction to all curricular areas and encourages student leadership. Students are independent thinkers that take ownership over their own learning and use rubrics to engage in self-assessment and reflection. As noted in the Framework for Great Schools Report 2015, P.S. 176 scored a 93% percent for rigorous instruction. P.S. 176 believes strongly in collaboration and encourages distributive leadership through on-site professional development and vertical and horizontal teacher teams. All classrooms are equipped with updated technology that allows students and teachers to engaged in 21<sup>st</sup> century learning and interact in the larger global community. As noted in the Framework for Great Schools Report, P.S. 176 received a score of 90% for collaborative teachers.

### **Mission Statement**

P.S. 176 is a diverse, collaborative, Title 1 School-wide Project community school dedicated to achieving academic excellence for every child. Through a high quality standards-driven curriculum, a nurturing environment where every child can discover, explore and reflect on ideas and concepts, the development of civic, social and technological strategies necessary to contribute to a global community and the strong belief in creating a lifelong love of learning, we commit our children, our families, ourselves and our resources.

### **Vision Statement**

PS 176 envisions our school, as a professional community of learners, where all members – students, families and staff are engaged in learning. Our shared focus is to empower all students with high academic skills, positive and varied social experiences and civic responsibilities that will enable every child to participate as a contributing member of a democratic society. We believe that every child must have the opportunity to communicate effectively, think critically, possess technological skills for an informational society, gather information to make intelligent decisions and have the necessary job skills to earn a decent wage – this commitment begins at the elementary level of formal schooling. To this end, we commit ourselves and our resources to provide every child entrusted to our care a strong academic foundation and lifelong love of learning.

## 20K176 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	1393	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	78.1%	% Attendance Rate		97.0%
% Free Lunch	78.4%	% Reduced Lunch		5.4%
% Limited English Proficient	17.6%	% Students with Disabilities		12.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		0.7%
% Hispanic or Latino	20.1%	% Asian or Native Hawaiian/Pacific Islander		58.7%
% White	20.1%	% Multi-Racial		0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.75	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)		6.99
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	52.4%	Mathematics Performance at levels 3 & 4		70.5%
Science Performance at levels 3 & 4 (4th Grade)	93.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward	X	Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

A review of our needs assessment, determined that 91% of students tested in the NYS ELA 2015 assessment cycle met criteria (levels 2,3, and 4). In 2014, 52% of students met the NYS ELA benchmark standard levels 3,4.

Further data analysis determined that while our data reflects the majority of students meeting standards, it is our priority to continue to improve the progress of all students to meet and exceed standard based work. After reviewing the NYS Math assessment 2015 results, 95% of all students tested achieved standards, levels 2,3,4. In 2014, 70% of all students who were tested performed at or above standards on the NYS Math assessments. In 2015, student performance increased based on preliminary data for students who met/did not meet levels 2, 3,4, in both NYS ELA/Math assessments.

Through an analysis of our student achievement by sub-group, as measured by our Framework for Great Schools Report, Elementary School Snapshot Guide, Quality Review results and spring assessment 2015 Math and ELA data, our special education and English Language Learner populations, including our Hispanic students increased their ability to meet standards through effective response to intervention and academic supports provided through or afterschool and Saturday school programs.

Analyzing data generated from conference notes, pre/post assessments, teacher conferences, and EngageNY Exemplars, group/partner work indicates that our students are increasing their mathematical problem solving ability. While the NYC Elementary School Snapshot/Guide reflects additional credit earned for improving student performance it still reflects the need for a stronger commitment to accelerate the progress for these sub-groups.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**By June 2016, 90%** of all students will show progress in all academic curricular areas across all grades as measured by NY State assessments, local assessments aligned to CCLS through an increase of 5% of students meeting and exceeding standards based work.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Metamorphosis Math professional development across grades, on-site staff developer, TERC Investigations, EngageNY</p> <p>Teachers College Reading and Writing Project curriculum, on-site staff developers, specialty groups, professional development days, lab sites, inter-visitations and peer observations</p>	<p>All students  K-5</p>	<p>September 2015-  June 2016</p>	<p>Classroom teachers, Math Coach, on-site staff developer, Math Specialists</p>
<p>Small group instruction, conferring, partner/peer work, self-assessing using rubrics and checklists, use of manipulatives, student led small groups, heterogeneous grouping, language objectives, total physical response, visual supports, title 1 Reading intervention, Orton Gillingham, Words their Way Phonics support</p>	<p>English Language Learners/Students with disabilities</p>	<p>September 2015- June 2016</p>	<p>Classroom teachers, Math Coach, on-site staff developer, Math Specialists</p>
<p>Parent letters/emails, updates on e-chalk, class websites, Tuesday afternoon parent engagement workshops, First Friday visitation for parents to learn Metamorphosis games, reading workshop routines and strategies, end of unit celebrations, technology workshops</p>	<p>All students  K- 5</p>	<p>September 2015- June 2016</p>	<p>Classroom teachers, Math Coach, on-site staff developer, Math Specialists, Parent coordinator</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Human resources-teachers, support staff, math coach, math specialists. Instructional resources- TERC investigations, EngageNY modules and exemplars, Metamorphosis Math routines, games, instructional supports. Teachers College</p>

Reading and Writing Project, on-site staff development, professional learning, specialty groups, Schedule adjustments- common planning time for grade teams, cycles of staff development provided for grades

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Student progress will be monitored with a baseline assessment administered at the beginning of the school year; this will be followed up by a benchmark assessment in December. Student progress will be monitored monthly by assessing their performance on math exemplars, running records, on demand reading, end of unit assessments, exit tickets, conference notes and strategy groups. Unit pre/post assessments will be used to inform instruction and note student growth and progress.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Students and families have positive feelings about the school as evidenced through daily attendance rates, School Learning Environment Survey, low detention rate and Framework for Great Schools Report 2015:

School survey- feeling safe in your school 100%

Attendance rates for 2014-2015 96 %

Detention rate for 2014-2015 1%

Parents recommending this school to other families- 98%

Social and Emotional measure 98%

Press Toward Academic Achievement 93%

Peer support for academic work 97%

- High expectations are communicated to all of the school’s constituents by teachers knowing their students and working to support their individual needs as learners as well as to celebrate their strengths and what they are doing well. Teachers have high expectations for all students and this is communicated through the use and examination of exemplar work, highlighting student work, student and teacher collaborative goal setting and rubric examination to plan next steps. Student participation in parent teacher conferences allows students to take ownership of their learning and communicate the high expectations for learning with their parents. Parent engagement events such as workshops and celebrations also help to communicate our school-wide high expectations for student learning. Every Tuesday parents were invited to their child’s classroom to discuss strategies for reading, writing and math to support their child at home.
- School wide and classroom expectations are created collaboratively with students, parents and teachers. There are systems in place to monitor and highlight model student behavior, such as Perfect Attendance Celebration, Student of the Month, Awards Assembly, Student Council.
- A trusting environment is evident in the school in which students participate in community service activities. These activities enhance students understanding and awareness of civic responsibility. Students support one another and are involved in peer mediation to problem solve. With the support of the guidance counselor, students are involved in fund raising for the Make-A-Wish organization, Penny Harvest, and raising money for St. Jude's.
- Teachers feel comfortable visiting each other classrooms, conducting peer observations and inter-visitations, interdependence among teachers, culture of trust is evident'

## Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**By June 2016, 95%** of all students will show progress in self-monitoring their own learning through self-assessment and reflection as measured by a standards based TCRWP checklist and rubric aligned to CCLS for all curricula units of study thus increasing student leadership, independence and raising rigorous expectations for academic achievement as measured by the Framework for Great Schools

## Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Metamorphosis Math professional development across grades, on-site staff developer, TERC Investigations, EngageNY</p> <p>Teachers College Reading and Writing Project curriculum, on-site staff developers, specialty groups, professional development days, lab sites, inter-visitations and peer observations</p>	<p>All Students K-5</p>	<p>September 2015-June 2016</p>	<p>Classroom teachers, Math Coach, on-site staff developer, Math/reading Specialists, Parent coordinator</p>
<p>Small group instruction, conferring, partner/peer work, self-assessing using rubrics and checklists, use of manipulatives, student led small groups, heterogeneous grouping, language objectives, total physical response, visual supports, title 1 Reading intervention, Orton Gillingham, Words their Way Phonics support</p>	<p>Students with disabilities and English language learners</p>	<p>September 2015-June 2016</p>	<p>Classroom teachers, Math Coach, on-site staff developer, Math/reading Specialists, Parent coordinator</p>
<p>Parent letters/emails, updates on e-chalk, class websites, Tuesday afternoon parent engagement workshops, First Friday visitation for parents to learn Metamorphosis games, reading workshop routines an strategies, end of unit celebrations, technology workshops</p>	<p>All Students K-5</p>	<p>September 2015-June 2016</p>	<p>Classroom teachers, Math Coach, on-site staff developer, Math/reading Specialists, Parent coordinator</p>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human resources-teachers, support staff, math coach, math specialists. Instructional resources- TERC investigations, EngageNY modules and exemplars, Metamorphosis Math routines, games, instructional supports. Teachers College Reading and Writing Project, on-site staff development, professional learning, specialty groups, Schedule adjustments- common planning time for grade teams, cycles of staff development provided for grades											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Student progress will be monitored with a baseline assessment administered at the beginning of the school year; this will be followed up by a benchmark assessment in December. Student progress will be monitored monthly by assessing their performance on math exemplars, running records, on demand reading, end of unit assessments, exit tickets, conference notes and strategy groups. Students will engage in self and peer assessment using rubrics aligned to standards. Unit pre/post assessments will be used to inform instruction and note student growth and progress
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

