

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

29Q176

School Name:

P.S. 176 CAMBRIA HEIGHTS

Principal:

ARLENE BARTLETT

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Cambria Heights School School Number (DBN): 29Q176
Grades Served: Pre-K, K, 1, 2,3,4, and 5
School Address: 120- 45 235 Street Cambria Heights, NY, 11411
Phone Number: 718- 525-4057 Fax: 718- 276-3458
School Contact Person: Arlene Bartlett Email Address: abartle@schools.nyc.gov
Principal: Arlene Bartlett
UFT Chapter Leader: Toni Coleman
Parents' Association President: Erica Layne
SLT Chairperson: Arlene Bartlett
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Mrs. Jones
Student Representative(s): N/A
N/A

District Information

District: 29 Superintendent: Lenon Murray
Superintendent's Office Address: 221-14 Jamaica Ave, Queens Village NY 11428
Superintendent's Email Address: LMurray3@schools.nyc.gov
Phone Number: 718- 464-1433 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Queens South Director: Marlene Wilks
Director's Office Address: 82-01 Rockaway Blvd, Ozone Park, NY 11416
Director's Email Address: mwilks@schools.nyc.gov
Phone Number: _____ Fax: 718- 642- 5705

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)
Arlene Bartlett	*Principal or Designee	
Toni Coleman	*UFT Chapter Leader or Designee	
Erica Layne	*PA/PTA President or Designated Co-President	
Sandra Cox	DC 37 Representative (staff), if applicable	
Julisa Jones	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	
Pat Harris	Member/ Parent	
Mica Fields	Member/ Parent	
Christine Boyd	Member/ Parent	
Andrew Grant	Member/ Parent	
Tracey Alexander	Member/ Teacher	
Marci McAdoo	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Rochelle Robertson	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.

P.S. 176Q is made up of a community of staff, parents and students that is deeply committed to working collaboratively towards a common goal. Our purpose is to guarantee the highest quality of education for our students. On a daily basis throughout the school year we strive to promote a safe, calm and nurturing environment for all of our students. We work to ensure that all of our students will succeed and be college and/or career ready. Our motto is "Committed to building a community of life- long learners.

School leaders allocate resources and make decision aligned to the school's instructional goals that promote student achievement. Together the school community makes meaningful decisions about scheduling student and teacher time to maximize learning opportunities and teacher collaboration time for planning and evaluating student work. Schedule adjustments are made to ensure teachers have a minimum of three common planning periods per week to develop or modify unit plans. High expectations are communicated and supports are provided to ensure all members of the school community takes ownership of increased student achievement.

Together with families we work collaboratively to understand student needs and share responsibility for student progress toward higher expectations. School leaders conduct frequent observations and work collaboratively with teachers to develop professional plans that promote professional growth and reflection. School administrators work collaboratively with teachers and staff to develop professional learning plans, that support our school wide focus and targets our areas of need.

Our students engage in project based learning. Units of study are developed and refined annually to ensure that our students receive standards based instruction that is intellectually stimulating. Our students are provided instruction in visual art, instrument music, vocal music and S.T.E.M. We believe in educating the whole student while acknowledging various learning styles. We have ELL, Special Needs and Gifted and Talented students all working together. Each student has the same opportunity to engage in learning.

During the 2014- 2015 the element of the Framework for Great Schools in which we made the most progress was Rigorous Instruction. As noted in the 2014-2015 Quality Review our students are engaged in appropriately challenging tasks that demonstrate critical thinking and creativity. In addition the understanding of students is deepened through effective questions and discussion. The curricula is aligned to the Common Core Learning Standards which ensures individual students are cognitively engaged.

Our focus for the school year 2015- 2016 will be creating a community of trust. Trust among teachers, staff, parents and students. Trust is established by a core belief that all students can learn. We will work together as a community to provide staff, students and parents with a risk free environment that allows each member to learn from one another and seek assistance when needed.

29Q176 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	738	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	61.4%	% Attendance Rate		94.8%
% Free Lunch	62.8%	% Reduced Lunch		11.9%
% Limited English Proficient	1.9%	% Students with Disabilities		10.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		90.8%
% Hispanic or Latino	3.0%	% Asian or Native Hawaiian/Pacific Islander		5.0%
% White	0.8%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	12.32	# 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)		4.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		6.87
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	52.0%	Mathematics Performance at levels 3 & 4		48.0%
Science Performance at levels 3 & 4 (4th Grade)	93.1%	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		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
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	YES			
Accountability Status – High Schools				
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.

After conducting a needs assessment which included the 2014- 2015 Quality Review and the 2013- 2014 School Snapshot the following strengths and needs were identified:

Strengths:

- Teaching practices provide instructional supports.
- Questioning and discussion promote critical thinking and intellectual engagement.
- Multiple entry points and extensions encourage deep reasoning in student work products.
- Students work products showed an emphasis on text based evidence to justify all articulated positions.
- Teachers utilize a modified workshop model of teaching which promotes active listening, turn and talk and student engagement.
- Academic vocabulary is developed and integrated into academic tasks.

Needs:

- Students asking their own higher order thinking questions of teachers and peers.
- Ensuring all students are actively engaged and are given the opportunity to have a voice in the discussion.
- Re-teaching information that the students clearly understand.

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.

One of the six elements of the Framework for Great Schools, a research based school improvement plan, is rigorous instruction. By June 2016 aligned to the NYCDOE Framework for Great Schools we shall increase the ability of teachers by 90% to increase rigorous instructional excellence, through questioning, active engagement and building upon student knowledge as evidenced through frequent short cycles of observations with specific feedback.

Part 3 – Action PlanT

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>1. The responsible supervisor meets with teachers individually during the initial planning conferences to discuss expectations and teacher goals for the year. Teachers will select their observation options and sign for their selection choice. The supervisor reviews Measures of Student Learning with the teacher, noting the initial, benchmark and final expectations for students and outlines upcoming MoSL related activities, Professional Learning activities aligned to the NYC DOE Professional Learning Handbook and other workshops of interest to our staff members.</p> <p>2. Principal schedules professional development opportunities provided by the district, Talent Coach and supervisors to familiarize teachers and supervisors with the components and elements of the Danielson Framework for Teachers to be measured as Measured of Teacher Practice. Training will include videos, inter-visitiation, professional book clubs and peer observations.</p> <p>3. Supervisors along with the district Talent Coach engage in calibration activities that include observing teachers, using low inference notes to identify levels of proficiency and construct specific actionable feedback to support teacher craft and practice.</p> <p>4. Teachers will participate with on-going professional development based on identified needs from formal/informal observations, self- assessment, reflection and post- observation discussions.</p>	<p>Teachers of students in Pre-K, K and Grades 1-5 including ELL students, Students with Disabilities and Students Living in Temporary Housing.</p>	<p>September 2015- June 2016</p>	<p>Supervisors, Teachers of Pre-K, K, Grades 1-5, ELL and Students with Disabilities,</p> <p>District Talent Coach</p> <p>Instructional Lead Teachers.</p>

