



**WILLIAM SIDNEY MOUNT
PUBLIC SCHOOL 174**

**2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: WILLIAM SIDNEY MOUNT - 28Q174
ADDRESS: 65-10 DIETERLE CRESCENT, REGO PARK
TELEPHONE: 718 – 897- 7006
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 174 **SCHOOL NAME:** William Sidney Mount

SCHOOL ADDRESS: 65-10 Dieterle Crescent

SCHOOL TELEPHONE: 718 897 7006 **FAX:** 718 897 7254

SCHOOL CONTACT PERSON: Karin Kelly **EMAIL ADDRESS:** KKelly8@schools.nyc.gov

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	<u>Patricia Evens</u>
PRINCIPAL:	<u>Karin Kelly</u>
UFT CHAPTER LEADER:	<u>Susan Hammer</u>
PARENTS' ASSOCIATION PRESIDENT:	<u>Roni Ross</u>
STUDENT REPRESENTATIVE: <i>(Required for high schools)</i>	<u>Not Applicable</u>

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 28 **SSO NAME:** ICI LSO – Integrated Curriculum and Instruction

SSO NETWORK LEADER: Peggy Miller

SUPERINTENDENT: Jeannette Reed

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Karin Kelly	*Principal or Designee	
Susan Hammer	*UFT Chapter Chairperson or Designee	
Roni Ross	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative, if applicable	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
Pat Evens	Member/Teacher	
Gina Mastrogiacomo	Member/Teacher	
Marie Russell	Member/Parent	
Jeannette Galarza-Belmar	Member/Parent	
Deborah Rodriquez	Member/Parent	
Nisren Ali	Member/Parent	
Marcy Mirkin	Non-Member Title I Parent Representative	

Signatures of the members of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

P.S. 174 – School Community

The mission of P.S. 174 is to build a community of learners that realize the importance of mutual respect and understanding for one another. Students have opportunities to build and maintain positive social relationships in a diverse community and world, while meeting New York State and New York City Performance Standards. Children creatively explore learning opportunities through varied styles of learning.

Our environment embraces the community and involves parents in the learning of their children by considering their cognitive, social and creative growth. Students are provided with opportunities to develop critical thinking skills, to experience problem solving and teamwork projects, and to hone presentation skills needed for learning in the 21st century.

Public School 174 is located in the Rego Park section of Queens, New York. Our school serves a population of approximately 610 students Pre-K through grade 6 from culturally diverse backgrounds. The community is home to many new immigrants from Asia and the Middle East. Although the school building is over 60 years old, it is in excellent condition, well kept, with new windows and roof, and is wired for Internet access to every classroom. There is a state of the art multi-media library center with four roll away laptop carts and a computer room. The building operates at 106 % capacity with transportables in the schoolyard housing four primary (K and PreK) classes. Throughout the building there is evidence of a print rich learning environment in the hallways and in every classroom.

We work to strengthen curriculum and improve educational opportunities for our students by developing and expanding creative programs in literacy and technology, as well as intervention and prevention programs for students with special needs.

We are very excited that our Gifted and Talented program has expanded from one first grade class, to three classes, with entry in Kindergarten through Grade 2. Additionally, our ICT – Integrated co-teaching classes have expanded from K through 2, and 4 and 5. One hundred and five out of 610 of

the students in grades K through 6 are serviced in a freestanding *ELL* Program. The average class size in K through 3 is 20 students, with 26 students being the average in grades 4 through 6.

The student body is served by 48 professional and support staff, including 1 principal, 1 assistant principal, 28 classroom teachers, 6 cluster teachers, 7 full time and part time instructional support teachers, 1 guidance counselor, 7 paraprofessionals, and 7 school aides. One hundred percent of the instructional staff is fully licensed, with 75.8% having more than five years teaching anywhere.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:	P.S. 174 William Sidney Mount									
District:	28	DBN:	28Q174	School BEDS Code:	342800010174					
DEMOGRAPHICS										
Grades Served:	Pre-K	√	3	√	7		11			
	K	√	4	√	8		12			
	1	√	5	√	9		Ungraded	√		
	2	√	6	√	10					
Enrollment					Attendance - % of days students attended:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
Pre-K	32	29	34		94.8	95.5	TBD			
Kindergarten	65	85	97	Student Stability - % of Enrollment:						
Grade 1	70	83	99	(As of June 30)	2007-08	2008-09	2009-10			
Grade 2	80	65	85		95.1	95.5	TBD			
Grade 3	80	88	58	Poverty Rate - % of Enrollment:						
Grade 4	82	81	95	(As of October 31)	2007-08	2008-09	2009-10			
Grade 5	74	75	78		38.0	28.0	TBD			
Grade 6	87	73	67	Students in Temporary Housing - Total Number:						
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10			
Grade 8	0	0	0		0	2	TBD			
Grade 9	0	0	0	Recent Immigrants - Total Number:						
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
Grade 11	0	0	0		7	6	0			
Grade 12	0	0	0	Special Education Enrollment:						
Ungraded	2	0	1	(As of October 31)	2007-08	2008-09	2009-10			
Total	572	579	614							
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
# in Self-Contained Classes	39	40	29	Principal Suspensions	5	4	TBD			
# in Collaborative Team Teaching (CTT) Classes	7	20	42	Superintendent Suspensions	1	1	TBD			
Number all others	43	36	24	Special High School Programs - Total Number:						
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2007-08	2008-09	2009-10			
English Language Learners (ELL) Enrollment:					Number of Staff - Includes all full-time staff:					
(BESIS Survey)					(As of October 31)	2007-08	2008-09	2009-10		
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0			
# in Transitional Bilingual Classes	0	0	0	Early College HS Program Participants	0	0	0			
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff:						
# receiving ESL services only	84	95	90	(As of October 31)	2007-08	2008-09	2009-10			
					Number of Teachers	41	43	TBD		

CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	11	8	28	Number of Administrators and Other Professionals	10	9	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	1	1	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	85.4	83.7	TBD
				% more than 5 years teaching anywhere	58.5	72.1	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	98.0	98.0	TBD
American Indian or Alaska Native	0.2	0.3	0.3		100.0	98.7	TBD
Black or African American	4.0	3.1	3.4				
Hispanic or Latino	20.8	23.3	19.5				
Asian or Native Hawaiian/Other Pacific Isl.	38.6	36.3	36.8				
White			2.1				
Male	52.3	52.3	49.5				
Female	47.7	47.7	50.5				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
	N	N	N	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	√			ELA:			
Math:	√			Math:			
Science:	√			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	-	-					
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	√	√	-				
White	√	√					
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	7	7	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	75.3			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	5.1			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	11.7			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	55.5						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	3						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◊ = Outstanding			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	6	11	8	Number of Administrators and Other Professionals	5	10	9
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	1	1
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	88.9	85.4	83.7
				% more than 5 years teaching anywhere	63.9	58.5	72.1
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2006-07	2007-08	2008-09		97.0	98.0	98.0
American Indian or Alaska Native	0.3	0.2	0.3	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	98.7
Black or African American	4.4	4.0	3.1				
Hispanic or Latino	20.4	20.8	23.3				
Asian or Native Hawaiian/Other Pacific Isl.	38.6	38.6	36.3				
White	36.2	36.4	36.6				
Male	52.4	52.3	52.3				
Female	47.6	47.7	47.7				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
							√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2009-10) Based on 2008-09 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Instructional Programs:

Over the past three years, our scores in both literacy and math have made steady gains. Our school received a Progress Report Score with a letter grade of C in 2007, a letter grade of B in 2008, and this year, in September 2009, a letter grade of A. Our school's scores in student progress were extraordinary with gains in student proficiency for all levels, students scoring Levels 1 and 2, as well as student scoring levels 3 and 4. Extra credit points were also earned for our student subgroups.