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

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, aligned to the NYCDOE Capacity Framework, Citywide Instructional Expectations, and Framework for Great Schools, we shall increase the ability of our teachers by 90% to analyze student data to increase instructional excellence through frequent short cycles of observations with specific feedback as measured through a research based rubric and Professional Learning (100 minutes) of weekly collaborative inquiry study to enrich teacher craft and practice

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
<p>Teachers College reading and writing curriculum, on-site staff developers, teachers attend professional development sessions, common planning time for grades, professional learning time, ADVANCE, post observation feedback</p> <p>Metamorphosis Math professional development across grades, on-site staff developer, TERC Investigations, EngageNY</p> <p>specialty groups, professional development days, lab sites, inter-visitations and peer observations</p>	<p>All students K-5</p>	<p>September 2015-June 2016</p>	<p>Teachers, School leaders, staff developers, grade leaders, reading and math specialists, lab site specialists</p>
<p>Small group instruction, conferring, partner/peer work, self-assessing using rubrics and checklists, use of manipulatives, student led small groups, heterogeneous grouping, language objectives, total physical response, visual supports, title 1 Reading intervention, Orton Gillingham, Words their Way Phonics support</p>	<p>English Language Learners and Students with disabilities</p>	<p>September 2015-June 2016</p>	<p>Teachers, School leaders, staff developers, grade leaders, reading and math specialists, lab site specialists</p>
<p>Parent letters/emails, updates on e-chalk, class websites, Tuesday afternoon parent engagement workshops, First Friday visitation for parents to learn Metamorphosis games, reading workshop routines and strategies, end of unit celebrations, technology workshops</p>	<p>All students K-5</p>	<p>September 2015-June 2016</p>	<p>Teachers, School leaders, staff developers, grade leaders, reading and math specialists, lab site specialists, Parent coordinator</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Human resources-teachers, support staff, math coach, math specialists. Instructional resources- TERC investigations, EngageNY modules and exemplars, Metamorphosis Math routines, games, instructional supports. Teachers College Reading and Writing Project, on-site staff development, professional learning, specialty groups, Schedule adjustments- common planning time for grade teams, inter-visitations, peer observations, cycles of staff development provided for grades, advance workshops</p>

<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>Pre and post observation conferences, frequent cycles of specific feedback, peer observations, inter-visitations, collaborative preparation and planning as measured by Danielson Framework for Teaching</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

After conducting our needs assessment, we identified strengths in the school structures that promote distributive leadership within the school community. These structures include: grade leaders, lab-site specialists, vertical and horizontal teacher teams sharing pertinent information and plans, consistently communicating with school leaders, making instructional decisions, promoting students leadership and engaging in reflective dialogue.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, aligned to the NYCDOE Capacity Framework, Citywide Instructional Expectations, and Framework for Great Schools 95% of teachers will work collaboratively to distribute leadership, promote reflective practices, and lead one another in targeted professional development that informs their craft and practice as evidenced through meetings, agendas and attendance documents as measured through Framework for Great Schools

### **Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
<p>Teachers College reading and writing curriculum, on-site staff developers, teachers attend professional development sessions, common planning time for grades, professional learning time, ADVANCE, post observation feedback</p> <p>Metamorphosis Math professional development across grades, on-site staff developer, TERC Investigations, EngageNY</p> <p>specialty groups, professional development days, lab sites, inter-visitations and peer observations</p>	<p>All members of school community</p>	<p>September 2015-June 2016</p>	<p>Teachers, reading and math specialists/coaches, support staff, school leaders, staff developers, ESL coach</p>
<p>Small group instruction, conferring, partner/peer work, self-assessing using rubrics and checklists, use of manipulatives, student led small groups, heterogeneous grouping, language objectives, total physical response, visual supports, title 1 Reading intervention, Orton Gillingham, Words their Way Phonics support</p>	<p>Students with disabilities and English language learners</p>	<p>September 2015-2016</p>	<p>Teachers, reading and math specialists/coaches, support staff, school leaders, staff developers, ESL coach</p>
<p>Parent letters/emails, updates on e-chalk, class websites, Tuesday afternoon parent engagement workshops, First Friday visitation for parents to learn Metamorphosis games, reading workshop routines and strategies, end of unit celebrations, technology workshops</p>	<p>All students K-5</p>	<p>September 2015-2016</p>	<p>Teachers, reading and math specialists/coaches, support staff, school leaders, staff developers, ESL coach, Parent Coordinator</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Human resources-teachers, support staff, math coach, math specialists. Instructional resources- TERC investigations, EngageNY modules and exemplars, Metamorphosis Math routines, games, instructional supports. Teachers College Reading and Writing Project, on-site staff development, professional learning, specialty groups, Schedule</p>

adjustments- common planning time for grade teams, inter-visitations, peer observations, cycles of staff development provided for grades, advance workshops

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Student progress will be monitored with a baseline assessment administered at the beginning of the school year; this will be followed up by a benchmark assessment in December. Student progress will be monitored monthly by assessing their performance on math exemplars, running records, on demand reading, end of unit assessments, exit tickets, conference notes and strategy groups. Students will engage in self and peer assessment using rubrics aligned to standards. Unit pre/post assessments will be used to inform instruction and note student growth and progress

Pre and post observation conferences, frequent cycles of specific feedback, peer observations, inter-visitations, collaborative preparation and planning as measured by Danielson Framework for Teaching

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

After analyzing results from our Framework for Great Schools Report and Learning Environment Survey, our parents reflect that our school has a warm and inviting culture. Our parents have expressed an interest in a desire to participate/communicate in more school functions. Our teachers have worked to improve communication and family engagement. 96% of our parents feel strongly that their students’ teachers consistently inform them of their child’s progress. This has become a strength of the school as evidenced through: parent engagement Tuesdays, small group workshops, demonstration lessons, First Friday’s, writing celebrations, family game night, family spooky reading night, Cinema under the stars, technology workshops, pumpkin patch and many performance where parents are encouraged to see their child shine. However, in are in which the school needs to grow is parent involvement in the school, which was rated 68% by the learning environment survey. As a community the school has been working diligently to survey parent needs and provide parents with more opportunities to visit school including, parent ESL workshops, parent field trips, parent coordinator craft workshops, parent volunteer opportunities and translation of all materials in all appropriate languages to ensure parent understanding and successful communication.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we shall increase our communication and engagement skills for our parents and school community by an increase 5% as measured by parents engagement meetings, agendas and attendance sheets and aligned to the data from Frameworks for Great Schools

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
<p>Metamorphosis Math professional development across grades, on-site staff developer, TERC Investigations, EngageNY</p> <p>Teachers College Reading and Writing Project curriculum, on-site staff developers, specialty groups, professional development days, lab sites, inter-visitations and peer observations</p>	<p>All Students K-5 and families</p>	<p>September 2015-June 2016</p>	<p>Teachers, reading and math specialists/coaches, support staff, school leaders, staff developers, ESL coach, Parent Coordinator, PTA, families</p>
<p>Small group instruction, conferring, partner/peer work, self-assessing using rubrics and checklists, use of manipulatives, student led small groups, heterogeneous grouping, language objectives, total physical response, visual supports, title 1 Reading intervention, Orton Gillingham, Words their Way Phonics support, small group parent workshops for math and reading support, parent conferences with ESL coordinator, parent participation in IEP meetings and Tuesday, small group engagement sessions that teach parents how to support their child at home</p>	<p>English Language Learners and Students with disabilities and families</p>	<p>September 2015-June 2016</p>	<p>Teachers, reading and math specialists/coaches, support staff, school leaders, staff developers, ESL coach, Parent Coordinator, PTA, families</p>
<p>Parent communication-emails, telephone calls, School Messenger, parent/family volunteers, family participation in classroom/school celebrations, families participate in classroom workshops, Parent ESL classes, Parent coordinator coordinated activities-community trips and workshops</p>	<p>All students K-5 and families</p>	<p>September 2015-June 2016</p>	<p>Teachers, reading and math specialists/coaches, support staff, school leaders, staff developers, ESL coach, Parent Coordinator, PTA, families</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human resources-teachers, support staff, math coach, math specialists. Instructional resources- TERC investigations, EngageNY modules and exemplars, Metamorphosis Math routines, games, instructional supports. Teachers College Reading and Writing Project, on-site staff development, professional learning, specialty groups, Schedule adjustments- common planning time for grade teams, inter-visitations, peer observations, cycles of staff development provided for grades, advance workshops