5. Exit summary conferences will all teachers will be scheduled to reflect on their teaching practice throughout the year, evidence of teaching practice and student learning across the year focusing on the growth in practice and next steps for continued improvement that results in student cognitive activities and achievement.			
Teacher teams will meet across grades and content areas for ongoing cohesive curriculum planning. Common Core Curriculum and lesson plans will be designed to encompass activities and assessments that promote rigor, student engagement that meets the needs of all learners. ICT classes will be on each grade level to promote a shared path success for all students.	Teachers of students in Pre-K, K and Grades 1-5, ELL Students, Students With Disabilities and Students Living in Temporary Housing	September 2015- June 2016	Supervisors, Teachers of Pre-K, K and Grades 1-5, Teachers of Students With Disabilities ELL Teacher District Talent Coach Instructional Lead Teachers.
Workshops for parents on the Common Core Curriculum will be presented to parents in understanding rigorous student tasks, assessment data and student work products. Parents will participate in Parent Engagement Tuesdays.	All parents of Students in Pre-K, K and Grades 1-5, ELL Students, Students With Disabilities and Students in Temporary Housing	September 2015- June 2016	Teachers and Supervisors

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.										
The Principal, Assistant Principals and teachers will provide ongoing training to teachers in the quality of rigorous instruction and coherent curricula appropriately aligned to the Common Core Learning Standards.										
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		Title III, Part A	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF	X	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.
By February 2016, teacher teams will align ELA and Math Common Core curricular activities and lesson plans to ensure they are rigorous, cognitively engaging and supportive of all learners as evidenced by a measured 5% increase of Effective/ Highly Effective observations, in Danielson components 1a, 1e, 3b and 3c compared to the 2014- 2015 Advance Data.

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.

After conducting a needs assessment which included the 2014-2015 Quality Review, the 2014- 2015 Principal’s Performance Observation, the 2013- 2014 School Snapshot, the 2013- 2015 School Survey and the 2014- 2015 OORS report the following the following strengths and needs were identified:

Strengths:

- The school cultivates the development of overarching systems that support and sustain social and emotional developmental health through various programs which promote health and character development (Mighty Milers Walking and Running; School Wellness Program; Respect For All award recipient; Daughters of Dignity Program and Boys’ Rites of Passage Program)
- The school articulates and systematically promotes a vision of social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.
- 95% of School Survey respondents viewed the school community as safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.

Needs:

- The student support staff should work together to develop the ability to use data to respond to students’ social and emotional developmental health needs so students can become academically and socially successful.

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, the school will implement supports to foster the social and emotional development of all students resulting in a 25% reduction in the number of principal suspensions as measured by OORS data.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Professional development using the Pre- Referral Intervention Manual (P.R.I.M.) to support staff in the implementation of student supports, classroom management, mindsets and academic and personal behaviors. In addition, a study group will read the text, Marching to a Different Drum, to identify and implement strategies to meet the needs of all students.</p>	<p>Students in Pre-K, K and Grades 1-5</p> <p>Students with Disabilities</p> <p>ELL Students</p>	<p>September 2015- June 2016</p>	<p>Teachers, Administrators, Special Education Liaison, Student Development Liaison and the Guidance Counselor</p>
<p>Teachers of Students With Disabilities, English Language Learners and at risk students will meet bi-monthly to analyze, monitor and evaluate sub-group data along with IEP goals and objectives to ensure they are rigorous, aligned to the Common Core Learning Standards and meeting the individual needs of each student.</p>	<p>Students With Disabilities</p> <p>English Language Learners</p> <p>At-Risk Students</p>	<p>September 2015- June 2016</p>	<p>Teachers of Pre-K, K, and Grades 1-5</p> <p>Teachers of Students with Disabilities</p> <p>Teacher of English Language Learners</p> <p>Administrators and Guidance Counselor</p>
<p>Parents of students in Pre-K, K and Grades 1-5 will meet during Parent Engagement Tuesdays to review and discuss ongoing assessment data and achievement progress. In addition the Guidance Counselor, Youth Development Liaison, IEP teacher and Social Worker will work with parents to implement behavior and anger management</p>	<p>Parents of Students with Disabilities</p> <p>Parents of English Language Learner Students</p> <p>Parents of At Risk Students</p>	<p>September 2015- June 2016</p>	<p>Administrators, Teachers of Pre-K, K, and Grades 1-5</p> <p>Teachers of Students With Disabilities</p> <p>Teachers of English Language Learners,</p> <p>Social Worker</p> <p>Guidance Counselor</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.

School-wide standards of data will be analyzed on an ongoing basis: OORS, School Net; State Assessment Data; DRA2; Imagine Learning; Go Math; Ready Gen; Expeditionary Learning and Teacher Made Assessments.

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		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF	X	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.

By February 2016 parents and teachers will attend regularly scheduled parent and school meetings to inform and strengthen the parent and school community connection as evidenced by a 5% increase in attendance at parent workshops/ meetings

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 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 a comprehensive needs assessment including the 2014- 2015 Quality Review; 2014- 2015 Principal’s Performance Observation; 2013- 2014 School Snapshot and 2013- 2014 NYS Student Assessment data the following strengths and needs were noted:

Strengths:

- Teachers use instructional practices and strategies organized around annual unit and daily lesson plans to meet established student goals and promote high levels of student engagement.
- Teachers provide coherent, appropriately aligned Common Core Learning Standards based instruction that leads to multiple points of entry for all students to achieve targeted goals.
- Teachers use a variety of data sources to measure students’ progress .

Needs:

- While teaching practices provide instructional support and rigor, there are students who are passive in their participation.
- Collaborative planning for questioning, discussion techniques and group work is needed to ensure all students are actively engaged during lessons.

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 teachers will participate in professional learning communities to share, revise and adapt instructional techniques, lesson and unit plans that promote high levels of student engagement and evidenced by a 10% increase of Effective/ Highly Effective ratings in Danielson component 3c as compared to the 2014- 2015 Advance data.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers will collaborate each Monday to share, revise and adapt instructional techniques, lesson and unit plans in order to establish student goals that promote high levels of student engagement and inquiry as evidenced by the LASW protocol revisions to lesson and unit plans. In addition administrators and teachers will study the text Mosaic of Minds.</p>	<p>Horizontal and/or Vertical teacher teams Instructional Leads Teachers of ELLs and Special Needs.</p>	<p>September 2015- June 2016</p>	<p>Teachers of Pre-K, K , Grades 1-5, Special Education, ELLs Administrators Instructional Leads</p>
<p>Parents of Students with Disabilities and English Language Learners will collaborate with general education teachers each Monday using the LASW protocol to share, revise and adapt instructional techniques, lesson and unit plans in order to establish student goals that promote high levels of student engagement and inquiry.</p>	<p>Horizontal and/ or vertical teacher teams with teachers of students with disabilities and ELL teachers.</p>	<p>September 2015- June 2016</p>	<p>Teachers of Pre-K, K, Grades 1-5, ELLs and Special Education Administrators Instructional Leads</p>
<p>Parents of Students with disabilities and English Language Learners will meet on Parent Engagement Tuesdays with teachers, IEP teacher and ELL teacher to establish student goals that promote high levels of student engagement and inquiry.</p>	<p>Teachers and parents of Students with Disabilities and ELL teachers</p>	<p>September 2015- June 2016</p>	<p>Teachers of Pre-K, K, Grades 1-5, ELLs and Special Education Administrators Instructional Lead Teachers.</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>
<p>Data specialists and administrators will meet to analyze and revise the impact and targets of horizontal and/or vertical teacher teams in order to establish student goals that promote high levels of student engagement and inquiry.</p>
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF	X	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.