Since 2000, Public School 174 has been a *Project School* with the *Teachers College Reading and Writing Project*. *Balanced Literacy* has been implemented in all general education classes K-6, as well as special education classes. The workshop model of instruction for both reading and writing includes a minimal of 90 minutes each day. Teachers are supported by 20 days of *TC Staff Development*, with developers working in-house to the *TCRWP* curriculum Our ELA curriculum aligns to both the *NY State ELA Standards* as well as follows a month-to-month pacing. Our teachers have created tool-kits to increase the depth of understanding of the curriculum for teachers, and provide a wide range of accessible materials for lesson planning, student assessments, and literacy instruction. Teachers are also supported by a .2 *Literacy Support teacher* who is funded, for the second year, with *Contract for Excellence* funds.

Teachers have been using the *Everyday Math*, a hands-on, problem-solving program. Each class is heterogeneously grouped for math with teachers using workshop strategies, cooperative learning, and differentiated instruction in small groups. A part-time math coach works with specific teachers and groups in 8-week cycles throughout the year.

Instruction is data-driven and designed to meet individual as well as group needs.. Each student in grades 3-6 is assessed three times during the school year in both ELA and math. Teachers review the up-to-date data to inform their planning for instruction for their classes, skill-specific instruction for flexible groups, and the individual needs of particular students. Teachers focus their re-teaching and enrichment of skills based on their students' particular needs.

The following cluster programs have been designed for SY09-10. All of the following programs are based upon the availability of funds. They include: a **Library/Media** program to teach library skills and research skills using computer technology; a **Movement/Physical Education** program to teach physical skills such as aerobics, dance, strength training, tennis and the *Presidents Challenge*; a Literacy integrated **Performing Arts** program to teach language arts through performances such as vocal music, writing scenes and lyrics; a **Science** program to provide hands-on activities that include developing critical thinking, performing investigations and increasing problem solving abilities for students; a **Computer Technology** program for students to gain experience keyboarding, learning presentation software, as well as grade level content software; a .5 Enrichment Program for **Social Studies and/or Sciences**; using project and research based activities with content areas, through the domains of *Bloom's Taxonomy* (1956), as well as the principles of *Multiple Intelligences* (1983.)

Our Gifted and Talented unit is from Kindergarten through Grade 2. Each year, depending upon enrollment, space utilization and budget, our program will expand. We look forward to developing this as an exemplary model, with strong support of our parents as well as our LSO. The ICI LSO employs a Gifted Specialist on their Research and Development Team who visits our classes and conducts workshops for our teachers, parents and school administration. The model uses the pedagogy of gifted education to make school more challenging and enjoyable for all students. We look forward to supplementing our student instructional programs by cycling opportunities for enrichment for identified students in grades 3-6. This is accomplished by scheduling and staffing groups during the 37.5 extended day time.

Parent Support

We are fortunate to have strong parent support. We strive to involve parents in the learning of their children with attention to their cognitive, social and creative growth. Our Parents Association is committed to strong fund raising efforts in order to support our educational program. The PA sponsors and supplements many educational programs by providing needed supplies and materials, arranges assemblies, residencies and class trips, as well as by funding behavior incentive programs for our students.

We will continue to provide opportunities for parents to participate in workshops and information sessions presented by our school's Parent Coordinator and the *Learning Leaders Program*. We continually investigate grants that fund opportunities for parents and children to have weekend Museum trips, workshops, or residencies. Our parent coordinator has been developing and expanding parent outreach by designing wonderful activity-based workshops for families.

Student Progress for English Language Arts indicates the following:

A review and comparison of the *NYC Progress Reports* demonstrate-

- **1 Year of Progress:**

In 2008, 55.0% of our students made at least 1 year of progress, which is 36.2% of the way from the lowest (46.29%) to the highest (71.2%) score relative to our *Peer Horizon* and 36.8% of the way relative to the *City Horizon*

In 2009, 77.1% of our students made at least 1 year of progress, which is 123.6% of the way from the lowest (46.29%) to the highest (71.2%) score relative to our *Peer Horizon* and 116.6% of the way relative to the *City Horizon*.

Our school has grown 19.6% overall, going from a score of 2.5% to 22.1%. We also see an increase relative to our *Peer Horizon* of 78.2%, going from 10.2% to 88.4%.

- **Percentage of Students in School's Lowest 1/3 Students:**

In 2008, 76.7% of our students made at least 1 year of progress, which is 46.7% of the way from the lowest (60.9%) to the highest (94.7%) score relative to our *Peer Horizon* and 47.3% of the way relative to our *City Horizon*.

In 2009, 91.5% of our students made at least 1 year of progress, which is 90.5% of the way from the lowest (60.9%) to the highest (94.7%) score relative to our *Peer Horizon* and 89.2% of the way relative to our *City Horizon*.

This is an area in which we have made strides and we will continue to follow the steps taken by the data inquiry team to further improve performance.

- **Average Change in Proficiency for Level 1 and Level 2:**

In 2008, our average change in student proficiency was 0.46, which is 65.6% of the way from the lowest (0.25) to the highest (0.57) score relative to our *Peer Horizon* and 88.2% of the way relative to the *City Horizon*.

In 2009, our average change in student proficiency was 0.54, which is 90.6% of the way from the lowest (0.25) to the highest (0.57) score relative to our *Peer Horizon* and 111.8% of the way relative to the *City Horizon*.

This was and continues to be an area of strength for our school. We are almost at the same level as our *Peer Horizon*, and we are above the *City Horizon*.

- **Average Change in Proficiency for Level 3 and Level 4:**

In 2008, our average change in student proficiency was (-0.09), which is 13.6% of the way from the lowest (-0.12) to the highest (0.10) score relative to our *Peer Horizon* and 43.3% of the way relative to the *City Horizon*.

In 2009, our average change in student proficiency was 0.15, which is 122.7% of the way from the lowest (-0.12) to the highest (0.10) score relative to our *Peer Horizon* and 123.3% of the way relative to the *City Horizon*.

This is no longer an area of need in our school since we have shown significant growth. The availability of data has increased our attention to student needs.

In 2008, the overall score for student progress was 25.1 out of 60, earning the school a B for this section. In 2009, the overall score for student progress was 55.5 out of 60, earning the school an A for this section.

Student Progress for Mathematics indicates the following:

- **1 Year of Progress:**

In 2008, 71.1% of our students made at least 1 year of progress, which is 50.5% of the way from the lowest (56.4%) to the highest (85.5%) score relative to our **Peer Horizon** and 73.7% of the way relative to the *City Horizon*.

In 2009, 81.5% of our students made at least 1 year of progress, which is 86.3% of the way from the lowest (56.4%) to the highest (85.5%) score relative to our *Peer Horizon* and 99.3% of the way relative to the *City Horizon*.

Although our overall growth in the percentage of students making at least 1 year of progress is smaller than the previous year our growth relative to our *Peer Horizon* has increased 21.9%.

- **Percentage of Students in School's Lowest 1/3 Students:**

In 2008, 59.3% of our students made at least 1+ year of progress, which is 25.78% of the way from the lowest (48.1%) to the highest (91.6%) score relative to our *Peer Horizon* and 30.7% of the way relative to the *City Horizon*.

In 2009, 71.6% of our students made at least 1 year of progress, which is 54% of the way from the lowest (48.1%) to the highest (91.6%) score relative to our *Peer Horizon* and 59.1% of the way relative to the *City Horizon*.

This is an area in which we have made progress, but we are still near the midpoint of our *Peer Horizon*, and approaching the top third of the *City Horizon*. We feel this is still an area of need in our school. We have improved and we shall continue to use the available data to target instruction based on student performance.

- **Average Change in Proficiency for Level 1 and Level 2:**

In 2008, our average change in student proficiency was 0.32, which is 40.3% of the way from the lowest (0.05) to the highest (0.72) score relative to our *Peer Horizon* and 49.1% of the way relative to the *City Horizon*.

In 2009, our average change in student proficiency was 0.46, which is 61.2% of the way from the lowest (0.05) to the highest (0.72) score relative to our *Peer Horizon* and 75.5% of the way relative to the *City Horizon*.