Parent coordinator workshops, activities, parent field trips, parent ESL classes, PTA meetings

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>	X	<b>Title II, Part A</b>	X	<b>Title III, Part A</b>	X	<b>Title III, Immigrant</b>
X	<b>C4E</b>		<b>21<sup>st</sup> Century Grant</b>		<b>SIG/SIF</b>		<b>PTA Funded</b>		<b>In Kind</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Progress monitored by parent surveys, participation in school events, attendance sheets, email communication, school website, school messenger, parent coordinator conferences and professional development sessions, verbal and written feedback from families

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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>English Language Arts (ELA)</b>	Student progress is carefully monitored through observation, conferences, small group work, exit tickets, running records, exemplar work, pre/interim/post units of study assessments, i-ready, imagine English, raz kids reports. Students who are not progressing are identified and RTI is initiated and carefully monitored by classroom teacher, school assessment team, school implementation team and administration	<ol style="list-style-type: none"> <li>1. Title I Reading Word Study</li> <li>2. Related Services- speech</li> <li>3. Orton Gillingham Word Study</li> <li>4. Recipe for Reading Word Study</li> <li>5. Words their Way Word Study</li> <li>6. Literacy Plus</li> <li>7. New Beginings-ELL-STEM</li> <li>8. Explorers Club</li> <li>9. Saturday School Academy</li> <li>10. Accelerated Reader</li> <li>11. Star Reader</li> <li>12 Raz Kids</li> <li>13. My On Reading</li> <li>14. iReady online literacy tutorial</li> <li>15. Imagine English online literacy support</li> </ol>	<ol style="list-style-type: none"> <li>1. Small Group/1:1</li> <li>2. Small Group/1:1</li> <li>3. Small Group/1:1</li> <li>4. Small Group/1:1</li> <li>5. Small Group/1:1</li> <li>6. Small Group/1:1</li> <li>7. Small Group/1:1</li> <li>8. Small Group/1:1</li> <li>9. Small Group/1:1</li> <li>10. Small Group/1:1</li> <li>11. Small Group/1:1</li> <li>12. Small Group/1:1</li> <li>13. Small Group/1:1</li> <li>14. Small Group/1:1</li> <li>15. Small Group/1:1</li> </ol>	<ol style="list-style-type: none"> <li>1. During school day</li> <li>2. During school day</li> <li>3. During school day</li> <li>4. During school day</li> <li>5. During school day</li> <li>6. After School program</li> <li>7. After School program</li> <li>8. After School program</li> <li>9. Saturday morning program</li> <li>10. During school day</li> <li>11. During school day</li> <li>12. During school day</li> <li>13. During school day</li> </ol>

				14. During/After school day 15. During/After school day
<b>Mathematics</b>	Student progress is carefully monitored through observation, conferences, small group work, exit tickets, running records, exemplar work, pre/interim/post units of study assessments, i-ready, imagine English, raz kids reports. Students who are not progressing are identified and RTI is initiated and carefully monitored by classroom teacher, school assessment team, school implementation team and administration	<ol style="list-style-type: none"> <li>1. Related Services</li> <li>2. Literacy Plus</li> <li>3. New Beginnings</li> <li>4. Explorers Club</li> <li>5. Math Club-enrichment</li> <li>6. Robotics-STEM enrichment</li> <li>7. Pearson online</li> <li>8 i-Ready</li> <li>9. Exemplars-math support</li> <li>10. Mathletics-math support</li> <li>11. iReady</li> <li>12. Context for Learning-Metamorphosis Math</li> </ol>	<ol style="list-style-type: none"> <li>1. Small Group/1:1</li> <li>2. Small Group/1:1</li> <li>3. Small Group/1:1</li> <li>4. Small Group/1:1</li> <li>5. Small Group/1:1</li> <li>6. Small Group</li> <li>7. Small Group</li> <li>8. Small Group/1:1</li> <li>9. Small Group/1:1</li> <li>10. Small Group</li> <li>11. Small Group/1:1</li> <li>12. Small Group/1:1</li> </ol>	<ol style="list-style-type: none"> <li>1. During school day</li> <li>2. After School program</li> <li>3. After School program</li> <li>4. After School program</li> <li>5. During/After school day</li> <li>6. After School program</li> <li>7. During school day</li> <li>8. During school day</li> <li>9. During/After school day</li> <li>10. During/After school day</li> <li>11. During/After school day</li> <li>12. During/After school day</li> </ol>
<b>Science</b>	Student progress is carefully monitored through observation, conferences, small group work, exit tickets, running records, exemplar work, pre/interim/post	<ol style="list-style-type: none"> <li>1. Weather Bug</li> <li>2. Trust for Public land: Environmental Literacy</li> <li>3. Brooklyn Botanical Gardens</li> <li>4. Brain Pop</li> </ol>	<ol style="list-style-type: none"> <li>1. Small Group/1:1</li> <li>2. Small Group/1:1</li> <li>3. Small Group/1:1</li> <li>4. Small Group/1:1</li> <li>5. Small Group/1:1</li> </ol>	<ol style="list-style-type: none"> <li>1. During/After school day</li> <li>2. During/After school day</li> <li>3. During/After school day</li> </ol>

	units of study assessments, i-ready, imagine English, raz kids reports. Students who are not progressing are identified and RTI is initiated and carefully monitored by classroom teacher, school assessment team, school implementation team and administration	<p>5. NYC Department of Education Science program</p> <p>K-5</p> <p>6. Foss Science</p> <p>7. Science Non-fiction DK Libraries</p> <p>8. Citizen Science</p> <p>9. Young Budding Scientists Program</p> <p>10. Liberty Science Center partnership</p>	<p>6. Small Group/1:1</p> <p>7. Small Group/1:1</p> <p>8. Small Group/1:1</p> <p>9. Small Group/1:1</p> <p>10. Small Group/1:1</p>	<p>4. During/After school day</p> <p>5. During school day</p> <p>6. During school day</p> <p>7. During/After school day</p> <p>8. During/After school day</p> <p>9. During/After school day</p> <p>10. During/After school day</p>
<b>Social Studies</b>	Student progress is carefully monitored through observation, conferences, small group work, exit tickets, running records, exemplar work, pre/interim/post units of study assessments, i-ready, imagine English, raz kids reports. Students who are not progressing are identified and RTI is initiated and carefully monitored by classroom teacher, school assessment team, school implementation team and administration	<p>1. NYS Social Studies program K-5</p> <p>2. NY Historical Society</p> <p>3 Colonial Williamsburg Foundation</p>	<p>1. Small Group/1:1</p> <p>2. Small Group/1:1</p> <p>3 Small Group/1:1</p>	<p>1. During school day</p> <p>2. During/After school day</p> <p>3. During/After school day</p>
<b>At-risk services</b> <i>(e.g. provided by the Guidance Counselor, School</i>	Students are identified by classroom teachers, parents,	1. Pupil Personnel Team-RTI strategies/	<p>1. Small Group/1:1</p> <p>2. Small Group</p>	1. During school day

<p><i>Psychologist, Social Worker, etc.)</i></p>	<p>observations, peer interactions, behavior monitoring and the RTI process.</p>	<p>supports/cycles/PRIM supports</p> <p>2. Mandated Counseling/RTI/PRIM/Counseling supports and community outreach efforts</p> <p>3. At Risk Counseling RTI/PRIM/Counseling supports and community outreach efforts</p> <p>4. Family Services-Community Mental Health facilities and services/RTI/PRIM</p> <p>5. Respect for All Campaign Harlem Globetrotters anti-bullying workshops/NY Islanders, anti-bullying workshops/Student-Peer intervention/Student Council</p> <p>6. Open Airways-asthma supports and workshops</p>	<p>3. Small Group</p> <p>4. Small Group</p> <p>5. All Grades</p> <p>6. Designated students/classes</p>	<p>3. During school day</p> <p>4. During school day</p> <p>5. During school day</p> <p>6. During school day</p>
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**Section 7: Title I Program Information**

**Directions:**

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
All teachers are highly qualified as verified by the network's HR Director to ensure that the teacher holds valid NYS certification in the license area. The BEDS survey is reviewed by the HR Director who works with our school to ensure that teacher assignments are aligned with license areas.
PS 176 has formed collaborative partnerships with colleges and universities as a teacher-training site for student teachers to develop instructional practices and cutting edge 21st Century multi-media tools to accelerate student progress.
PS 176 has formed collaborative partnerships with the Division of Informational Technology participating in Title II D grants to enrich the professional development opportunities for teachers to use 21st Century multi-media tools in the instructional program to enrich, deepen student understanding.
PS 176 has formed collaborative partnerships with Teachers College Reading and Writing Project schools to provide literacy professional development for teachers to build collaborative literacy teaching teams aligned to content and data inquiry teams to analyze student data in order to accelerate student progress.
PS 176 has formed collaborative partnerships with many cultural institutions: New York Historical Society, Liberty Science Center, Weather Bug, Achieve, Brooklyn Botanical Gardens, New York Aquarium, Bronx Zoo, Robotics, Tenement House, Colonial Williamsburg, NYC Ballet, Marquis Studios, Inside Broadway, Liberty Science Center
San Francisco Exploratorium to provide multiple opportunities for teachers and students to explore a variety of student selected topics such as Environmental Literacy through small collaborative cross grade student groups speaking via Skype/Face Time to docents/researchers on their topic of interest to deepen student understanding and accelerated progress to meet and exceed New York State Common Core standards.