By February 2016 teachers will participate in professional learning communities to share, revise and adapt instructional techniques, lesson and unit plans that promote high levels of student engagement and evidenced by a 4% increase of Effective/ Highly Effective ratings in Danielson components: 1a, 1c, 1d, 1e, 1f, 2b, 3b, 3c and 3d compared to the 2014- 2015 Advance data.

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 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 a comprehensive needs assessment using the 2014- 2015 Quality Review, the 2014- 2015 Principal’s Performance Observation and the cut scores of the NYS Assessment in ELA and Math the following strengths and needs were identified:

Strengths:

- The administration supports the development of teachers using the Danielson Framework for teaching to provide effective feedback and next steps to teachers. The feedback expresses clear expectations for teacher practice and supports teacher development.
- Across grades and content areas, curricula and tasks emphasize rigorous habits and higher order thinking skills and are planned to provide appropriate scaffolds, access for all learners and instruction is aligned to the Common Core Learning Standards.
- Administration consistently communicates high expectations to the staff, students and families and promotes accountability for these expectations.
- Leadership is shared among stakeholders to ensure the continued professional growth of teachers.

Needs:

- Leaders need to ensure an articulated vision is understood and shared across the community, with a shared sense of urgency about achieving school-wide goals.

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 administrators and teachers will participate in 20 horizontal and/or vertical teacher team meetings focusing on staffs’ reflection of practice and continued professional growth resulting in a 10% increase of Effective/ Highly Effective ratings in Danielson component 4d and 4e from the 2014- 2015 Advance data.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Administrators and teachers will engage in horizontal and/or vertical teacher team meetings focusing on the LASW protocol to establish students goals that promote high levels of student engagement and inquiry</p>	<p>Horizontal and vertical teacher teams</p>	<p>September 2015- June 2016</p>	<p>Principal, Assistant Principals and Instructional Lead Teachers.</p>
<p>Administrators will monitor horizontal and vertical teacher team meetings specifically with teachers of Students with Disabilities and ELL teachers focusing on the LASW protocol to establish rigorous IEP student goals and objectives that promote high levels of student engagement.</p>	<p>Horizontal and Vertical Teacher Teams including teachers of ELLs and SWD</p>	<p>September 2015- June 2016</p>	<p>Principal, Assistant Principals and Instructional Lead Teachers</p>
<p>To increase and strengthen parent involvement administrators will ensure teachers are meeting with parents on Parent Engagement Tuesdays to discuss and inform parents of student goals that promote high levels of student engagement and high expectations. Parents will participate in 4 week cycles of learning including the following topics: art, music, mathematics, ELA, technology and S.T.E.M.</p>	<p>Teachers and Parents of Students With Disabilities and ELLs</p>	<p>September 2015- June 2016</p>	<p>Principal, Assistant Principals, Instructional Lead Teachers, Cluster Teachers and the Parent Coordinator</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>											
<p>Administrators, teachers Staff will provide assistance to parents in understanding the Framework for Great Schools. Four Parent Teacher meetings: September, November, March and May will help to build on our parent partnerships. Outreach efforts will include notification in native languages, Twitter, Facebook and School Messenger.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF	X	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.

By February 2016 administrators will participate in 10 horizontal and vertical teacher team meetings focusing on staffs' reflection of practice and continued professional growth in a 4% increase of Effective/ Highly Effective ratings in Danielson component 4e from the 2014- 2015 Advance data.

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 conducting a comprehensive needs assessment including the 2013-2014 School Snapshot; parent survey responses and informal parent meetings the following strengths and needs were identified:

Strengths:

- The school atmosphere is welcoming and fosters a feeling of belonging, which encourages families to freely and frequently engage with the school leading to increased student success.
- The school community partners with families and community leaders to promote and provide professional development across all areas (academic, social, emotional and character development) to support student success.
- The school shares data in a manner that empowers and encourages families to use and understand data to promote dialogue between parents, students, and school constituents centered on student learning and success.

Needs:

- The school needs to engage in effective planning and reciprocal communication with family and community stakeholders to identify students’ strengths and needs and use the data to augment learning.

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 parents and teachers will attend regularly scheduled parent and school meetings (Tuesday Parent Engagement Meetings, Annual Title I Meeting, and PTA meetings) to inform and strengthen the parent and school community connection as evidenced in a 10% increase in attendance at meetings and workshops.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>All parents and teachers will be invited to attend regularly scheduled parent and school meetings (Tuesday Parent Engagement, ALT, Annual Title I Parent Meeting, PTA) to inform and strengthen the parent and school community connection. Parents will be invited to participate in 4 week cycles of learning in art, music, dance, health, S.T.E.M. , Math and ELA.</p>	<p>All parents, teachers and Administration</p>	<p>September 2015- June 2016</p>	<p>Teachers, SLT, PTA, Title I Parent Committee, Parent Coordinator and Administration</p>
<p>To address the needs of Students with Disabilities, English Language Learners and other high need student subgroups, parents and teachers will participate and attend all scheduled parent and school meetings to increase and strengthen the school/ parent connection. Information will be available in native languages. Parents will be invited to participate in 4 week cycles of learning.</p>	<p>Students with Disabilities, English Language Learners, High need subgroups</p>	<p>September 2015- June 2016</p>	<p>Teachers of SWD, ELL, and At Risk students. Administrators Parent Leaders, Parent Coordinator</p>
<p>To increase parent involvement and engagement, parents will have access to materials, computer lab, school library and resources for in- school and/or at-home use to support their child's learning and monitor student progress.</p>	<p>All parents, teachers and administrators</p>	<p>September 2015- June 2016</p>	<p>Teachers, Parent Coordinator, Librarian, Administrators</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>										
<p>Administrators and teachers will provide information to the parent community to encourage and increase parent participation at scheduled parent and school meetings (Tuesday Parent Meetings, Open School and Parent/ Teacher Conferences; SLT, Annual Title I Parent Meeting, PTA meetings).</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	Title III, Part A		Title III, Immigrant

X	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other
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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.