Based on our rankings this is an area in which we are slightly above average relative to our Peer Horizon and above average relative to the City Horizon.

- **Average Change in Proficiency for Level 3 and Level 4: :**

In 2008, our average change in student proficiency was 0.00, which is 47.6% of the way from the lowest (-0.10) to the highest (0.11) score relative to our Peer Horizon and 61.8% of the way relative to the City Horizon.

In 2009, our average change in student proficiency was 0.06 which is 76.2% of the way from the lowest (-0.10) to the highest (0.11) score relative to our Peer Horizon and 79.4% of the way relative to the City Horizon.

While this is not a high area of need, the proficiency can be improved with an awareness of the needs of these students.

In 2008, the overall score for student progress was 25.1 out of 60, earning the school a B for this section. In 2009, the overall score for student progress was 55.5 out of 60, earning the school an A for this section.

As a school in good standing, based on our 2008 Progress Report, students in all subgroups made AYP – Adequate Yearly Progress.

Since PS 174 has earned a letter grade of A in the 2009 Progress Report, as well as a letter B in the 2008 Progress Report, we have been exempt from review in both 2008 and 2009. We expect our next Quality Review to take place in the Fall of 2008. Know that our school continues to review the QR Rubric and makes adjustments to our data collection and analysis. Know that we have expanded our Data Inquiry Teams in order to deepen the work we do looking at student work and planning targeted instruction. This has contributed to our exemplary gains in student proficiency and student progress.

From the Quality Review – Fall 2007 – Score of Well Developed:

Part 2: Overview

What the school does well

- The good leadership of the principal is continuously developing the climate and effectiveness of the school.
- Teachers record and analyze individual student performance data consistently to understand their strengths and needs.
- Teachers routinely use data and assessment information to plan forthcoming lessons based on the evaluation of their individual students' progress.
- The school enthusiastically seeks and uses new tools to collate and analyze data for students, groups, classes and grades.
- The use of monthly goals in reading and writing focuses instruction well and maintains the accountability of teachers.
- Students engage with and benefit from a very broad range of enrichment in the arts, which integrates throughout the curriculum.

- There is a high level of collaboration between teachers and with the administration.
- Wide ranging professional development activities create sustainable improvement in instruction.
- The school maintains high expectations of students for their academic and personal development.
- Good scheduling creatively matches provision to students' needs.

What the school needs to improve

- Extend the measurable goals at all levels, and consistently include interim measures to track progress towards overall outcomes.

Involve all teachers in the analysis of data for groups, classes and grades and the planning of measurable learning goals for them.

- Continue refining instruction to ensure that tasks and activities in lessons challenge all students appropriately.
- Formalize links with parents so that they understand their children's goals as well as allowing them to contribute helpful information about them, and keep them up-to-date with changes at school.

Part 3: Main findings

Progress made since the last review

The school has made good progress in addressing the issues identified in the previous Quality Review report.

Overall Evaluation

This school is well developed.

In just over one year since her appointment, the good leadership of the principal is steadily improving the quality of the learning environment and effectiveness of the school. There is a strong climate of collaboration between teachers, driven by stimulating professional development. Clear growth in students' attitudes loosely reflects the values of the school and the principal's vision. One older student described the teachers as having 'open minds, they listen to us so they can understand us better'. This positive learning environment is visible in classrooms, in the relationships throughout and in the procedures that enable the school to run so smoothly each day. The principal and faculty have made good progress on the issues raised in the last Quality Review. An Inquiry Team is established and has set a clear agenda for its work. Students engage with their personal goals and the enrichment program is a key feature of the curriculum.

How well the school meets New York City's evaluation criteria

Quality Statement 1 – Gather Data: School leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor the student's progress over time.

This area of the school's work is well developed.

Teacher's use of data in the classroom is comprehensive, detailed and focused. They carefully analyze varied data sources, identifying strengths and areas that need further explanation. They monitor each individual student through formal and informal assessments and by recording the detail of their joint daily discussions. Conferencing in this way enables teachers to check what each student understands and ensure challenge in the next piece of work. They then plan the next lessons to meet these needs, constantly reassessing students to check whether they are making appropriate progress.

The administration looks at all student performance data, seeking patterns and trends. This includes close monitoring of all groups of students and those in particular need. Additional interventions provided for specific students are planned using data and are reviewed regularly using current assessments. The administration and Inquiry Team ask searching questions about the data and what it tells them. This enables school leaders to investigate the full range of factors that might be affecting each student's performance so that they can adjust programs sensitively. The principal insists that teacher's assessment binders are focused on evaluation, asking, 'How are you using this information to plan instruction?' The effectiveness of support for English Language learners is proficient but teachers do not yet evaluate its impact to sufficient depth. Collaborative partnerships enable the school to compare, in detail its strategies and performance outcomes against others. Both this school and its partners benefit from the collaboration, learning from each other and aiding their understanding of themselves. Since the principal and administration are committed to using data, they support robust and well-focused professional development to further its use. The new Inquiry Team is well placed to extend the analysis of data and will involve the entire faculty in the process in the near future.

Quality Statement 2 – Plan and set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each student's learning.

This area of the school's work is well developed.

The use of goals to target expectations and achievement is embedding significantly across the school. Students in the older grades define goals for their own reading and writing. These are refined through conferencing with their teachers to ensure they are relevant and challenging for the individual. Displays in classrooms often recognize and celebrate these goals, which sometimes link to the 'Goal of the Month'. This is a specific reading or writing skill, derived from the curriculum for the grade, which teachers adapt for groups and individuals within the class. This provides a common focus for students while allowing teachers to plan for different applications of the goal to meet individual or group needs. Specialist teachers target, monitor and review individual interventions frequently to ensure that the programs meet students' needs. These robust systems help ensure that these students make good progress.

Teachers set short-term goals for the next skills that students need to learn and review these regularly through assessments and conferencing. At school level, the administration develops specific, measurable goals for raising achievement and supports them with very detailed action plans and timelines for provision. Due to this refined detail, the Comprehensive Education Plan for 2006-07 has been recognized as a model of good practice. Teachers express consistently high expectations for students' personal and social growth as well as their academic achievement. This includes pull out enrichment cluster work with gifted students and the provision of above-grade programs for entry to local high schools, which are now extending into 5th grade.

Communication with parents about the goals set for students, their performance and progress is proficient. Parents have opportunities to talk with teachers and raise issues, such as the increasing take-up of the 'First Cup' morning meetings. Some parents would welcome further formalizing of these systems to make sure that they are well informed about changes in the school routines and organization before they occur. There is limited opportunity for parents to give the school valuable information about their children's learning needs at present.

Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students and plans and goals for accelerating student learning.

This area of the school’s work is well developed.

The school implements the core curriculum with success reflected in the Teachers College use of the school as a lab-site for the training and development of instructional practice. A wide range of arts integrates throughout the curriculum and forms a central part of the school’s vision for students. Third grade students recently worked on American Folk Dance, looking at other cultural influences within it, linked to their Social Studies. An Arts Committee of parents and teachers creatively explore new opportunities for funding and partnerships with success. Whenever artists run programs, the teachers are involved so that they can later sustain the impact of the experience.

An awareness of the varied capabilities that children possess is woven into instruction. This prompts teachers to consider their different learning styles, saying that, ‘everybody learns differently, there is no one way of learning’. Whilst this supports their planning, the variety of tasks in lessons needs refining further so that students are consistently challenged in lessons. Teachers feel highly accountable for their instruction, and know that administration has clear expectations of them in their walk throughs.

The principal makes very good use of staffing and scheduling opportunities to improve the effectiveness of instruction. Interventions to support students in need now take place at the beginning of the day rather than the end, so that they reach the children when they are fresh and most ready to learn. This provides teachers with opportunities to preview and pre-teach what students will be learning later in the day, ensuring that these students grasp their skills more securely. This year the 6th grade students move between different classes for some of their lessons and meet different teachers in each subject. The decision to change scheduling like this is securely founded on data analysis of students’ performance. Students themselves like the arrangement, saying that it is ‘a different way of learning’, and that they are ‘getting a head start on junior high school’. All these factors contribute to the extremely good climate in the school, where students feel supported, valued and trusted.