**2b. High Quality and Ongoing Professional Development**

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
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At PS 176 all of our teachers are highly qualified.

PS 176 has formed strong collaborative professional learning partnerships with: Teachers College Reading and Writing Project, Future

Problem Solving, STEM Robotics, Metamorphosis Math, New York Historical Society, NYCDOE Office of Digital Literacy, NYCDOE Office of

English Language Learners, Liberty Science Center, Weather Bug, Achieve, Brooklyn Botanical Gardens, New York Aquarium, Bronx Zoo,

Robotics, Tenement House, Colonial Williamsburg, San Francisco Exploratorium NYCDOE Danielson Framework for Teaching training for

teachers and administrators and network professional learning programs to support ADVANCE, network AMBASSADOR program, ESL and

Students with special needs workshops and cultural institutes provide support for all stakeholders.

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

#### **3b. 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).

### **Part 4: SWP Schools Only**

#### **4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

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

The Turning 5 program addresses students with special needs. Our School Psychologist and Social Worker are involved in

classroom visits and observations to pre-school programs to assess student needs for the least restrictive environment

placement. During their visitation they meet with the child’s classroom teachers as well as the preschool director to discuss the child and answer any questions. As a full services school, with therapies offered on-site, our related services providers can also speak with a parent and provide information.

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

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

Our school’s decisions regarding assessments are made collaboratively with our teachers. Grade Leaders meet with our

coaches and administration to discuss the quality of an assessments and its purpose in measuring student results and accelerating

Student progress.

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

**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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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	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> , section
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		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Section Reference(s)
Title I Part A (Basic)	Federal	1,108,896.00	X	Goals 1-5 P 10-20
Title II, Part A	Federal	81,395.00	X	Goals 1-5 P 10-20
Title III, Part A	Federal	43,100.00	X	Goals 1-5 P 10-20
Title III, Immigrant	Federal	0	X	pending Goals 1-5 P 10-20
Tax Levy (FSF)	Local	6,674,519.00	X	Goals 1-5 P 10-20

**<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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

### **Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)** ***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school’s policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### **Parent Involvement Policy**

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 the school. **PS 176 The Ovington 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 the school and the families. The 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 the school community. **PS 176 The Ovington 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality 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;

The 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;

- 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**

**PS 176 The Ovington 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 on assessments.

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

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

**II. Parent/Guardian Responsibilities:**

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by 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 to 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.

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

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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

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

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_

### New Beginnings for English Language Learners

• Based on data obtained through AMAO, RLAT and NYSITELL, it was learned that many of our Beginner and Intermediate ELL students would benefit from increased instruction in basic literacy concepts. This program uses the Teacher College's Units of Study to model strategy skills through Readers and Writers Workshop Model. Words Their Way sorts, chants, poems, songs and rhymes are used to increase vocabulary, fluency and accuracy in reading. The program is broken up into three sections for each meeting. Students are engaged in word study activities to begin with, including Orton Gillingham, Words Their Way, Dolch Sight Word study, poems, songs and fingerplays. Then students are involved in Readers/Writers Workshop in which a mini-lesson is presented and a strategy or skill is modeled for students. These mini-lessons are content driven around Social Studies and Science. Students are then working in small groups based on needs and strengths to practice the skills and strategies or using technology to support their learning. There are 42 ELL students participating in this program.

• Serving ELL students in grades 2-5 at the Beginner and Intermediate proficiency levels.

• Offered in October-March on Wednesdays and Thursdays from 2:20-4:20 pm after school. There are 42 sessions.

• The language of instruction is English.

• 2 certified ESL teachers and 2 certified Common Branch teachers (One of the ESL teachers rotates between the classes to provide support for working with ELL students)

• Materials used are the following: Dolch List, Words Their Way, read aloud books, picture cards, dictionaries, chants, poems, songs, rhymes, Smart Board, iPads and Document Cameras. We are also differentiating instruction using online literacy programs that build the language skills tailored to individual needs through the use of Imagine Learning, Raz Kids purchased by FSF/Tax Levy funds and previously purchased software programs such as i-Ready and MyOn Reading. Title III is supplemented from other funding sources in the budget to provide teacher salaries, materials and resources for all ELL students.

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### Saturday Scholars Academy for English Language Learners

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

• Serving ELLs in grades 2-5 across all proficiency levels.

• Offer in March - May on Saturdays from 8:00-11:00 am. There are 10 sessions.

• The language of instruction is English.

**Part B: Direct Instruction Supplemental Program Information**

- 8 certified ESL teachers
- Materials used are the following: Words Their Way, informational texts, National Geographic magazine, guided reading sets, dictionaries, chants, poems, songs, rhymes, Smart Board, iPads, Document Cameras, laptops, Terc Math, Math games and Math manipulatives. We are also differentiating instruction using online literacy programs that build the language skills tailored to individual needs through the use of Imagine Learning, Raz Kids purchased by FSF/Tax Levy funds and previously purchased software programs such as i-Ready and MyOn Reading. Title III funds will be used to hire certified ESL teachers for the Saturday Scholars program. Additional funding for teacher salaries will be used from FSF/Tax Levy funds.

**Part C: Professional Development**

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

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

Begin description here: \_

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

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

## Part D: Parental Engagement Activities

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

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

Begin description here: \_

### Kindergarten Breakfast

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

-

### Spooky Night Reading

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

-

### Adult English Classes

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

—

### Reading and Writing with Your Child

- Parents will be provided with the opportunity to observe demonstrations of how Readers and Writers Workshop lessons are being taught in school so that they will be able to support their child at home.
- October - June 1 hour
- Readers and Writers Workshops (Think Alouds, Stop and Jots, Turn and Talks). Small group instruction that focuses on strategy skill based on the needs of the students. Independent

**Part D: Parental Engagement Activities**

reading is to have the students practice the strategies they've learned using level appropriate texts that they can read on their own.

- Reading Teachers
- Parents are notified about this through flyers that are backpacked, e-mailed, posted on the school website, school messenger alerts, translated primarily in the three languages (Chinese, Spanish, Arabic)

-  
-

Trip to New York Aquarium

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

-  
-  
-  
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**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the [English Language Learner Policy & Reference Guide](#).

## Part I: School ELL Profile

### A. School Information

District <b>20</b>	Borough <b>Brooklyn</b>	School Number <b>176</b>
School Name <b>The Ovington School</b>		

### B. Language Allocation Policy Team Composition

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 ENL teacher, and one parent.

Principal <b>Elizabeth Culkin</b>	Assistant Principal <b>Kara Geller</b>
Coach <b>Florence Yan</b>	Coach <b>Antonella Capace</b>
ENL (English as a New Language)/Bilingual Teacher <b>Pam Procovas</b>	School Counselor <b>Marianne Belmonte</b>
Teacher/Subject Area <b>Katie Ginn/Sp. Ed.</b>	Parent <b>Genevieve Mammana</b>
Teacher/Subject Area <b>Brenda Tang/Bilingual</b>	Parent Coordinator <b>Maria Friscia</b>
Related-Service Provider <b>Daniella Wahba</b>	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title) <b>Marilyn Murphy/Math Coach</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>9</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>3</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>2</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>2</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>2</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>1386</b>	Total number of ELLs	<b>345</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>	1	1	0	0	0	0								0
<b>Dual Language</b>	0	0	0	0	0	0								0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	345	<b>Newcomers</b> (ELLs receiving service 0-3 years)	294	<b>ELL Students with Disabilities</b>	33
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	18	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	52	0	0	0	0	0	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	268	0	26	25	0	7	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 7

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Chinese	25	28												0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	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

\* EP=English proficient student

**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 is for Dual Language Programs Only**

Number of students (students fluent in both languages): \_\_\_\_\_

Number of students who speak three or more languages: \_\_\_\_\_

### Freestanding English as a New Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	18	13	10	10	11	8								0
Chinese	59	65	42	27	31	19								0
Russian	0	0	1	0	0	0								0
Bengali														0
Urdu		1	1	1	2	0								0
Arabic	3	2	3	4	3	1								0
Haitian		1												0
French														0
Korean														0
Punjabi														0
Polish	2	0	0	0	0	0								0
Albanian														0
Other	3	2	2	0	0	0								0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

#### OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	9	9	3	3	7	5								0
<b>Emerging</b> (Low Intermediate)	11	4	2	1	0	3								0
<b>Transitioning</b> (High Intermediate)	5	8	5	5	4	2								0
<b>Expanding</b> (Advanced)	27	42	34	33	15	10								0
<b>Commanding</b> (Proficient)	5	27	25	23	10	8								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				5	1	1								0

#### FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	28	27	35	16	14	15								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	27	11	4	1	0
4	20	8	1	0	0
5	16	9	1	0	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	15		18	3	8		8		0
4	8	2	13		8		7		0
5	12		7		8		3		0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	4		4	1	14	4	12		0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 We administer a variety of literacy assessments to gather data and inform instructional decisions for our students. Words Their Way spelling inventory reveals students strength in literacy areas such as fluency, accuracy and phonemic awareness. The inventory also indicates student ability in spelling which indicates the student's proficiency in phonics. TC Running Records administered in June 2015 indicates that 46% of ELLs in K-5 are at level 1, 20% of ELLs are at Level 2, 24% of ELLs are at level 3, and 11% of ELLs are at level 4. Based on the strategic data that was culled we provide multiple pathways to monitor student results and student progress. ELL strategies are embedded in the literacy and math workshop models, such as vocabulary and picture cues, as well as TPR protocols, which is the physical response for students, to enhance their understanding. There is a strong emphasis on fluency, cadence and oral language development through songs, chants, fingerplays and tongue twisters that children both enjoy and learn from and provide a rich learning environment for the students.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The data patterns across performance levels on the NYSESLAT and grades reveal that most students fall within the expanding and commanding levels for English proficiency. In Kindergarten, 105 students were tests, 60% fell within the expanding range and almost 27% fell in the commanding range. In Grade One, 83 students were tested and 52% fell in the expanding range while 33% fell within the commanding range. In Grade Two, 69 students were tested and 49% fell in the expanding range while 36% fell in the commanding range. In Grade Three 51 students were tested, 53% fell in the expanding range and 9% fell in the commanding range. In Grade Four 36 students were tested, 42% scored within the expanding range and 28% were in the commanding range. In Grade Five, 28 students were tested, 36% of the students fell within the expanding range and 29% fell within the commanding range. In examining this data, it was noticed that the majority of our English Language Learners are making progress towards English language proficiency.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

We use the AMAO data to target instruction on at-risk ELLs who scored at first quartile on the NYSESLAT after receiving services for 2 or more years as well as students who scored at level 1 or 2 on the ELA and Math. We provide academic interventions to support their learning and monitor their progress throughout the school year.

According to the data, our school has met AMAO 2 for the 2014-2015 school year. We had 106 students out of 370 students in total who tested Commanding on the NYSESLAT. It has been projected that our school will be able to meet the target for AMAO 2 for the school years of 2015-2017 as well.

AMAO 1 was unavailable as of 11/02/15.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

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

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

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

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

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

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

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

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

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

Not applicable

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

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

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

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [\*ELL Policy and Reference Guide, ELL Identification\*](#) section.

During registration, parents of every student receive a Home Language Identification Survey (HLIS) to complete. This survey is made available in 15 different languages. It is divided up into two parts. If a language other than English is not listed in the first part (questions 1-4) at least once and a language other than English in the second part (questions 5-8) at least twice then the ELL identification process ends for that child. They are not eligible to take the initial assessment, because they have been found to be

English dominant.

The school secretary notifies members of the ELL Department to assist parents in the administration of this form which also includes an informal oral interview. The interview is conducted in both English and in the child's native language. A licensed pedagogue must assist the parent or guardian with the entire completion of the HLIS. This document is also used as a reference for dialogue. Once the determination is made that a language other than English is spoken in a child's home, then the child is administered the NYSITELL within 10 days of the enrollment date. The NYSITELL is a test that establishes English proficiency levels. Children that score at or below proficiency on the NYSITELL become eligible for state mandated services such as English as a New Language, Transitional Bilingual or Dual Language programs. The Spanish LAB is a test that is administered to students who are determined to be ELLs and who indicated that their home language is Spanish. The results from this test are used to determine language dominance. All screening and administration of HLIS and NYSITELL/Spanish LAB are conducted by ESL licensed and certified staff.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Students who have indicated that their home language is other than English and newly admitted to the NYS/NYC public schools after grade 2 will be evaluated for potential SIFE within 30 days of enrollment.

The following assessments are used to identify potential SIFE.

- Oral Interview Questionnaire – ELLs are being administered to determine whether they have had a gap of two or more years of inconsistent formal schooling. This questionnaire consists of questions regarding the student's educational background & literacy skills in their primary language.
- Literacy Evaluation for Newcomer SIFE (LENS) – This assessment is used to determine ELLs' literacy skills in their home language. It measures a student's skills in reading, math and vocabulary.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

In order to identify the newly enrolled students with IEPs, the Language Proficiency Team (school administrator, ESL certified teacher, special education director, student's parent) has to gather evidence of the child's English language development. The principal needs to review the data to determine whether the child has to take the NYSITELL. If the principal rejects the LPT's recommendation that the student does not need to be administered the NYSITELL, the NYSITELL will be administered to the student and the ELL identification process continues as with all newly enrolled students. In contrast, if the principal approves the LPT's recommendation that the student does not need to be administered the NYSITELL, the recommendation needs to be sent to the superintendent or the superintendent's designee to make the final decision within 10 days. Parents will be notified within 3 school days of the decision in their home language. If the superintendent or designee decides that the student needs to be administered the NYSITELL, the school will have 5 additional school days to administer the NYSITELL to the student and inform the parent. The Language Proficiency Team NYSITELL Determination Form has been completed and placed in the student's cumulative folder.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

In order to inform parents of their child's eligibility for ELL services, entitlement letters are sent home in their native language in student backpacks, US Postal mail, inviting them to attend a parent orientation that is held at the school. The Parent Coordinator also provides outreach for parents to remind them of the meeting date and time.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents who believe that their child has been misidentified as an ELL or Non- ELLs have the right to appeal within 45 days of enrollment with a written request. A trained staff will follow the protocols of the reidentification process. The process should be completed within 10 school days or 20 school days with CSE consultation.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

At the Parent Orientation, held within 10 days of the student's registration date, parents are provided translated materials (brochures, parent selection forms and a video presentation in the parent's native language) as well as interpreters in order to ensure that parents understand all three program choices. Parents are made aware that if there are enough students (15 or more) of one language in either one grade or two contiguous grades, the law requires the school to form a Transitional Bilingual Education program. However if there are not enough students to form a TBE program, then the school is mandated to provide an ESL program to the students. This orientation also provides parents with a list of schools within the five boroughs showing other bilingual as well as

Dual Language programs in the appropriate languages that are being offered. For the parents who are unavailable to attend the orientation, we'll send out certified letter for a make-up session within 10 days of their child's enrollment. We'll also make phone calls to contact the parents as well. If the parent survey and program selection forms are not returned after several outreach attempts, the student will be placed into the bilingual program.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
Parents are given the option to return the PSF after reading the form, making their selection and placing their signature, either at the conclusion of the orientation or within the 5 school days time frame for placement purposes. Parents are also informed that dependent on availability their child will automatically be placed in a TBE if a program is not selected. For any parents that are unable to attend the orientation, follow-up phone calls and make-up sessions are planned. The parent's first choice of program selection should be entered in the ELL Parent Choice Update screen (ELPC) in ATS. Based on the initial parent choice of program selection, the ESL coordinator monitors the number of parents who have selected the bilingual program. If there are 15 or more ELLs who speak the same language or two contiguous grades, a bilingual class has to be formed.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. For the parents who have not completed and returned the Parent Survey and Program Selection forms, the ESL coordinator will make follow-up phone calls and make-up sessions are planned. If the forms are not returned within 5 school days, the student will be placed in a bilingual program if there is one available in the school. Otherwise, the student will be placed in ENL program.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Based on parent preference, students are placed accordingly into the appropriate ELL program and grouped by the proficiency level that is dictated from the NYSITELL cut scores. Depending on an ELL students' scores, they may fall into one of five proficiency levels (Entering, Emerging, Transitioning, Expanding or Commanding)  
The ESL coordinator will ensure that all parent notification letters are distributed. A placement letter is sent home in the parent's native language letting parents know that their program request has been granted and reiterates the fact that studies have proven that students benefit from staying in the same program from year to year rather than alternating between programs.  
This letter is also a reminder that the only factor that determines whether or not your child will exit the program is through their performance on the New York State English as a Second Language Achievement Test (NYSESLAT) and the ELA exam for grades 3-5. All ELL students will take this test annually until their scores indicates that they have gained sufficient proficiency in English to participate productively in the mainstream class.  
The placement letter is securely placed into the child's cumulative folder as well as our school files. Once the PSF letter is received the ESL coordinator will enter the parent selection into the ELPC ATS screen within 20 days of the student's enrollment date.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
The ESL coordinator ensures that all the original ELL documentation are dated and signed prior to placing them into the child's cumulative folder. The copies of the ELL documentation are kept securely in the ESL department.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
Based on the RLER report, we identify the students who are eligible for the NYSESLAT. The school's Test Coordinator sets up a schedule to administer the NYSESLAT Speaking component. The reading, writing and listening subtests of the NYSESLAT are administered over a three day period with all the components administered to ELL students on separate days. The ESL coordinator sends out parent letter in their preferred language to inform them about the test date and ways to prepare their child for taking the test.  
All proctors participate in a Test Administration meeting on the protocols and procedures to follow in the administration of the NYSESLAT. Test accommodations for NYSESLAT are reviewed as well as test accommodations for students with disabilities receiving ELL services according to the student's IEP. Proctors note students who are absent. The Test Coordinator organizes a make-up test schedule for any student absent during the administration of the NYSESLAT test.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
After reviewing the NYSESLAT test results, the ESL coordinator ensures that the continued entitlement and transitional support parent notification letters are distributed to parents of students who continue to be entitled for ENL services in their preferred language. Parents are required to sign the letters and return them to their classroom teachers. All signed parent notification letters are kept in students' cumulative folders. The ESL coordinator will securely keep the copies of the letters in the ESL department.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After a thorough review of the Parent Survey and Program Selection forms for the past few years, we noticed a trend consistently appearing in our data, the need to form a Transitional Bilingual Education program for our Chinese population. In the year of 2012, two Chinese Bilingual classes were required to open due to parents selecting TBE across both the Kindergarten and First grades, which was a total of 52 students. In 2013, we only opened one Chinese Bilingual Kindergarten class with 25 students due to limited number of Chinese parents selecting TBE. In 2014, two Chinese Bilingual classes were formed again due to an increase of Chinese parents selecting TBE across both the Kindergarten and First grade levels with a total of 55 students. These classes are taught by certified Chinese Bilingual teachers.