By February 2016 parents and teachers will attend regularly scheduled parent and school meetings to inform and strengthen the parent and school community connection as evidenced by a 5% increase in attendance at parent workshops/ meeting.

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.)
English Language Arts (ELA)	<p>Students functioning at performance levels 1 and 2 on the 2014-2015 State ELA Assessment.</p> <p>Students scoring below grade level on the Fall DRA2</p> <p>Students scoring below grade level on the Fall Measure of Student Learning Benchmark Assessments.</p>	<p>ReadyGen Literacy Program</p> <p>NY Ready CCLS ELA Program</p> <p>Words Their Way Phonics Program</p> <p>Expeditionary Literacy Program</p> <p>Wilson ELA Program</p> <p>Great Leaps ELS Program</p> <p>Building Academic Vocabulary</p> <p>Small Group Instruction</p> <p>Dolch and Slosson</p>	<p>Small Group Scaffold Instruction</p> <p>Push In Model</p> <p>Pull Out Model</p> <p>Saturday Academy</p>	<p>During the School Day</p> <p>Saturday Academy</p>
Mathematics	<p>Students at performance levels 1 and 2 on the 2014-2015 State Mathematics Assessment</p> <p>Students scoring below grade level on the Fall Measure of Student Learning Benchmark Assessments</p>	<p>Go Math Intervention Component</p> <p>NY Ready CCLS Math Program</p> <p>Great Leaps Math</p> <p>Building Academic Vocabulary</p> <p>Kumon Math Series</p>	<p>Small Group Scaffold Instruction</p> <p>Push In Model</p> <p>Pull Out Model</p> <p>Saturday Academy</p>	<p>During the School Day</p> <p>Saturday Academy</p>

	Students at performance levels 1 and 2 on Go Math Pre Assessments.			
Science	Students at performance levels 1 and 2 on the 2015 NYS Science Assessment Students at performance levels 1 and 2 on Science Pre-Assessments	Building Academic Vocabulary Holt Science Intervention	Small Group Scaffold Instruction S.T.E.M. Intervention	During the School Day
Social Studies	Students at performance levels 1 and 2 on Social Studies Pre and Post Assessments	Building Academic Vocabulary Targeted Instruction based on Pre Assessments Tier I interventions	Small Group Instruction Tier I Intervention	During the School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Mandated students as per Student IEPs and recommendations from teachers of At-Risk Students	Pull Out program for counseling by the Guidance Counselor or Social Worker	Small Group One to One Intervention	During the School Day.

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.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

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.
<ul style="list-style-type: none"> • All teachers are highly qualified as verified by the 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 176Q has formed collaborative partnerships with colleges and universities as teacher- training site for student teachers to develop instructional practices and cutting edge 21st Century multi- media tools to accelerate student progress. • PS 176Q has formed collaborative partnerships with many cultural institutions to provide multiple opportunities for teachers and students to explore a variety of student selected topics to deepen student understanding and accelerated progress to meet and exceed NYS 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).
<ul style="list-style-type: none"> • All teachers are highly qualified based on the BEDS Survey. • Collaborative professional learning partnerships have been formed: NY Historical Society; Brooklyn Historical Society; NYCDOE Danielson Framework for Teaching training for teachers and administrators; ELL Training; Disney on Broadway; STEM Robotics; Tenement Museum. • Teachers engage in cycles of learning during Monday professional development: grouping; PRIM; Framework for Great Schools; ELA; Math; Social Studies; Science; STEM; Project Based Learning; Measures of Student Learning;.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

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 areas. 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 teachers and PTA will share some of our school's special programs and answer parent questions.

The Turing 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. Our related service providers can also speak with parents and provide information.

Throughout the entire transition process our Parent Coordinator, Pupil Accounting Secretary, Assistant Principals and PTA 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 instructional leads and administration to discuss the quality of 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 feedback from their cohort. 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 consent.

4c. "Conceptual" Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	277,210.00	X	12, 14, 17, 20 and 23
Title II, Part A	Federal	128,235.00	X	12, 14, 17, 20 and 23
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,248,179.00	X	12, 14, 17, 20 and 23

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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.

Parent Involvement Policy (PIP)

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. **P.S. 176Q**, 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. **P.S. 176Q** 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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 (SPC)

P.S. 176Q, 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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Arlene Bartlett	Assistant Principal Marcelle Hughley
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Catherine Rolon	School Counselor Margaret Lashley
Teacher/Subject Area Josie Elwood/Data RTI	Parent Andrew Grant
Teacher/Subject Area	Parent Coordinator Joyce Barksdale
Related-Service Provider Desiree Carrington	Borough Field Support Center Staff Member
Superintendent Lenon Murray	Other (Name and Title)

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	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	1	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]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	733	Total number of ELLs	10	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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 #
Transitional Bilingual Education	0	0	0	0	0	0								0
Dual Language	0	0	0	0	0	0								0
Total	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					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	8	ELL Students with Disabilities	2
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (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	
TBE										0
DL										0
ENL	8		2	2	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	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
TOTAL	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
TOTAL	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: _____
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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	1	1			1									0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian		2	0	2	3	3								0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

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
Entering (Beginning)														0
Emerging (Low Intermediate)		1												0
Transitioning (High Intermediate)														0
Expanding (Advanced)	1	2			4	2								0
Commanding (Proficient)				2		1								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				2	0	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	0	0	0		0									0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	4				0
5	2				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									0
4	4								0
5	1				1				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					1		1		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)				2				
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.
 At P.S. 176Q we use multiple tools to assess all students including ELLs. Teachers administer the DRA2 to all students. This allows the teacher to receive information about students and areas in which students need assistance. The teacher administers the NYC Performance Task to each student to determine instructional and independent levels. The data allows the staff to know how ELLs are progressing compared to other students in the same grade. Intervention is assigned to students as needed or instruction is tailored to student needs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 All students that were enrolled at P.S. 176Q, in the 2014-15 school year, scored at the Expanding level on the NYSESLAT. This suggests that many will be able to score commanding by the end of the school year. The data shows that with additional assistance students will be able to meet the grade level expectations the same as their english speaking peers. The data is showing that we continue to need work on writing. One student was at the emerging level and he transferred from another NYC school.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 At P.S. 176Q data from AMAO is used to determine if students are advancing at least one proficiency level on the NYSESLAT between two consecutive years or gaining 43 points on the NYSESLAT if the student maintains the same proficiency level between two consecutive years. We use the growth from year to year on the NYSESLAT and based on this measure all ELLs are making progress. We continue to monitor their proficiency using periodic assesment. The data indicates that our students are advancing proficiency levels on the NYSESLAT.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

All students at P.S. 176Q take exams only in English, because we do not have a bilingual or dual language program, so there is not comparable data with exams in their native language.

The school leadership and teachers use the data from the ELL periodic assessments to make adjustments to programs to better meet the needs of ELLs. The school is aware that like their peers ELLs need additional support in writing and using text based evidence. Because of this additional information we have purchased programs to enrich writing experiences. Students home language is used when appropriate, they are encouraged to keep a journal in their native language and share with a staff member or household member. Students are given exams to see what their native language proficiency is.