Quality Statement 4 – Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school’s collaboratively established goals for accelerating the learning of each student.

This area of the school’s work is well developed.

Teachers are enthusiastic advocates for their own professional development. One teacher commented, ‘I am constantly learning with and from my colleagues’. They are highly collaborative in their work, now showing a strength that has developed significantly in the last year. This includes defining the evidence they expect to see across the school that demonstrates the quality of instruction they are seeking. The administration links walk through observations to a monthly instructional focus, so teachers know what is being evaluated and feel supported. The principal uses the outcomes of professional development to improve the progress of students. Kindergarten teachers are using their previous research in phonics to continue supporting their students in first grade extended day program. This also enables them to review the impact of program changes made in the kindergarten year for the same students.

Teachers work well together within and across the grades, visiting lessons and evaluating students’ work. The cross grade activities enable teachers to follow up the progress of students who they previously taught. They observe them in lessons and recognize the growth in expectations, as the students develop through the school. This represents the commitment of the principal to developing collaboration. A survey asked teachers, ‘How do you contribute to our collaborative community?’ Positive results are driving the strategic direction of further professional development.

A very broad after school program extends students in their personal and social development as well as supporting their academic progress. The school invests in outside partnerships and activities and uses them to create sustainable benefit for students. Instruction in violin started with an external partner but now continues within due to previous professional development and ongoing commitment by teachers. The school runs very smoothly because relationships and procedures are based on respect. Good arrival and departure procedures now give students additional accountability for being self-disciplined.

Quality Statement 5 – Monitor and Revise: The school has structures for evaluating each student’s progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.

This area of the school’s work is proficient.

Opportunities for formal revision of plans are at an early stage.

Limited linkage between whole school, grade and class levels goals due to their general nature and lack of measures. School demonstrates that it revises and adapts strategies to fulfill its vision.

The principal and administration look at detailed progress data to identify the improvements needed for students to maintain and improve their grade levels. This is happening in mathematics with general and special education students to review what they need to score to achieve their expected grades. This is linked to four interim assessments during the year. Planning sets out further detail of programs, timings and costs to support these goals.

Teachers are engaged in self-evaluation and planning their own professional development. A new template being introduced is about to lead to more measurable professional goals. Assessment tools and running records are used very well to evaluate the effectiveness of short-termed instructional strategies on individual students, but the link to larger scale goals is not yet so robust. The principal recognizes this, saying that school-wide communication is ‘where we need to work’.

Monthly goals focus the school, with the specific skills sought coming from the overall curriculum plan. Teachers are currently at the monthly data collection stage against these goals. During the year, it is envisaged that the further analysis of this data will be completed in grade meetings and monitored by administration to strengthen the cycle. The principal’s vision is uncompromising. She says, ‘we have to know each child’. By this, she means that the school aims to support and develop each student as an individual, through and beyond the performance data. This value is at the heart of all current development in the school.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

School Goals:

- Teachers and Teacher Teams will use data to set annual and interim goals for groups (and individual students) to accelerate mastery of learning standards, as well as fulfilling their potential.
- To increase parent involvement and school engagement through effective communication tools and structures for input and feedback.
- To increase the positive tone of the school, including safety and respect, in order for students to have the optimal environment for learning.
- To support academic initiatives, for diverse learners, through the use of technology.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Core Subjects (ELA and Math)

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>1. Teachers and Teacher Teams will use data to set annual and interim goals for groups (and individual students) to accelerate mastery of learning standards, as well as fulfilling their potential.</i></p> <ul style="list-style-type: none"> • All teachers (in grades 3 to 6) will receive professional development in the effective utilization of technology and the integration of technology into the instructional program • 50 % of classes will reflect the use of technology in their instructional program
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Conducting all <i>Interim Assessments</i> for Grades 3-6 online. Supporting and training teachers in the administration of assessments, as well as the use of the data collected. • Designing a school program with opportunities for Special Education students to be mainstreamed for grade level enrichment through technology. • Continuing the position of <i>Certified Library Media Specialist</i> with strong technology skills who will work with classes as a cluster teacher to build students skills in using technology. • Purchase of site licenses of software for differentiation of instruction • Provided additional hardware accessible to staff and students • Providing professional development for staff members in all our new technology initiative

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Use of fiscal resources for SY09-10 to support technology purchases, training, and staffing of programs. • Purchase of site licenses of software for differentiation of instruction • Providing professional development for staff members in all our new technology initiative • Programming Computer prep periods to conduct Interim Assessments • Continuation of the F-Status positions of .4 Data Coach utilizing C4E Funds and Literacy Support Coach .2
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Learning Walks seeing evidence of integrating technology into learning • Formal and informal observations • Instructional practices of all pedagogues • School slide show • Students and work photographed and displayed • Logs and agendas from training sessions • Replication of training observed • Student work projects and assessment portfolios

Subject/Area (where relevant): Parent Involvement and Engagement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>2. To increase parent involvement and school engagement through effective communication tools and structures for input and feedback.</i></p> <ul style="list-style-type: none"> • All parents will have increased opportunities to attend curriculum meetings teacher conferences, and classroom activities for SY09-10 • Increase in the number of parent workshops, training sessions and information sessions in the accountability tools such as the <i>School Progress Report, The Annual School Survey, and ACUITY</i> portal system. • Parents with language needs will have materials available to them in Russian, Spanish, and Chinese; and in other languages by request.
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Weekly email to all parents using the <i>Parent Coordinator's Parent Distribution List</i>. • Formation of class parent structure for support to teachers in communication information and activities • Develop the PS 174 school website with Parent Association and SLT agendas, minutes, school information, etc., and keep it regularly updated. • Ongoing parent workshops will be increased and will focus on our school initiatives in different curriculum areas, so parents are updated on what programs and activities their children are involved in and be better able to support them. • Make major school documents, including the <i>School Progress Report</i>, and <i>School Quality Review</i> available in dominant languages; transcribed using DOE or tax levy funds. • Translate school documents (such as letters, flyers, and administrative forms) into Russian, Spanish, and Chinese. • <i>First Cup</i> - Informal information sessions with parents and school administration conducted one morning per month. This gives parents a forum for discussion about school matters. • <i>Library Tuesdays</i>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Hire interpreters for Parent/Teacher Conferences and other school meetings. • Open our school library every week for (1.5 hrs.) for parent visits. (Title III) • Weekly Parent email distribution list • Monthly School Tours
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Attendance at workshops, Parent meetings and Parent/Teacher Conferences • Agendas and minutes for <i>Parents Association</i> meetings • Attendance, agenda and minutes for <i>School Leadership Meetings</i> • Translated documents • Presentation agendas, handouts, and sign in sheets • <i>PS174.com</i> – our school website

Subject/Area (where relevant): School Environment

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><i>To increase the positive tone of the school, including safety and respect, in order for students to have the optimal environment for learning</i></p> <ul style="list-style-type: none"> • Structures will be put in place to monitor, assess and revise all safety procedures within the building. • Structures will be put in place to involve the entire school community to ensure that the positive tone of the building improves and safety and respect becomes a focus.
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Review of the data from online systems including OORS reports, Safety Plan submissions and minutes and agendas from meetings – to be done on an on-going basis • Establishing school committees that are committed to increasing the positive school climate such as <i>School Safety Committee, School Social Committee, and Positive School Improvement Committee</i> – committees will meet regularly during the school year and take on “<i>a positive school climate</i>” as a goal, meeting, monitoring, revising structures and plans • All school constituencies, parents, staff, students, administration will be involved in this schoolwide focus on positive tone, safety and respect
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Schedule and conduct meetings monthly - <i>School Safety Committee, School Social Committee, and Positive School Improvement Committee</i>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Attendance at school conferences and classroom activities for SY09-10 • Hallway and bulletin boards celebrating the school-wide activities and events of the year. • Announcements on the PA system that reflect the positive mood and tone of the building • Selections of book-of-the-months titles that reflect a positive school environment • Participation in school committees