Over this time period, 2012-2014, the NYSESLAT administration identified students who were proficient in English. Those students were placed in general education classes. Students who did not meet the proficiency level as measured by the NYSESLAT were placed into a free standing ENL program as selected by their parent during the parent orientation session.

In 2015, two Chinese bilingual classes are required to open due to parents selecting TBE across both the kindergarten and first grade classes, which is a total of 55 students. These classes are taught by certified Chinese bilingual teachers. The NYSESLAT test results identified students who were English proficient are placed in general education classes and they will continue to receive 90 minutes of ENL services for 2 school years to support their language development and academic progress.

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

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
  - a. Freestanding ENL program.

ENL instruction is delivered through the Push-In organizational model grouped homogeneously for Expanding/Commanding students and heterogeneously for Entering/Emerging/Transitioning students in grades K-5. There are four integrated ENL classes which are taught collaboratively by the certified ESOL teachers and Common Branch certified teachers. There are two self-contained ENL classes which are taught by the dually certified teachers in Kindergarten and 5th grade. Our students with disabilities participate in our ENL classes on the appropriate grade level.
  - b. TBE program. *If applicable.*

There are two Chinese bilingual classes which are taught by the Common Branch certified teachers with a bilingual extension. The ELLs are grouped homogeneously for Entering students in Kindergarten and heterogeneously in 1st grade. Students' native language materials are used in the instructional program throughout the day, through Smart Board presentations of pictorial images and language, as well as songs, chants, rhymes and fingerplays to foster cultural experiences. In classroom libraries, students are able to select books in their native language. Glossaries, photos, dictionaries and iPads are used to support student language proficiency.
  - c. DL program. *If applicable.*

Not applicable
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Based on CR Part 154 requirements for ENL and TBE programs, Grades K-8, the mandated number of instructional minutes is provided according to proficiency levels in each program model listed below.

#### Freestanding ENL program

1. Entering ELLs are entitled for 360 minutes of ENL per week, 180 standalone ENL and 180 integrated ENL.
2. Low Intermediate ELLs are entitled for 360 minutes of ENL per week, 90 standalone ENL, 180 integrated ENL and the option of 90 standalone or integrated ENL.
3. Transitioning ELLs are entitled for 180 minutes of ENL per week, 90 integrated ENL and 90 standalone or integrated ENL.
4. Expanding ELLs are entitled for 180 minutes of integrated ENL.
5. Commanding ELLs are entitled for 90 minutes of integrated ENL.

#### TBE program

1. Entering ELLs are entitled for 360 minutes ENL (180 standalone ENL and 180 integrated ENL), 1 class in HLA and a minimum of 2 content areas in bilingual instruction.
2. Emerging ELLs are entitled for 360 minutes ENL (90 standalone ENL, 180 integrated ENL and the option of 90 standalone ENL or integrated ENL), 1 class in HLA and a minimum of 2 content areas in bilingual instruction.
3. Transitioning ELLs are entitled for 180 minutes ENL (90 integrated ENL, 90 standalone ENL or integrated ENL), 1 class in HLA and a minimum of 1 content area in bilingual education.
4. Expanding ELLs are entitled for 180 minutes ENL, 1 class in HLA and a minimum of 1 content area in bilingual education.
5. Commanding ELLs are entitled for 90 minutes of integrated ENL.

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

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

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

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

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

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

In order to determine proficiency levels (Entering, Emerging, Transitioning, Expanding, Commanding) as well as maximize ELL services and instruction to meet the needs of ELLs, administrators and teachers look at the NYSESLAT annually. We gain access to their scores through reports found in ATS. For example, the RLAT provides you with scores reflecting each student performance for the last three years on Listening, Speaking, Reading and Writing as well as the latest LAB-R/NYSITELL scores. This report can be manipulated to create lists, charts and graphs.

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

- TC Reading Assessment (September, November, January, March, June)
- On Demand Writing (Units of Study)

- Running Records (monthly)
- Performance - based assessments (oral reports, presentations, demonstration, writing samples, and portfolios) using research based rubrics and observation checklists

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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

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

6b. Plan for Newcomers

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

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

6c,d. Other ELL Subgroups (Developing and Long-Term ELLs)

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

Imagine Learning – Online literacy program that provides one-on-one targeted instruction with interactive activities based on the student's learning levels

Raz-Kids – Online reading program that provides leveled books to help students to develop fluency and comprehension skills

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

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

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

6e. Plan for Former ELLs (in years 1 and 2 after exiting ELL status)

ELL students who reach Commanding level on the NYSESLAT or fall into ELL exit criteria are placed the following year in a monolingual class. To support their transition to an all-English learning environment and to help them prepare for standardized tests in ELA and the content areas, they will continue to receive integrated ENL instruction for up to two years. They are also eligible for testing accommodations to take State exams for up to two years.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, the principal must ensure that the student's academic progress has not been adversely affected by the re-identification (within 6-12 months after the re-identification has been established) by having the ESL coordinator reviewing the student's work in English and in their native language. The principal will have a consultation with the ESL coordinator, the child's parent or guardian, the child's teacher and the CSE. Based on the consultation, additional support services are provided to the student and changes on the determination will be made if it interferes with the student's academic performance.

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

**Instructional Strategies:**

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

**Grade-level Materials:**

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

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

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

Chart

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

Chart

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

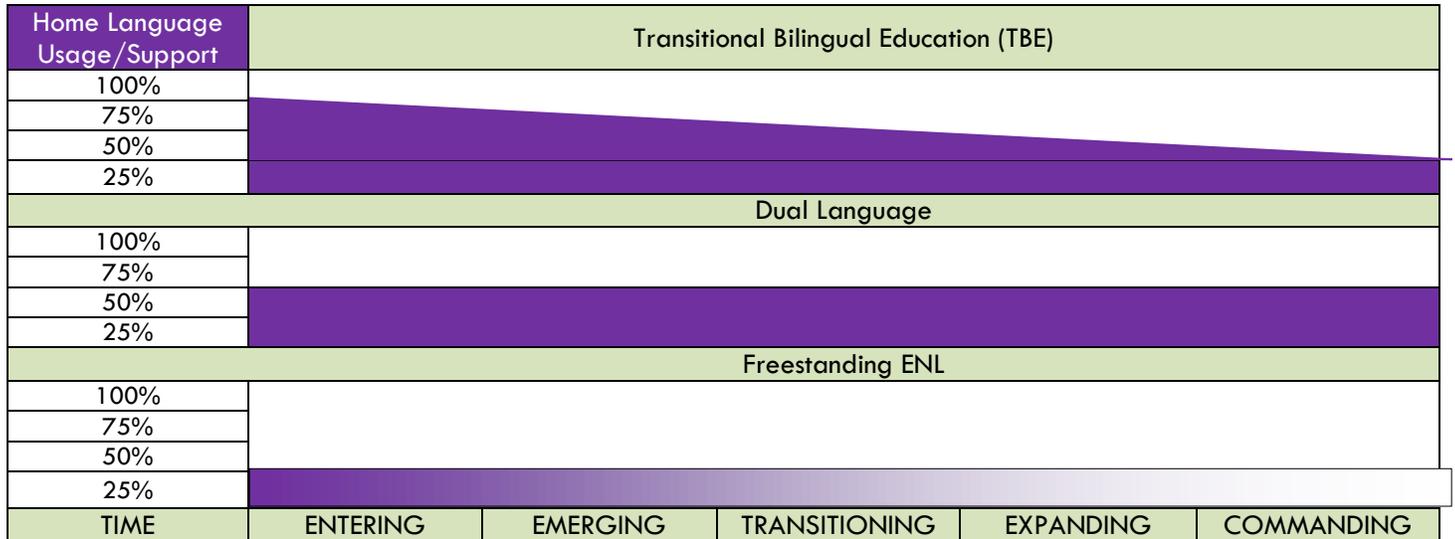


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

### Targeted Intervention Programs for ELLs:

Based on the data we gather from the AMAO, we are able to target our instruction on at-risk ELLs. The following programs are offered in the English language to support our ELLs with the use of resources that correspond to ELLs' ages and grade levels.