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](#).]
PS 176 uses data from multiple sources to guide instruction for ELLs within the RTI framework. The ESL teacher along with members of the RTI team meet when necessary to discuss a student's performance and a plan is implemented for creating support for a student who is considered at risk. Data used can consist of: students' DRA benchmark running record, MoSL and periodic assessments, teacher observations, classroom performance, and STAR reports. After a 5 to 7 week period of using the supports recommended by the RTI team, data is again collected, analyzed and interpreted to see if any improvements have been noted. Decisions are then made for next steps in the RtI process for students. Currently all ELL students are invited to attend Saturday Academy. This additional time provides them with increased learning opportunities outside the regular day and to expand upon the learning that was happening in the regular classroom. The ELL students also receive RTI during the school day when necessary. The ESL teacher helps the students to develop strategies to become proficient readers and writers. Any additional programs are always offered to the ELL population and notices are sent home in the preferred language.
6. How do you make sure that a student's new language development is considered in instructional decisions?
 6. PS 176 ensures that students' second language development is considered in instructional decisions by including the ESL teacher at grade level curriculum planning sessions. The ESL teacher helps to make instruction more effective using practices specific for ELLs. The ESL teacher is aware of the Common Core Learning Standards and helps implement the structures necessary to assist in making learning accessible to all its ELLs. We have several staff members who speak the native languages of our students and we invite them to be a part of the decision making process.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the 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?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
This year all ELLs scored at the expanding or commanding level. This is a significant indicator of the progress made by our students. All students have made progress as evidenced by their increases on the NYSESLAT. The ESL teacher continues to take recent former ELLs when it benefits the student.

Part IV: ELL Identification Process

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

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.
When a student registers at P.S. 176Q and the student is a first time entrant to the NYCDOE the ESL teacher meets with the entrant and parent(s) and conducts an informal oral interview to determine which language the HLIS should be completed. The HLIS is completed in the most appropriate language with assistance from a bilingual staff member when warranted. A determination is made by the ESL teacher, if the determination is that the student speaks a language other than English the ESL teacher will administer the NYSITELL to the student within 10 days. If the Home language is Spanish the ESL teacher will also administer the Spanish LAB. If the student scores proficient he or she will not be placed in the ESL program. If the student is not English proficient based on the NYSITELL score, he/she will be offered services. The parents will be informed about the different choices for the student (Dual Language; ESL; Bilingual). The child will be placed in the program of the parents choice. We have Haitian-Creole/French spoken by Mrs. Charles, for parents at intake and throughout the year. We have Spanish spoken by Mrs. Ramos, at the intake and throughout the year.
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).

The majority of new students entering PS 176 enter in Kindergarten or first grade. If an older child enters they are given a performance assessment to determine the students' strengths and areas of need. The performance assessment is administered within the first 30 days of entry. Based on the data gleaned from the assessment a questionnaire is given to the parents and the student to determine the students' SIFE status. Mrs. Carrington the Special Education coordinator is contacted and helps in identifying the students needs alongside the ESL teacher. The parent joins with the ESL teacher, Mrs. Rolon, and the Special education teacher Mrs. Carrington to plan the most effective instructional program. If it is determined the child is SIFE the school building leader Arlene Bartlett is consulted and the most educationally sound and comprehensive plan is initiated on the students behalf.

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).

Newly enrolled students with IEPs are identified and the LPT determines the student's NYSITELL eligibility. For students whose home language is not English, the school administers a more in-depth interview with the student, reviews his/her school work (if available), and reviews the Individualized Education Program in order to determine NYSITELL eligibility. The LPT is comprised of the ESL teacher, the SETTS/IEP teacher, the School Psychologist, the Assistant Principal along with the child's parent or guardian and an interpreter if needed. The LPT determines whether or not the child should take the NYSITELL and then the principal accepts or rejects that determination, this process should be within the first 10 days of enrollment. The next step is for the superintendent to make a final decision within 10 days of the principal's determination for a total of 20 days. Upon the superintendent's final decision, the student will then receive ELL placement if that was the final decision. ELLs who are also SWD receive accommodations that apply to both ELLs and SWDs. ELLs with disabilities take the NYSESLAT using the test modifications and accommodations as detailed on their IEP. ELL status is not the determining factor for special education eligibility. RTI services are offered to ELL students entering at low level of proficiency.

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.

After the scanning and scoring of the NYSITELL student eligibility is determined. The correspondence is generated in the preferred language of the parent. The LPT Members ensure that a copy of the entitlement or non-entitlement letter in the home language is sent home within five school days. A follow up phone call is made by a team member to ensure the parent has received the notification.

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).

Once the decision for placement is made a member of the LPT, usually the ESL teacher, will send a letter and call the parent this contact will be made in the language indicated by the parents preference at intake. The parent will be informed that they have 45 days to appeal the decision. The appeal must be written and the re-identification process will be completed within 10 days. The letters will be maintained in a file in the main office or in the ESL teachers room.

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.

When a new ELL enrolls in the school the ESL teacher informs parents of the three instructional models available in NYC whether or not the preferred model is offered at PS 176. During the parent orientation the parents view the Parent Orientation Video, which explains the three program options. The parents determine which language they prefer to view the orientation in. Attendance records, staff present during the orientation and languages used are recorded and kept on file in the main office or the ESL teachers room. After viewing the video the parents are informed they must complete the parent survey and program selection form within 5 school days. If a parent selects a program not offered at the school the Borough Field Center will be contacted to assist the parents with locating a school that provides the selected program. PS 176 maintains a reputation for educational excellence within the community and parents rarely seek a program that would remove the child from the school. If a parent does not return a letter the child is placed in the ESL program because we do not have a bilingual program available at this time. When new programs are added parents will be informed of these additional options. All correspondence will be made in the language of preference as indicated by the parent at enrollment.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

A member of the LPT will reach out to parents to ensure the documents are returned in a timely manner, these documents will be sent home in the HL indicated at registration. The ESL teacher will ensure that the Parent Survey and Program Selection form is returned. These records will be stored in a file in the main office or the ESL teacher's room. A list is maintained indicating parent preference is kept when the choice is other than ESL and if a seat or program becomes available the parent is contacted.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

A member of the LPT is assigned to maintain communication and a file with the required documents, multiple attempts are made to contact the parent and in the event they are not returned attempts are continued throughout the year. The request for survey completion are sent home in the HL and english. These surveys are kept in the main office or ESL teacher's room.