Subject/Area (where relevant): Technology Integration

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>To support academic initiatives, for diverse learners, through the use of technology.</i></p> <ul style="list-style-type: none"> • All teachers (in grades 3 to 6) will receive professional development in the effective utilization of technology and the integration of technology into the instructional program • 50 % of classes will reflect the use of technology in their instructional program
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Use of fiscal resources for SY09-10 to support technology purchases, training, and staffing of programs. • Conducting all <i>Interim Assessments</i> for Grades 3-6 online. Supporting and training teachers in the administration of assessments, as well as the use of the data collected. • Designing a school program with opportunities for Special Education students to be mainstreamed for grade level enrichment through technology. • Continuing the position of <i>Certified Library Media Specialist</i> with strong technology skills who will work with classes as a cluster teacher to build students skills in using technology. • Purchase of site licenses of software for differentiation of instruction • Provided additional hardware accessible to staff and students • Providing professional development for staff members in all our new technology initiative
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Conducting all <i>Interim Assessments</i> for Grades 3-6 online. Supporting and training teachers in the administration of assessments, as well as the use of the data collected. Coaches, <i>Data Inquiry Team</i> members, and <i>Computer Cluster</i> are programmed to administer and coordinate this administration of assessments. Training for customizing assessments also completed. • Continue the position of <i>Certified Library Media Specialist</i> with strong technology skills who will work with classes as a cluster teacher, as well as have open access periods for teachers and classes to schedule by request to build their skills in using technology. • Purchase/grant of site license for <i>Renzulli Software - Schoolwide Enrichment Model</i> - to extend the learning of identified Gifted and Talented students. • <i>First in Math Online program; Math Problem of the Week</i> - This weekly challenge provides year-long experience in solving multi-step math word problems. (web-based and through e-mail) • Provided additional hardware accessible to all teachers and students - Two Laptop carts are on each floor; 5 new desktop computers installed for teacher/student use; 3 <i>Inquiry Team</i> Laptops; two networked, laser printers. • (5) Five <i>SmartBoards</i> - 3 on first floor with laptops accessible; 2 portable <i>SmartBoards</i> for 2nd floor use connected to the Wireless System. • Providing professional development for staff members in all our new technology initiatives, <i>Renzulli, SmartBoards, laptops, and all new computer software programs</i> in use this year. • Use of <i>Headsprout Computer Software</i> (Phonics remediation) for extended day instruction. (2 teachers dedicated and trained in data collection and program administration.)

	<ul style="list-style-type: none"> • Use of Lexia Computer Software (Tracking and Spatial reinforcement) • Purchase of a site license for <i>World Book</i>. • Purchase of digital cameras (one per grade) for staff/student use.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Learning Walks seeing evidence of integrating technology into learning • Formal and informal observations • Instructional practices of all pedagogues • School slide show • Students and work photographed and displayed • Logs and agendas from training sessions • Replication of training observed • Student work projects and assessment portfolios

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT

FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	7	5	N/A	N/A	0	0	0	0
1	13	10	N/A	N/A	1	0	1	0
2	37	10	N/A	N/A	0	0	1	0
3	29	14	N/A	N/A	1	0	2	0
4	32	20	15	0	0	0	0	0
5	13	8	10	0	0	1	0	0
6	30	30	0	10	0	0	0	0
7								
8								

9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

Students in Grades 10 – 12 who scored below

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<i>Extended Day 37.5 minutes of small group instruction.</i> <i>Wilson Reading is a multi-sensory approach to phonics instruction</i> <i>Headsprout is a web-based computer phonics program</i>
Mathematics:	<i>Extended Day 37.5 minutes of small group instruction.</i>
Science:	<i>Extended Day 37.5 minutes of small group instruction.</i>
Social Studies:	<i>Extended Day 37.5 minutes of small group instruction.</i>
At-risk Services Provided by the Guidance Counselor:	10 week cycle of individual and small group sessions targeting school related issues.

At-risk Services Provided by the School Psychologist:	None
At-risk Services Provided by the Social Worker:	10 week cycle of individual and small group sessions targeting issues outside of school affecting school performance. Liaison with outside agencies
At-risk Health-related Services:	

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2009-2010) LAP narrative to this CEP.

LAP Worksheet:

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) PreK- 6 Number of Students to be Served: 356 LEP 105 Non-LEP 251

Number of Teachers 3 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Building Plan:

Public School 174 is located in the Rego Park section of Queens, New York. This pre-kindergarten to sixth grade school serves a population of 610 students from culturally diverse backgrounds. The community is home to new immigrants from Asia and the Middle East. Our ESL program is freestanding, servicing approximately 105 ELLs of the 610 total students in both General and Special Education.

Language Instruction Program:

We serve these students in several ways. The first way is this: Our library and classrooms contain close to two hundred books in Russian, Spanish, Chinese, Korean, Polish, Indonesian and several other languages. Additionally, we have many books representing the people of various cultures. These books are available to our students in the school library, classrooms and ESL classrooms. Our school library is open for After-school Monday every week during the hours of 3:00 PM to 4:30 PM. During this time, parents and students visit the library together to read and select books. They also have access to computer technology and programs at that time.

According to the P.S. 174 Comprehensive Educational Plan for SY09-10, a concerted effort and specific plan to address the low academic achievement of our ELL students (as measured by a review of RMSR report of results of standardized assessments in literacy, math and science) will be implemented. Our two fully certified ESL teachers will serve these students by each devoting 360 minutes of their program each week to push-in Academic Intervention Services. ESL teachers push-in to literacy, mathematics, science and social studies instruction, one day per week, working with clusters of ELL students during these scheduled instructional periods and servicing forty three ELLs. This reduces the teacher/student ratio, and increases the support of ELLs.

Based on theory and research related to learning strategies, we plan to use the Cognitive Academic Language Learning Approach (CALLA) with these students. The cognitive model of learning (Chamot and O'Malley, 1986; 1994) indicates that learning is "an active, dynamic process in which learners select information from their environment, organize the information, relate it to what they already know, retain what they consider to be important and use the information in appropriate contexts, and reflect on the success of their learning efforts." CALLA learning strategies such as active learning for students in workshop and inquiry models, use of cognitive strategies such as envisioning and creating plans for learning, and social/affective strategies such as cooperative learning and partnerships, will be used to engage our students.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

A need exists for us to address the academic deficiencies of our ELL students and to support their learning by developing the teachers in best instructional practices for ELLs. Our CEP provides for intensive professional development for teachers in specialized strategies to meet the needs of ELLs at different levels of English language acquisition, as well as addressing the specific needs of individual teachers. Staff development for SY09-10 is for new teachers as well as experienced staff members. Our plan ensures the receipt of 7.5 hours of professional development, in the strategies for teaching ELLs, for general education staff and 10 hours for special education teachers and special education paraprofessionals, as per Jose P.

Professional development is coordinated by the PS 174 Professional Development Team, which includes the Principal, Assistant Principal, UFT Chapter Leader, Teacher Specialists (including ESL teachers), and Grade Leaders. The team works together to combine ideas on effective planning for teachers, on different ways to assess learning, on developing curricula and instructional materials, and assessing teachers’ needs for professional development.

The team meets regularly to reflect and refine school-based practices and up-date the professional development plans. This team will provide a two-tier approach to staff development. On one level, they will work with staff to strengthen their knowledge base in language acquisition and strategies for scaffolding content area instruction in English. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Most professional development will be delivered in the teachers’ classrooms.

The topics for professional development include: Use of Regalia and Visuals to Enhance Instruction, Utilizing Cognates to Boost Comprehension and Communication, and Bilingual Literature in the Classroom, School Library and on the Internet. These last two topics will prepare all staff to assist our ELLs as they progress from the elementary to the middle school grades. Dates for ELL professional development are: September 8, November 3, and June 10.