### ELA:

**Literacy Plus:** after school program for those students who have been designated at-risk (ELLs, Special Need ELLs, SIFE and Long Term ELLs). The focus is on a new literacy initiative each month with different skill objectives to be implemented into teacher lesson plans by extending it through shared, guided and independent reading session in Readers Workshop. Also, it provides an opportunity to pre-teach vocabulary with more support which will be introduced to the whole class and supported for struggling students in small group work. Students have access to leveled books on a variety of topics in English and in their native language.

**Saturday School Program:** offered in the month of March this program provides test prep for students, preparing students for NYS assessments. The program meets for three hours for five Saturdays. Intensive instruction for ELLs, Special Need ELLs, SIFE and Long Term ELLs. Students are provided with glossaries across the content areas in both English and in their native language.

**New Beginnings (Title III)** offered from November through March whole and small group instruction for ELLs, Special Need ELLs, SIFE, Long Term ELLs, two days per week for two hours per day with a focus on literacy through Readers Workshop and Writers Workshop. The classroom library is filled with high interest leveled books to give students the opportunity to explore a variety of topics within their proficiency level both in English and in their native language. Translated dictionaries are also provided to the students to support their learning.

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

**Raz-Kids, Imagine Learning, Accelerated Readers, myOn Reading, i-Ready, Mathletics** are programs provided to ELLs, Special Need ELLs, SIFE, and Long Term ELLs who are given a rich diverse language experience that facilitates the transition from spoken to written language by promoting phonemic and phonological awareness skills while building and strengthening auditory processing skills through technology linked programs

**TBE Chinese Bilingual Program** focuses on small group instruction, one to one conferring conferences, student engagement activities, TPR and ELL strategies to provide multiple pathways for creative play and experiences, Smart Board technology for photos, chants, fingerplays, and poetry to develop oral language opportunities. The students are provided with leveled books on a variety of topics and picture dictionary both in English and translated editions to support their learning.

### Mathematics:

- **Mathletics**, small group for ELLs to build math skills tailored to individual needs through international math competition online game format.

- **Envision Math**, small group and one-to-one instruction for ELLs/ Special Needs ELLs/SIFE/Long Term ELLs. It helps students to develop problem solving skills and strategies in differentiated levels.

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

- **Pearson online** helps with the differentiation of math instruction.

- **New Beginnings, After School Program (Title III)** whole and small group instruction for ELLs/Special Needs ELLs/SIFE/Long Term ELLs. In Math, this instruction is delivered through the workshop model with an emphasis on hands-on applications and strategy development in mathematical concepts.

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

- **Literacy Plus** – after school program for those students who have been designated at-risk (ELLs/Special Need ELLs/SIFE and Long Term ELLs) working towards an increase in scale score on all standardized achievement tests.

Science:

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

Social Studies:

- SETSS, small group instruction for Special Needs ELLs, standards are met through the use of nonfiction literacy materials.
  - Related Services, one-to-one or individualized according to IEP mandates additional help in specialized areas for at-risk (Special Needs ELLs)
  - Explorers After School Program, small group instruction open to ELLs, standards are met through an integrative literacy approach using nonfiction texts.
  - New Beginnings After School Program, whole group, small group and one-to-one instruction for English Language Learners, standards are met through an integrated literacy approach using nonfiction texts.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- In the integrated ENL program, our ELLs are able to learn all content areas where they receive instruction from collaborative team teaching where teachers being the experts either in language acquisition or content areas throughout the day. Based on the AMAO report and ongoing formative and summative assessments in all subject areas, the teachers have the best knowledge of their students progress across language development and content areas to inform their instruction. In the TBE program, our ELLs are able to learn English language with the support of their native language in all academic areas so that they can continue to perform grade-level work and transition into mainstream classrooms. The ESL coordinator shares the ELLs data and coordinate workshops related to ELLs for the school staff members so they are aware that they are also teachers of ELLs.

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

As required by the NYS mandate, the Collaborative Team Teaching model for all ELLs across the grades has been considered for the upcoming school year. ELLs will be taught by both the ESL and Common Branch certified teachers who share their strategies for teaching culturally and linguistically diverse learners in the content areas. ELLs across all grades will be involved in small group work in the areas of literacy and math.

We will continue to offer a wide menu of online programs for students to use, such as Raz-Kids, Imagine Learning, Mathletics, i-Ready, myOn Reading and Accelerated Reader. We are planning to expand the Imagine Learning program by having the program accessible both in school and home for our ELLs to support them in language acquisition. We'll have an In-depth training for our staff members on how to use the data to drive their instruction and grouping the students based on their proficiency levels.

We will continue to offer Family Engagement Workshops on Tuesday afternoons and family visitations to all classrooms on the first Friday of the month. We will continue updating our class websites with the most current information for the students and parents. We will continue to offer families access to on-line videos and on-line academic supports for students.

We will continue our Professional Learning Community in which we run workshops to provide strategies for all teachers and paraprofessionals. We will implement a Reading Recovery program through TCRWP to provide trainings for all paraprofessionals in literacy small group work with an emphasis on Word Study.

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

We do not have any programs being discontinued.

14. 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 able to participate in all school programs. The parents are provided translated letters to ensure that they understand and are aware of all the school programs made available to their children. On our school website, all information posted can be

translated into 64 languages for parents to use. In addition, School Messenger sends out weekly information in native languages to all parents inviting them to participate in our school celebrations and events. Parent notification letters are sent home in the parent's preferred language to inform them about the available after school programs for their child. The ESL Coordinator reach out to parents through phone calls to ensure parents return the permission slips for their child to participate in the after school programs.

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

- New Beginnings (ELL after school program)
- Explorers after school program
- Literacy Plus after school program
  
- After-school programs and free family counseling offered by the Neighborhood Improvement Association (NIA), a community-based organization (CBO)
- Saturday School, offered prior to city-state wide examinations, to assist in test preparation
  
- Title III ELL summer program for grades 2-5. This program offers ELL services to the following:
  - (a) Newcomers to the country (less than 3 years)
  - (b) SIFE students who have had interruption of services
  - (c) Enrichment for students who would benefit from additional ESL support.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Materials Used for Instruction in both the ENL and TBE Programs

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

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

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

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

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Native Language Support

The teachers of bilingual classes assess their student's level of native language literacy informally, by means of teacher made tests. Most of the students in Chinese TBE classes were born in the United States and speak either Mandarin or Cantonese at home. Only those who attend Chinese school on the weekends can read or write in their native language. The newcomers from China can both read and write in their native language on a kindergarten or first grade level. In addition, when Spanish-speaking students take the LAB-R in their native language, the results vary. We have however identified one pattern. Many of the students

do well on the listening and speaking portion, however, they do not fare as well on the reading and writing portion of the test.

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

In addition, Imagine Learning also provides one-on-one native language support as they develop English language skills. Students learn English most effectively when they are able to transfer their skills in home language to English.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

In order to meet the new CR Part 154 requirements, our school ensures that all of our ELLs receive the mandated ENL services provided by NYS certified teachers. Our staff members use ongoing data to provide targeted instruction through small groups and flexible groupings to ensure that our ELLs have equal access to the content areas based on their ages and grade levels.

Rtl and AIS also play important roles to support our ELLs who fall under the categories of Tier 1 and Tier 2. Our classroom libraries have high interest leveled books on different topics and genres across content areas to meet the needs of our ELLs' ages and grade levels. The online literacy program, Imagine Learning provides interactive activities, videos and games to support their learning in language and literacy. It adapts to individual needs and supports their native language in 15 different languages.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

We believe that a good way to help newly enrolled ELLs feel welcome and prepared for success in school is to give them a school tour and present them with a "Welcome Kit". This packet is comprised of pertinent school information such as the school's policies, school website, calendar, supplies, bussing and lunch information. The parent coordinator informs the parents about this event through phone calls, letters and emails. Throughout the school year, we offer several activities for our new ELLs which are taught by the ESL and Common Branch certified teachers on the following:

- Workshop Model in Literacy & Math with flexible grouping (small group and one to one conferencing)
- After School Programs
- New Beginnings for ELLs (2x per week for 90 mins each from 2:30-4:00 pm, Oct-Mar.)
- Online computer instruction (Raz-Kids, Imagine Learning, i-Ready, Accelerated Reader, MyOn Reading, Riverdeep, Mathletics)

19. What language electives are offered to ELLs?

Not applicable

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
Professional Development and Support for School Staff  
Our administrators, teachers, related service providers, and paraprofessionals will participate in an ongoing Staff Development sessions with issues related to analyzing ELLs data, Common Core Learning Standards and teaching ELLs across the content areas. ELL Instructional Support Specialists, math and literacy coaches and school-based staff will conduct interactive sessions.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
Professional Development in CCLS for ENL & Bilingual Teachers  
To support ELLs as they engage in the Common Core Learning Standards, our school will:
  - conduct professional development on the overview of CCLS and the high expectations for the teachers
  - view and discuss the video clips (DELLSS, Teaching Channel, ASCD, EngageNY) on how other teachers develop differentiated strategies to implement the CCLS in their classrooms
  - actively involve and engage teachers to work collaboratively in the planning of CCLS aligned to the TCRWP Units of Study
  - provide opportunities for teachers to visit the class lab sites that support best practices
  - invite the staff to attend ESL institute at Teachers College Reading and Writing Project Calendar Days
  - invite the staff to attend ESL workshops which are offered by the DELLSS & the Borough Field Support Center throughout the year
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
We invite the parent coordinator and guidance counselor to attend workshops offered by the DOE/UFT regarding the Best Practices in Working with ELLs and How to Prepare ELLs for a Smooth Transition at the End of the School Year.