9. Describe how your school ensures that placement parent notification letters are distributed.
A member of the LPT will ensure parent notification letters are distributed in the parents indicated HL. The ESL teacher will ensure that the letters are sent home and returned. A copy is backpacked with the student and a copy is mailed to the home. A follow up phone call is made to ensure the parent has received notification.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL related original documents are kept in the student's cumulative record folder, and a copy is kept by the ESL teacher in her room or the main office. All ELL documents are forwarded to DOE schools upon transfer to another DOE school. In addition an ELL Folder of Critical Documents is kept in a central location for review. The folder includes: Home Language Survey; Parent Survey; Selection Form; Program Placement Letter; Entitlement letter.
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.
The NYSESLAT is administered to ELL students that appear in ATS(RLER). The NYSESLAT determines continued entitlement of ELL services, progress in learning English, proficiency level and the number of units of ESL for the school year. The 4 sections (speaking, listening, reading and writing) are administered in order to generate a valid score and proficiency level. Administration of the NYSESLAT runs from April to mid-May, and is done by the ESL teacher Mrs. Rolon and by Josie Elwood the Data Coordinator. The speaking section is administered first. Two weeks are devoted to listening, reading and writing. Students are tested in grade groups or one on one as per the directions of the test, Since it is a very small ESL population (10) make up exams are administered the next day to students who are absent.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
A member of the LPT will ensure a copy of the letter in the parents indicated home language is sent home with the student as well as mailing a copy of the letter if no response follows. A follow up phone call is made to ensure the letter has been received if a letter is not signed and returned.
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).
PS 176 is willing to open a Dual Language Program or a Bilingual program, but the number of students that we have never warrant the program. WE only have 10 ELLs in total in grades K-5. When parents find out that we do not offer either of the programs, they do not want to leave our school to attend a school nearby when we offer to look into other program offerings at other schools. All correspondence about program choices is always given in English or the parents' preferred language. If the trends stated in this section ever change, PS 176 would be delighted to offer DL or Bilingual programs to families in order to build alignment between program offerings and parent choice as per Aspira Consent Decree. Over the past several years the program choice has been a freestanding ESL program. The program model offered at P.S. 176Q are aligned to parent requests. If a parent requests a different program their choice is kept on a list and when available the parent can choose that program.

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.

The ENL program allows for students to be grouped homogeneously. They are taken by proficiency and grade level. Students are taken together if they are in 2 consecutive grades. The 3 first graders are taken with the 1 kindergarten student. The 4th and 5th graders are taken together. The one first grader who needs an additional 180 minutes receives this. The ESL teacher who is dual certified (common branches and ESL) takes students out and pushes into rooms.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
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)?

There is one full time ESL teacher who provides ESL services due to the small ratio of 10:1. We are able to ensure that all ELL students receive the proper services as per CR Part 154. We have 1 emerging student who receives 360 minutes a week of services. We have 9 expanding students who receive 180 minutes of service a week. All Commanding students (3) receive 90 minutes of instruction weekly.
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.

The push in and pull out programs are aligned to meet the NYS CCLS. The ESL teacher frequently utilizes lessons from Engage NY, which is NYS treasure trove of CCLS lessons. The lessons are modified to meet the needs of English Language Learners. The ESL teacher uses additional graphic organizers and vocabulary enriching activities as well as developing schema for all students, strategies that have been proven successful with English Language Learners are incorporated into all lessons. Content areas are supported with specific lessons to introduce and deepen academic language vocabulary.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

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

All students that are age appropriate take the Periodic Assessments for ELLs. This data is used to plan to meet the everchanging needs of students. The modalities of reading, writing, speaking and listening are addressed in all lessons. At times the teacher may place more emphasis in one area based on the needs of the students at that time. The ESL teacher maintains communication with the classroom teacher and provides instruction when necessary based on teacher input. The ESL teacher uses the City periodic assessment as a guide for assessment as well as her own formal and informal teacher made assessments. The assessments evaluate progress in each of the modalities (reading, writing, speaking, listening). Assessment is done bimonthly.2. PS 176 ensures that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year by planning the curriculum around the four modalities and assessing using checklists, questions, and observations. Lessons are planned using EngageNY's New Language Arts progressions.
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
 - A. Differentiation for SIFE students is delivered by providing scaffolds that first help students' master foundational skills in ELA and Math with plenty of practice and repetition in small groups. SIFE students also taught using theme-based lessons that provide many scaffolds to help with understanding. We currently do not have any students who are SIFE.
 - B. Differentiation for newcomers is delivered by instruction that is theme-based with native language supports and scaffolds that help with comprehensible input. Strengths in students' native language are assessed and used to help drive instruction.
 - C. Differentiation for developing students is the use of scaffolds that are provided and used until students master the language and content without those scaffolds for all content areas.
 - D. Differentiation for Long Term ELLs is providing individualized support in the content areas within small groups based on feedback from assessments.
 - E. Differentiation for Former ELLs is provided for 90 minutes (.5 units) during integrated co-teaching ELA instruction for two

years. These students continue to receive extended time for exams and small group instruction to reinforce and extend content area skills.

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 the re-identification of ELL status beginning during the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process for parents who request it in writing within 45 days (letters will be sent out to these parents). This will allow any students misidentified as an ELL or non-ELL to request that the ELL Identification Process be administered a second time. The Re-identification Process will be used for students who: Have a home language other than English, and are ELLs and non-ELLs. Phase 1 begins with the ESL teacher (or trained designee) reviewing the all documents from registration (within 10 calendar days of receipt of written notice/request) and review of the students work in English and the home language. The NYSITELL can be administered to any student not identified as a potential ELL. The ESL teacher (designee) consults with all parties involved (parent/guardian, CSE team, and teachers) to look at the assessments used to determine what status a student should have. Based on the recommendations of those involved, the Principal will make a final determination. If the recommendation is not to change a student's status, nothing will be done. But, if the recommendation is to change the student's status the superintendent will then receive all relevant documents to change the student's status in which the school has 10 days to receive notification of the superintendent's final decision and the student's modifications start immediately. Phase 2 of the re-identification process begins 6 to 12 months after the modifications have been put in place. The student will then be reevaluated to ascertain whether or not the change has had any adverse effect on the student. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification will be given in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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?

ELLs identified as having special needs are provided with all the services to which they are entitled (speech, SETTS, OT, ESL). RTI meetings address the academic needs. We also have small group time for students with the ESL teacher. Study skills and test taking strategies are explicitly taught. Students are taught how to use graphic organizers and acronyms for important strategies. Teachers work together to schedule time for ELL-SWD where the maximum learning can take place. Instructional materials are shared to create a cohesion between the classroom and the ELL classroom. The ESL teacher creates a parallel with what is being taught in the mainstream classroom and delivers the content from the classroom using ESL methodology. The instructional strategies and grade level materials that teachers use for ELL SWD students by using data for structuring learning centers based on flexible grouping. The learning centers include both: fiction and nonfiction, spelling, grammar and technology.

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?