Our ESL teachers attend Professional Development workshops tailored to ELL instructional strategies offered by the Office of English Language Learners as well as Teachers College Reading and Writing Project. ESL teachers turnkey strategies during professional development

workshops and common planning periods. Common planning periods are included in the choices for a Professional Development Option with support from the ESL teachers as well as the network administrators.

Form TIII – A (1)(b)

School PS 174 BEDS Code: 342800010174

**Title III LEP Program
School Building Budget Summary**

Allocation Amount: \$16,680.00 Title III Translation: \$1,894.00			
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.	Total Amount
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	Per Diem \$6,134.00 Per Session \$3,878.00	20 days at F-Status rate of \$306.70 per day 1 Certified ESL Teacher – Supplemental Services Library Tuesdays – 40 sessions (2 teachers) 78 @\$49.73 hours per session Supplemental Services	\$10,013.00
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$3,000.00 \$1,000.00 \$500.00 \$423.00	Student Materials: Leveled books (classroom) (\$100.00 per classroom x 30 classes) Student Glossaries/transcribers (12 @\$99.00) Printer Toner Cartridge Consumables – paper/pens/pencils	\$4923.00
Educational Software (Object Code 199)	\$1,044.00	12 student uses for <i>HeadSprout</i> Comprehension Software license	\$1,044.00
Title III LEP – Parent Involvement	\$500.00 paper \$200.00 postage	Consumables - Paper, envelopes, postage	\$700.00

Title III Translation	\$1894.00	Translation and Interpretation Services Oral Interpretations – LIS Translations - Linqualinx	\$1894.00
TOTAL		Title III LEP Title III Translation	\$16,680.00 \$1,894.00

Public School 174 is located in the Rego Park section of Queens, New York. This pre-kindergarten to sixth grade school serves a population of 610 students from culturally diverse backgrounds. The community is home to new immigrants from Asia and the Middle East. Our population includes students speaking 31 languages, with the greatest numbers speaking Chinese (which includes Cantonese, Mandarin, and other dialects) followed by Russian, and Spanish. Our *ESL – English is Second Language* program is freestanding, serving 105 of 610 students (17%). We have two full-time fully certified *ESL* teachers to teach our *ELLs- English Language Learners*. Copies of all teachers’ licenses and certifications are on file.

Our *LAP* team consists of the following people: Karin Kelly, Principal, Cindy O’Connor, Assistant Principal, Pearl Romano, Coach, Laura Hui, Parent Coordinator, Phil Romano, *ESL* teacher and Eileen Bernfeld, *ESL* Teacher.

The total number of *ELLs* by grade is K-17, First-26, Second-13, Third-13, Fourth-12, Fifth-10, and Sixth-14. The following table has been created based on the *LAB-R* and *NYSESLAT* results. It is significant to note that 85 % of our *ELLs* are here less than 3 years. There are no long-term *ELLs*.

Table 1: Number of *ELL* Students by Grade at Each Level of Proficiency

ELL Groups by Grade	K	1	2	3	4	5	6
Number of those scoring at the Beginner Level	2	9	0	1	1	2	0
Number of those scoring at the Intermediate Level	2	11	5	4	6	2	1
Number of those scoring at the Advanced Level	13	6	8	8	5	6	13

The table below shows the breakdown of the number of *ELLs* in *ESL* by grade and language.

Table 2: Number of *ELLs* in *ESL* by grade and language

	K	1	2	3	4	5	6	Total
Spanish	5	5	5	4	6	5	2	32

Chinese	3	5	3	3		1	4		19
Russian	5	8	2	3	4	4	4		30
Japanese	1	1	1				1		4
Urdu							1		1
Arabic					1				1
Romanian	1								1
Portuguese	1								1
Korean							1		1
Indonesian		4	2	1					7
Polish	1			1					2
Albanian		1							1
Serbo-Croatian		1							1
Hebrew		1							1
Farsi				1			1		2
Greek					1				1
Total	17	26	13	13	12	10	14		105

ELL Identification Process

The first step is that all parents of incoming newly enrolled students complete the Home Language Identification Survey which includes an informal oral interview in English and in the native language. The persons responsible for conducting the initial screening and the formal initial assessment include the two full-time certified *ESL* teachers, school secretaries, bilingual paraprofessionals and bilingual school aides. The *LAB-R* this year was administered by only one of our *ESL* teachers since the other one was out on a medical leave.

ELLs are evaluated annually using the *NYSESLAT*. Students to be tested are identified and confirmed using the *RLER* report. Test scores are accessed through *ATS* using the *RNMR* and *RLAT* reports. Yearly progress is noted. Scores are studied and evaluated by *ESL* teachers for each individual student. This data serves to inform instruction by revealing strengths and weaknesses of our *ELLs* in Reading, Writing, Listening and Speaking.

Parents of newcomers attend orientation sessions held throughout the school year. During these meetings the three program choices are explained by ESL staff in great detail. Prior to these meetings, parents are sent a brochure, in their native language, which also explains the three program choices. The ELL program requirements, expectations, assessments and standards are also explained. Parent surveys and parent letters are provided in the student's home language. At the meeting, parents have an opportunity to view a video, in their native language, about transitional bilingual, dual language and freestanding ESL programs. Additionally, parents are offered strategies they can use to help their child with homework and ways to increase their child's English abilities away from school. Our parent coordinator is actively involved in improving communication with parents and families of ELLs. Many parent letters, forms and flyers from the Department of Education are now available in languages other than English.

Entitlement letters are sent home with entitled students at the conclusion of *Lab- R* testing and throughout the school year for newly admitted children. These letters are sent in English and the native language. Our ESL staff and Parent Coordinator are always available to meet with parents to answer questions and insure completion of the survey. Parents who attend the orientation session generally return the Parent Survey and Program Selection form (*HILS* forms) at that time. Those parents who do not return the form are sent a second form, in their native language and English, with a cover letter that instructs them to return it immediately. If the form is still not returned, we call the parents and/or speak with them at Parent Teacher conferences explaining that it is necessary for them to complete the survey.

The criteria used to place identified *ELLs* in bilingual or *ESL* programs is as follows:

- *HILS* forms are collected and reviewed
- Based on the *HILS* and informal oral interviews in English and in the native language, the *LAB-R* is administered
- Based on the results of the *LAB-R*, Entitlement Letters are distributed
- Parents are contacted in both English and their native language to attend a Parent Orientation Session

Parents select a program of their choice after confirming that they have received and understood all the information necessary to make an informed decision. After a review of the Parent Selection and Survey forms for the past few years, a trend in program choice indicates that most parents are requesting *ESL* classes for their children. This year, out of 23 surveys, all surveys have been returned. There were 3 requests for a bilingual program and the rest chose *ESL*. Two of these requests came from parents where there is no bilingual program available anywhere in the city. These children speak Romanian and Japanese at home. For the third student, a Russian speaker, there was a transfer option available

in Brooklyn but the parent chose to keep her child in our school. The program offered at our school is aligned with parent requests. We have not had sufficient requests for a bilingual or dual language class, in contiguous grades, to allow us to form such a class.

Programming and Scheduling

Instruction is delivered to all ELLs using explicit and differentiated ESL strategies in ELA and the content areas. These include: cooperative learning , oral presentations, role playing, and language experience activities; writing of reports, poetry, narrative accounts and procedures and responses to literature; use of graphic organizers; choral and individual reading of fictional and non-fictional works; and building of phonetic and phonemic awareness. We are a *Teacher's College* focus school and we also utilize their strategies. These include reading mini-lessons, read-aloud, shared reading and word work. .

In the content areas, language, instructional approaches and methods used to make content comprehensible and to enrich language development include CALLA methodologies, picture support, vocabulary pre-teaching, scaffolding and the use of sheltered English.

As we strive to meet the needs of *ELLs* on all levels, we continue with the configuration of some of our classes with clustering of students who receive supportive instruction and services. This class design is more flexible for programming of students for push-in or pull-out support, with less disruption of instruction.

We have push-in groups of one period per day in first and sixth grades. We have a few periods per week of push-in in kindergarten and second grade.