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

In order to facilitate the transition, the guidance counselor provides individual and small group counseling services for ELLs who are in need of social, emotional and academic support. The guidance counselor also communicates with the receiving school to ensure that the students receive support services for their individual needs. Parents are also given information regarding graduation requirements and community resources.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

In order to meet the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for TBE/ENL teachers receive specific professional development, the following sessions will be offered to all teachers.

October 2015	How to Use Data to Inform Instruction
November 2015	Common Core Success for English Language Learners
November 2015	Maximizing Learning Opportunities for ELLs
December 2015	Teaching Academic Vocabulary to ELLs
January 2016	Reading & Writing Nonfiction for ELLs
January 2016	Effective Strategies in Content Area Instruction for ELLs
February 2016	Implementing a Response to Intervention (Rtl) Model to support ELLs' Academic Achievement
March 2016	Unpacking NYSESLAT
June 2016	Language Acquisition and Disability: ELLs in Special Education

We keep records of the professional development activities in the ESL binder to keep track of the mandated hours that teachers need to earn for their license or certification renewal.

Records include the following:

1. Agendas showing the type of activity, location, duration, sponsoring organization, instructor or presenter's name
2. Attendance in the form of completion certificates or other relevant documents supporting the evidence of attendance.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

We provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas during Parent Engagement on Tuesday afternoons. Interpretation and translation are provided by utilizing over-the-phone interpreters via the Translation and Interpretation Unit as well as in-house by school staff.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

The ESL Coordinator makes every effort to ensure that our ELL parents are informed about the annual individual meetings via in person meetings, phone calls, notification letters, school messenger and posted the information on our school website, E-Chalk. She keeps track of parent outreach attempts as well as the attendance records throughout the year in the ESL binder.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parent involvement is key to any child's success. The parent coordinator assigned to our school pays particular attention to parents of ELLs, especially newcomers to the English language school system. The parent coordinator and other school staff members endeavor to create a welcoming atmosphere. Parents are always notified about any school events through flyers that are backpacked, e-mailed and/or posted on the school website in translation in the 3 primary languages (Chinese, Spanish and Arabic). In cooperation with the ENL/Bilingual and other teachers, parent orientation meetings are held in the fall and periodically throughout the year as new children arrive. Parents are invited to participate in the NYSESLAT training so that they can prepare their child for the test. They are also being invited to their child's classroom for student author celebrations to observe Teachers College Readers and Writers Workshops. We also offer monthly parent book clubs to assist parents in learning the reading strategy development for their child by using Kindles and iPads. The parent coordinator conducts workshop on how to navigate the school website, E-Chalk for the parents as well. The Parent International Luncheon is held annually for parents to bring in and share food from their native country. It is conducted in an informal setting, encouraging social communication through English conversation. Also, interactive parent craft and scrapbooking classes starting in November will be offered monthly for 2 hour sessions. PS 176 prides itself on supporting the efforts of families to be partners in the children's education.

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

5. How do you evaluate the needs of the parents?

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

6. How do your parental involvement activities address the needs of the parents?

The Parent Coordinator distributes surveys to the parents in their preferred language at the beginning of the school year. The main purpose of the surveys is to gather information on topics that they would be interested to attend in the workshops. At the conclusion of each workshop, parents are requested to fill out an evaluation form in their preferred language to provide us some feedback or suggestions for the upcoming workshops.

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

#### **D. Additional Information**

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

Paste response here:

School Name: The Ovington School

School DBN: 20K176

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Elizabeth Culkin	Principal		11/2/15
Kara Geller	Assistant Principal		11/2/15
Maria Friscia	Parent Coordinator		11/2/15
Pam Procovas	ENL/Bilingual Teacher		11/2/15
Genevieve Mammana	Parent		11/2/15
Katie Ginn/Sp. Ed.	Teacher/Subject Area		11/2/15
Brenda Tang/Bilingual	Teacher/Subject Area		11/2/15
Florence Yan	Coach		11/2/15
Antonella Capace	Coach		11/2/15
Marianne Belmonte	School Counselor		11/2/15
	Superintendent		
	Borough Field Support Center Staff Member _____		
Marilyn Murphy	Other <u>Math Coach</u>		11/2/15
Daniella Wahba	Other <u>Speech</u>		11/2/15
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

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

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnedoe.org/tiu/lac](http://www.learnedoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Through the needs assessment, it was determined that approximately 69% of our families prefer communication from the school in a language other than English. Of those families, the top three language preferences are Chinese (51%), Spanish (13%) and Arabic (2%). Approximately, 721 families prefer written translation and oral interpretation in Chinese. Approximately 179 families prefer written translation and oral interpretation in Spanish. Approximately 28 families prefer written translation and oral interpretation in Arabic. These findings were reported to the school community in early fall through discussions at the PTA and School Leadership Team meetings. Additionally, a survey was

generated and distributed to each classroom teacher indicating the parent language preferences for their class. Using this information, teachers can ensure that all written correspondence is sent home to parents in translated versions with the languages parents can understand through our school website E-Chalk. Through our school website a parent has the option to choose which language they would like the information to be presented in. Our school also has a limited number of families that prefer written translation and oral interpretation in the following languages; Albanian, Bambara, Burmese, Hausa, Hungarian, Italian, Korean, Polish, Russian, Serbo-Croatian, Turkish, Ukrainian, Urdu, Uzbek and Vietnamese.

## **Part B: Creating a Communications Calendar**

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The documents that our school typically disseminates every year that require translation and are distributed to families include; Parent Teacher Conference notices in September, November, March and May, Half-Day Notices in November, March and June, Parent Workshop Notices throughout the school year, School Event Notices throughout the school year, New York State Testing Dates and Information is included on our school calendar available on our school website [www.ps176.org](http://www.ps176.org) in 25 languages, After-School and Saturday School Notices throughout the year.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Our school conducts a variety of formal and informal face-to-face meetings with parents throughout the school year. Our school hosts formal Parent-Teacher-Student conferences four times throughout the school year. Every Tuesday afternoon our school hosts parents for Parent Engagement time during which parents are invited to visit their child's classroom and participate in workshops to welcome parents into the school community. Reading, Writing and Math are some of the workshops that parents attend. Parents are also encouraged and welcome to meet individually with their child's teacher on Tuesday afternoons. Every first Friday of the month, parents and families are invited to visit their child's classroom and to observe and participate in class lessons. The school hosts school wide events in which parents and families are encouraged to attend, such as Spooky Reading Night, Pumpkin Patch, Family Game Night, Cinema Under the Stars, student performances, Winter and Spring concerts, graduations. Translators and translation units are utilized to ensure all parents are engaged in events and conversations.

## Part C: Providing Language Assistance Services

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Our school will meet identified translation needs indicated in Part B to ensure timely provision of translated documents to parents and families by using in-house school staff. Our school has paraprofessionals and school aids that are bilingual in Chinese, Spanish and Arabic who are able to provide written translation to our families.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Our school will meet the identified interpretation needs indicated in Part B by utilizing over-the-phone interpreters via the Translation and Interpretation Unit as well as in-house by school staff.

## Part D: Training Staff on Policies and Procedures

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Our school ensures that all staff members are aware of how to use translation services and over-the-phone interpretation by providing all staff members with Language Palm Card and Language ID Guide and T&I Brochures at the professional development.

## Part E: Providing Notice of Language Assistance Services

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

PS 176 works hard to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Parents are provided with a copy of Parents' Bill

of Rights and Responsibilities stating their rights regarding translation and interpretation services. Translated signs are posted in the Main Lobby and throughout the school building in languages parents can understand. The security guard at the security desk as well as the secretaries in the main office have language guides and translated information for parents.

## **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Our school will gather feedback frequently from a focus group of parents from different cultures and languages on the quality and availability of services by utilizing a parent survey to gather parent opinions and thoughts. The Parent Coordinator utilizes a database of parent email addresses in which she corresponds with parents to obtain their perspectives and ideas.