Students With Disabilities are placed in the least restrictive environment. The ESL students who are also SWD are serviced in order to maximize learning. The ESL teacher, mainstream classroom teacher and the special education teacher collaborate to implement the IEP goals and meet the grade level CCLS. Currently all ELLs with IEPs are in Collaborative Team Teaching classrooms. ENL services for ELL-SWDs include a pull out program. In the 3,4,5 grades Special Education is delivered through the ICT model. All teachers servicing these students are well-informed on each child's IEP goals and learning needs. In the ICT classroom the special education and general education teachers work cooperatively in planning the curriculum and the delivery of instruction.

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.

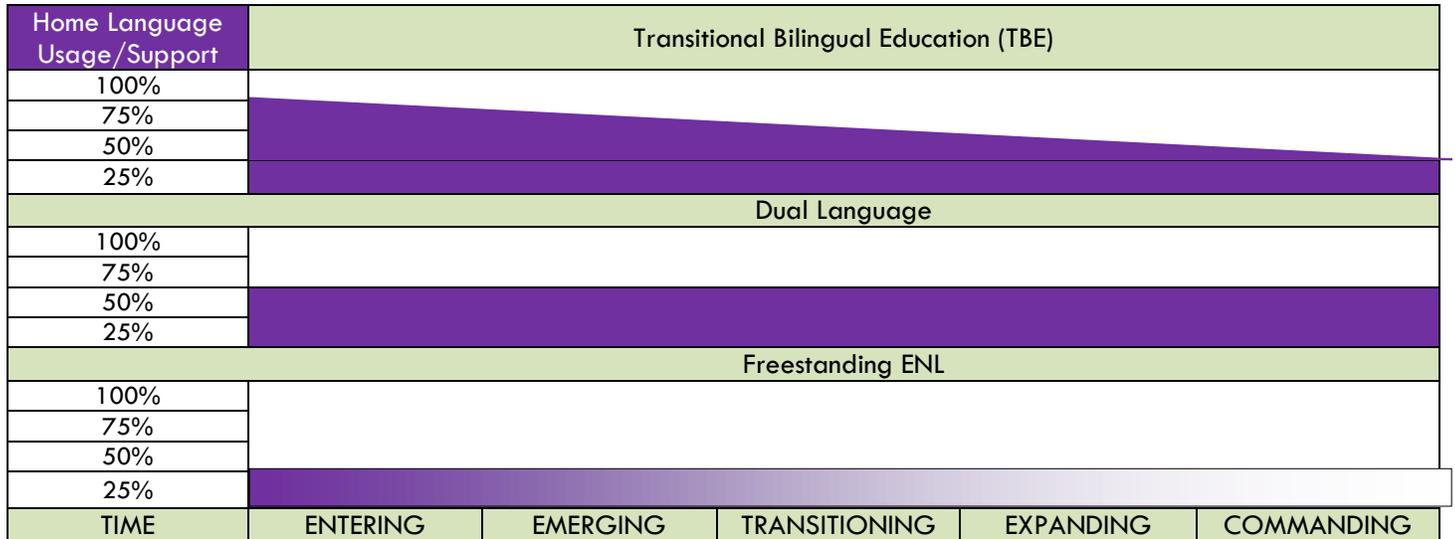


*Note “other approved services” does not apply to New York City at this time.

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. All interventions are in English. Students receive content area support in the areas they need assistance. We currently use Study Island to support students in grades 2-5 in all content areas. Starfall is the support system used for students in Kingergarten to Grade 2. The aforementioned computer based programs are aligned to progress made by the students. Lesson are offered based on identified strengths and areas of need. RAZZ kids is also made available. Computer assisted programs are able to be accessed from the home, allowing for additional learning time.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Professional development in ESL is given to all staff members. At the PD teachers are made aware that we are "all" teachers of ELLs. Strategies that are proven to be effective with ELLs are disseminated. As evidenced by the results of the NYSESLAT year to year our students make progress. Looking at the students scores in the categories allows teachers to formulate areas of need and strength. Additional assessment data becomes available weekly and is used to adjust instruction. This is due to the rigorous programs that we use in our school. Based on school wide assessments our ELL learners are progressing.
12. What new programs or improvements will be considered for the upcoming school year?
We are seeking to add additional technology programs so that students can progress at their own pace or seek intervention to address areas in which they are not demonstrating proficiency. The ESL teacher is implementing a lunch and learn where she takes the ESL students and some of their English dominant peers during lunch. Books are read and discussed. This provides for additional contact time without sacrificing content area time.
13. What programs/services for ELLs will be discontinued and why?
There is no plan to discontinue any services or programs at this time. All programs have proved effective as per our formal and informal assessments.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Any and all communications about additional school programs are translated into the students native language and phone calls to parents reminding them about these programs are made by staff who speak the home languages. All ELLs are encouraged to attend Saturday Academy in order to meet their needs. The Saturday Academy program provides enrichment to struggling students. There is also a morning learning program that ELLs are invited to attend. In addition to equal academic services, all students including ELLs participate in our S.T.E.M program, Chorus, Dance, Visual Arts, pajama nights, math family nights and Instrumental Music program. Furthermore ELL students receive RTI and AIS services based on their needs. The ESL teacher continually monitors the lists of students in all extracurricular activities and makes sure ELLs are represented.
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.
Study Island, Starfall, ReadyGen, GoMath, Expeditionary Learning; NYS Progress; and Engage NY are all programs afforded our ELL students including all subgroups. These programs each have a computer based component. Each program is designed to include an intervention component and an enrichment component. ELLs are afforded equal access to all programs in our building. ELLs are included in afterschool programs for ELA and Math. When working with math students have multiple manipulatives to choose from to assist them in acquiring the concepts. When working in ELA esl students are given choices of how to demonstrate that they have gained the knowledge. For ELA graphic organizers, writing journals, and jotting are used to help students monitor reading.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Home language is supported through the use of available translation services during conferences. Parents may opt to receive notices in their home language. Interpretation services are available during the school day, during evening conferences and telephone conferences. Our librarian has a section of books that are available in Haitian Creole and Spanish, that students can borrow and bring home to share with their family.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
PS 176 ensures that all required services/resources support and correspond to ELL's ages and grade levels by making sure that students are properly placed when enrolled by adhering to the Chancellor's Regulations and protocols for registration. If a student's age does not match their grade, we use all resources at our disposal to assess whether a placement at a higher/lower grade level is appropriate. All resources are aligned with the Common Core Standards for each grade. All services are grade and age appropriate.
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).
Newly enrolled ELLs are introduced to staff members who speak their home language in order to provide them with a resource when they begin school, Mrs. Charles for Haitian Creole parents and Mrs. Ramos for Spanish speaking families. The Parent

Coordinator is an additional support for new ELL students and their parents. The IEP teacher is also the Youth Development Liaison and is responsible for creating a buddy system to help new students adjust to their new environment. Newly enrolled ELLs are assisted by the ESL teacher during registration. Parents are given a tour of the school and given a parent handbook in the preferred native language of the parent. They are shown the Parent Orientation Video and all questions about programs, lunch, and school times are answered. Incoming Kindergarten students and their families are given a kindergarten orientation with translators and a tour of the building by the kindergarten teachers and the parent coordinator.