Our program models are varied to ensure appropriate service is provided to each child. In Kindergarten and first grade we provide a homogeneous model where students are served in same grade groupings based on proficiency levels. Beginner and Intermediate students are serviced in one group where they receive their mandated 360 minutes of *ESL*, and Advanced students are serviced separately to receive more academically advanced instruction in their 180 minute of instruction. All *ELLs* receive an additional 180 minutes per week of *ELA* instruction as required under *Part CR 154*.

Kindergarten through fifth grade students are served using a mixture of homogeneous and heterogeneous models. Kindergarten through third grade students, of all levels, are grouped by grade and receive their mandated 180 minutes of *ESL*. Kindergarten and first grade students on the beginner and intermediate level are then grouped homogeneously by grade to receive mandated additional 180 minutes of ESL services. Beginner and intermediate students in second and third grade are grouped together to receive their mandated additional 180 minutes of ESL. In

fourth and fifth grade, due to lower numbers of students, there is a heterogeneous group of fourth and fifth graders of all levels who are seen for the mandated 180 minutes and an additional homogeneous group of and beginner and intermediated students in those grades who are serviced for the additional 180 minutes. The sixth grade is configured so that all *ELLs* are in one class. Sixth grade students are serviced on a push-in program to receive their mandated services, with all students receiving scaffolded instruction in support of their classroom curriculum. In all models, we continue to provide instruction in English to *ELLs* in the four modalities of listening, speaking, reading and writing. In early grades, pull-out *ESL* instruction retains many of the daily routines in place in the classroom. *ESL* teachers use regular conferencing to ensure congruency so that during *ESL* time students are supported with the vocabulary and strategies to improve their ability to understand and participate in content area work in the classroom. Teachers also push-in in content area classes providing children with the extra support as students work towards self sufficiency.

In grades two through six, *ESL* pull-out program teachers ensure continuity with classroom instruction through monthly curriculum surveys. In upper grade classes, *ESL* instructors push-in during *ELA* and content area periods to ensure comprehensible input and vocabulary support. Vocabulary pre-teaching, rewording, restating, picture and regalia support and questioning to confirm comprehension are some of the scaffolding strategies employed in support of classroom instruction. *ESL* teachers also provide alternative methods of participation for newcomers including pictorial representations and native language writing interspersed with learned English content vocabulary.

Our school makes staff available to help *ELLs* as they transition from the elementary grades to the middle grades. Our fifth and sixth grades are departmentalized for reading, math and social studies and an *ESL* teacher pushes in during subject areas in grade six. This should ease the transition to sixth and seventh grade for our *ELLs*, where all subjects in the intermediate school are departmentalized. The needs of newcomers in the early stages of language acquisition will be addressed by utilizing the following instructional methodologies: use of pictures and other visuals; *Total Physical Response*; listening comprehension activities to build receptive vocabulary; chants, songs and other repetitive whole-group activities; language chunking; and personal experience charts and stories. Test preparation materials are individualized and modified in order to be comprehensible to these students on their level.

There is a concerted effort and specific plan to address the low academic achievement of our *ELL* students who have been in our program for four to six years and our students with special needs. We do not have any *SIFE* (*Students with Interrupted Formal Education*) or long-term *ELLs* at the present time and we have not had any *SIFE* for the past nine years. We will support future *SIFE* and long term students by focusing

on linguistic structures and reading, as well as including them in our extended day programs. Targeting long term *ELLs* and students with special needs, and in view of the *NCLB* requirement of *ELA* testing for *ELLs* and the ongoing mathematics assessments, all these students participate in Extended day for *ELLs*. These are small group tutoring sessions which target the individual needs of each student.

Students with special needs are mainstreamed as part of our pull-out program. They are placed appropriately according to their IEP goals and grade levels. In addition, they are included in our *Title III*, *Wilson* and *AIS* programs. Prior to being referred to the CSE, these students are provided with many different services and interventions.

In addition to receiving service from our two certified *ESL* teachers, *ESL* students receive supportive small group instruction as part of the *Title III* program. Subgroups targeted are our newcomers, *ELLs* receiving services for four to six years and our special needs students.

Students achieving proficiency continue to be supported through the use of the workshop model throughout our school. This model enables them to read at their own level, to continue to write about subjects that interest them, and to receive targeted instruction in grammar and other fundamentals of the English language. It provides continual scaffolding of instruction to support former *ELLs*. If they require additional support, they are included in our *AIS* programs. Also, according to regulations, former *ELLs* are provided with the same test modifications as our current *ELLs*.

New programs being used considered and used with *ELLs* this school year are *Headsprout Comprehension* and *Rosetta Stone*. In addition, we are using a program called *Lexia* that worked well for us several years. *ELLs* are afforded access to all school programs by sending home informational flyers in the native language and English. Bilingual support services are provided to *ELLs* in our school. We have the following bilingual support service personnel: A bilingual Russian/English guidance counselor, physical therapist and occupational therapist and bilingual Chinese/English parent coordinator. We also have paraprofessionals who speak Spanish, Russian and Indonesian. In addition, our school utilizes certified translation services for parent/teacher conferences and on an as needed basis.

Teaching materials include a wide range of print, visual and digital resources designed for increasing English language proficiency. *ESL* teachers use Hampton Brown's *Alphachants* and *Avenues* programs, *Addison Wesley's ESL* and *Amazing English* programs and the *Scott Foresman ESL* series. In addition, we have purchased classroom libraries and multiple copies of books for specific units of study to expand the choice of materials for K through 6. Technological programs for *ELLs* includes the *Headsprout* program which has been of great value to our *ELLs* in the past few years.

Native language support is delivered in each program model at our school. Our library and classrooms contain close to two hundred books in Russian, Spanish, Chinese, Korean, Polish, Indonesian and several other languages. *ELLs* are encouraged to read and borrow books in their native language from the library. In addition, they can read native language books in their regular classroom during ESL push-in periods and during reading periods. They also can read their native language books in the *ESL* classroom during pull-out as they transition from the native language to English. Both *ESL* teachers speak and understand some Spanish and use it to communicate with Spanish-speaking newcomers.

We have many books which explain the cultures and customs of people all over the world. These books are available to our students in the school library, classrooms and *ESL* classrooms. Classes with *ELLs* have listening centers with books-on-tape. We have provided additional phonics materials to supplement the individualized reading program in the primary grades and in upper grade classes with newcomers. Required services support and resources correspond to *ELLs'* ages and grade levels. Leveled libraries are utilized in both regular and *ESL* classrooms. Technological programs are available in every grade from K through six. Content levels must be mastered before moving on to the next level.

There are no activities in our school to assist newly enrolled students prior to the beginning of the school year.

Professional Development and Support for School Staff

Our *CEP* provides for intensive professional development for teachers in specialized strategies and best instructional practices to meet the needs of *ELLs* at each level, beginning, intermediate and advanced. Staff development for SY09-10 is for new teachers as well as experienced staff members. Our plan ensures the receipt of 7.5 hours of professional development, in the strategies for teaching *ELLs*, for general education staff and 10 hours for special education teachers and special education paraprofessionals, as per Jose P. Professional development is coordinated by the *PS 174 Professional Development Team*, which includes the Principal, Assistant Principal, UFT Chapter Leader, Teacher Specialists (including *ESL* teachers), and Grade Leaders. The team works together to combine ideas on effective planning for teachers, on different ways to assess learning, on developing curricula and instructional materials, and assessing teachers' needs for professional development.

The team meets regularly to reflect and refine school-based practices and up-date the professional development plans. This team will provide a two-tier approach to staff development. On one level, they will work with staff to strengthen their knowledge base in language

acquisition and strategies for scaffolding content area instruction in English. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Most professional development will be delivered in the teachers' classrooms.

The topics for professional development include: *Use of Regalia and Visuals to Enhance Instruction*, *Utilizing Cognates to Boost Comprehension and Communication*, and *Bilingual Literature in the Classroom, School Library and on the Internet*. These last two topics will prepare all staff to assist our *ELLs* as they progress from the elementary to the middle school grades. Dates for ELL professional development are: September 8, November 3, and June 10.