19. What language electives are offered to ELLs?

We currently have Spanish offered at our school. The elective is open to certain classes if an ELL is in that class they participate.

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)?

N/A

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.)

Common Branch Teachers, ESL teacher, Special Education teachers, Paraprofessionals, Guidance Counselors, Psychologists, OT and PT teachers, Speech Teacher members of the SBST, Assistant Principals and Principal receive staff development throughout the year. Items such as identifying students, NYSITELL, NYSESLAT assessments, placement procedures, promotional criteria, RTI and Special Education are discussed. In addition professional development workshops cover CCLS, instructional strategies and team building. The ESL teacher is a member of the Professional Development committee and as a member insures that all Professional Development has an ESL component. Strategies that help students acquire content area vocabulary are taught. Workshops are given on how to contact parents using translation services. Secretaries are given different Professional Development they learn about how to help new parents, what role the ESL teacher has in student registration, what signs and resources must be available in the main office to help parents who speak a language other than English, who in the building can assist in translation and which languages personnel speak and where they are located.

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?

.Teachers receive professional development on adapting curriculum for ELL students. Teachers review the CCLS and develop lesson plans which address the learning standards. These lessons are adapted to meet the needs of the student, but do not compromise the integrity of the standard. Teachers engage in team planning, demonstration lessons and team teaching.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Staff is provided support to help ease the transition from elementary school to middle school. The Grade 5 teachers are given professional development to help with the transition. The Guidance Counselor and the ESL teacher provide workshops for transitioning students and their parents. These workshops include but are not limited to the following: peer pressure; what to expect in middle school; developing study habits and developing time management skills.

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.

The professional development team creates a schedule of workshop topics. 15% of the workshop hours are dedicated to language acquisition, co-teaching and best practices. Agendas are created and attendance sheets are signed to ensure all teachers have met their required number of hours of professional development. The records are maintained in a central location either in the office or the ESL teachers classroom. The ESL teacher attends workshops offered by the Office of ELLs to ensure 50% of the professional development is ELL specific. The ESL teacher provides the administration a copy of the workshop handouts as evidence of participation. In addition the ESL teacher may turn-key information.

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?

Parent Engagement Tuesdays allow the ESL teacher, Guidance Counselor, Classroom Teacher and LPT members to meet with parents to discuss the goals of the program, language development progress, assessment results and any additional needs. Parents are invited to attend these individualized meetings. Translation and interpretation provisions are provided either by a staff member or a community member who speaks and writes in the home language of the parent.

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.

All ELL related documents are kept in an ELL Folder of Critical Documents which is kept in a central location for ease of access. The Parent Coordinator, LPT members, Guidance Counselor and the ESL teacher make phone calls, send letters and make home visits if necessary to meet the needs and provide information of the ELL parents. All written and oral communication is translated to the parent's home language when appropriate. Documents of all attempts at parent contact are kept at a central location. PTC and other meetings are recorded on the back of the White Cumulative Record card.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

All workshops are attended by staff who can translate for parents. The Parent Coordinator schedules parent engagement activities which include, but not limited to the following: Nutrition Class; CCLS; Arts and Crafts; Healthy Living through Exercise; Broadway plays; and technology. In addition on Parent Engagement Tuesdays parents are welcome to attend workshops and activities such as Art; Music; Technology; STEM and Dance.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? At this time we are exploring community agencies to support all parents including ELL parents. We will partner with local libraries to provide parents with library cards and to inform them of the resources available at the local library. We also invite in dance troops to work with our students as well as boy scouts and girl scouts. We have staff members who can translate available.

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

At the beginning of the school year all parents are given a survey in their language of preference. The parents identify areas of need, interest and availability. The survey is available in the home language of each parent. If attendance at an activity is low we send out a new survey to try and capture the parents interests again the survey will be in the language of preference.

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

The parent activities are created based on the needs of parents as noted on the parent survey. Each year we send home surveys to parents (translated when necessary) asking what they would like to see at PS 176. We offer what parents request. The parent coordinator keeps the tallied surveys and refers to them when new activities are being planned. This year the ESL teacher is on the SLT team and is helping to guide the school as it plans for next year. When parents request certain programs we either provide them at the local school or we find a program 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.

N/A

Part VI: LAP Assurances

School Name: The Cambria Heights School

School DBN: 29Q176

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)
Arlene Bartlett	Principal		10/26/15
Marcelle Hughley	Assistant Principal		10/26/15
Joyce Barksdale	Parent Coordinator		10/26/15
Catherine Rolon	ENL/Bilingual Teacher		10/26/15
	Parent		1/1/01
Josie Elwood/ Data	Teacher/Subject Area		10/26/15
Desiree Carrington/SETTS	Teacher/Subject Area		10/26/15
	Coach		
Desiree Carrington	Coach		10/26/15
Margaret Lashley	School Counselor		10/26/15
Lenon Murray	Superintendent		10/26/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

**DBN: 29Q176 School Name: The
Superintendent: Lenon Murray**

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.learnndoe.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

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.

Each first time entrant to the NYC DOE completes the HLIS. The student and parent are informally interviewed by the ESL teacher. At this time the parent communicates which language they prefer the school to use for all correspondence. In addition on the Emergency Contact card parents indicate their preference for oral communication. This information is documented in ATS. School staff or the Citywide Translation Unit are used for oral and/or written parent communication in languages other than English.

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.

English
Haitian Creole
Spanish

Part B: Creating a Communications Calendar

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 Parent Handbook- September 8, 2015; School Calendar-The first of each month (September- June); Parent Teacher Conference Notification (September, November, March and May; New York State Testing Dates (September, March); Parent Newsletters (September- June); Parent Workshops (October-March); PTA and SLT Meetings (September- June)

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.

Parent Teacher Conferences; Parent Engagement Tuesdays; Meet the Teacher Night; Curriculum Night; Guidance Counselor Meetings; Parent Coordinator Meetings; Phone Calls to parents concerning attendance; program entitlement; language acquisition; program progress; assessments

Part C: Providing Language Assistance Services

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.

Procedures have been established for ensuring that Limited English Speaking parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education. Currently we have in house staff available to make translations. When needed the biilingual staff translate documents into the parent's language of choice. The parents will receive information in both English and their preferred language.

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.

All parent communications in need of translation and interpretation will be fulfilled using the bilingual services of in house school staff and parent volunteers.

Part D: Training Staff on Policies and Procedures

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.)

All staff members receive professional development on the use of translation services as part of their mandated ELL training. Staff members will be given the T&I Brochure during the initial staff meeting. The language ID guide will be available as well as language palm card.

Part E: Providing Notice of Language Assistance Services

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

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

Part F: Monitoring and Quality Control

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

Parent surveys will be implemented to determine the quality of service provided by the school. The data gleaned from these survey will be used to make adjustments where needed.