Our *ESL* teachers attend Professional Development workshops tailored to *ELL* instructional strategies offered by the *Office of English Language Learners* as well as *Teachers College Reading and Writing Project*. *ESL* teacher's turnkey strategies during professional development workshops and common planning periods. Common planning periods are included in the choices for the *UFT–Circular 36 Professional Development Option* with support from the *ESL* teachers as well as the network administrators.

Parental Involvement

Our parent coordinator is actively involved in maintaining and improving communication with all parents, including parents of *ELLs*, and engaging them in school activities. Parents volunteer at lunch and at fundraisers including the book fair, plant sale, candy sale and other PA activities. They attend a variety of parent workshops in academics, for example, *ARIS* training, and information on Title 1, and in crafting, for example, beading, knitting, scrap booking, and origami. These workshops create a welcoming environment for parents to become more involved in their child's school, as well as, exposing them to activities that can be done with their child at home.

Specifically for parents of *ELLs*, Parents of newcomers attend orientation sessions held throughout the school year. At these conferences, the *ELL* program requirements, expectations, assessments and standards are explained. Parent surveys and parent letters are provided in the student's home language. Parents have an opportunity to view a video, in their native language, about bilingual, dual language and *ESL* programs.

Additionally, parents are offered strategies they can use to help their child with homework and ways to increase their child's English abilities away from school. We partner with *Learning Leaders*, a nonprofit organization of trained volunteers. They provide math and reading workshops for our parents at PS 174.

Needs of our parents are evaluated on an ongoing basis. All staff, including our parent coordinator, office personnel, classroom teachers, and cluster and support service teachers, are consistently available to speak with parents, and parents do not hesitate to ask questions or to make their needs known. Parents attending workshops complete evaluation forms where they have the opportunity to express their interest in topics for future workshops or training sessions. In addition, a great deal of brainstorming takes place at these meetings on a variety of topics that address the needs of our entire school community. These parent suggestions and concerns are shared with administrators and staff by our parent coordinator. Improvements are made aligned with parents needs wherever feasible.

Review and Analysis of Assessment Data

There is ongoing assessment for *ELLs* in all four constructs: reading, writing, listening and speaking. *P.S. 174* takes a continuous, data-driven approach to improving student performance, using item analysis, portfolio assessment, and other indicators to identify and address student weaknesses and target areas for growth on a continuous basis.

Early literacy skills of our *ELLs* are assessed using the *Teachers’ College* Reading and Writing Workshop assessment tools. We looked at our first, second and third graders, last years kindergarteners, first and second graders respectively. Fall 2009 Reading Levels are charted below:

TC Assessments – ELL Results Fall 2009

# of students tested	AB Level 1	CD Level 2	DE Level 3	FG Level 4	HI Level 5	JK Level 6	JKL Level 7	LM Level 8	MNO Level 9
Grade 1 (25)	9 36%	10 40%	3 12%	3 12%					
Grade 2 (13)			1 8%	3 23%	4 31%	4 31%	1 8%		
Grade 3	1					2	7	1	2

(13)	8%					15%	54%	8%	15%
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We see an interesting pattern developing in these early elementary grades among our ELLs. In first grade, 36% of our ELLs are reading below grade level. By grade two, this figure has gone down to only 30% and by grade three, we see a complete reversal with 77% of ELLs reading at or above grade level. First grade teachers assessed students using TC reading subtests. Results are charted below:

First Grade ELLs – Fall 2009

Teachers College Assessment	# of students Tested	# of students meeting benchmark	% of students meeting benchmark
Letter ID	25	23	92%
Sound ID	25	22	88%
Concept of Print	25	23	92%
Word ID	25	19	76%
Spelling	25	20	80%

Results indicate a high percentage of students meeting the benchmarks in all areas. Their weakest areas were word identification and spelling. The *Words Their Way*, our phonics based spelling program, has components and resources that employ specific instructional methods conducive to English language learning, for example: asking students to explain concepts and vocabulary to each other in small groups, use of strong visual and audio visual aids, demonstrations, and picture and concept sorts.

The *NYSESLAT* and/or *LAB-R* results for *P.S. 174* have been reviewed in the four modalities of listening, speaking, reading and writing. More than half of our students scored on the Advanced level. Only in first and fourth grades did we have more beginner/intermediate students than advanced students. Having so many students scoring on the advanced level continues the pattern that we saw last year. It is interesting to note when examining the combined modalities, that there are more advanced and proficient students in listening and speaking across all grades and in reading and writing across all grades except kindergarten and third grade. In grade six, if we remove our special needs students, every

advanced student except one has been here less than three years. For first grade, we see a pattern that we have seen in the past. Scores are higher in listening and speaking and they fall off for reading and writing. .

Patterns across the NYSESLAT modalities of reading/writing and listening/speaking affect our instructional decisions. Although we certainly have students with a variety of needs that require differentiated instruction, based on the results of the *NYSESLAT* and *Lab R*, it is clear that we need to continue addressing all four modalities in our teaching with an emphasis on reading and writing for our first graders (last year's kindergarteners) and our fourth graders (last year's third graders. For this year's kindergarteners we must emphasize reading and writing skills as well as test-taking strategies.

Instructional decisions based on NYSESLAT results include focusing on the specific reading skills of defining unknown words using contextual and picture clues, identifying the main idea and eliciting story details, understanding sequence and cause and effect, comparing and contrasting, and making inferences and predictions. Through both reading and writing, we will strive to improve the understanding and usage of grammar and syntax in our ELLs, specifically exploring the use of pronouns, prepositions, superlatives, homophones, conjunctions, plurals and verb conjugations.

We examined New York State test scores for students in grades four through seven, last year's third through sixth graders. On the 2009 ELA, over 90% of the students were approaching or meeting standards, with approximately one-third of the students scoring on grade level. Our three students scoring below grade level were all special needs third graders. Over 85% of our *ELLs* were approaching or meeting standards on the 2009 Math exam with over half the students meeting or exceeding the standards. Of those students scoring at or above grade level, ten students (over one-third of the students) took the exam in their native language. This sample validates the need for native language testing in our school in the content areas.

ELLs were provided with exams in their first language as well as in English where warranted. This was the case for the NY State examinations in math, science and social studies as well as for the interim assessments in math. All *ELLs*, literate in their first language, were allowed to use dictionaries and were provided with glossaries to use in class and when taking state exams. The children requiring native language testing last year were Chinese, Russian, Spanish, Japanese, and Albanian speakers. For our Chinese, Russian and Spanish speaking students, translated tests were available. For our Japanese and Albanian speakers, we hired a translator.

School leadership and teachers use the results of the *ELL Periodic Assessments*. *These assessments* are looked at carefully for each individual student by our ESL teachers. Results and deficiencies are discussed with school leadership and classroom teachers and activities for improvement are implemented in ESL and regular classrooms. Lessons are planned incorporating *New York State ESL Learning Standards* to improve students' performance in listening, reading, speaking and writing. A review of last year's ELL periodic assessments was followed by lessons in usage and grammar, use of conjunctions, comparatives and superlatives, homonyms, making inferences, finding story details, vocabulary building, interpreting posters and charts, and listening for information.

Results of the *NYSESLAT*, *Lab R* and *ELL Interim Assessments* are shared with school leadership and classroom teachers. During extended day, teachers of *ELLs* in all grades work with these students utilizing materials specifically designed to improve reading comprehension and vocabulary development. During our regular school day, we build listening comprehension and vocabulary development during read-aloud, and strengthen literacy skills utilizing *ESL* methodologies as well as consistent modeling and scaffolding of instruction in accordance with the workshop model.

We evaluate the success of our programs for *ELLs* by ongoing examination of classroom work, informal assessments, formal assessments, *ARIS*, *ATS* generated reports and *CalcSoda*. We study these indicators over time to chart progress and trends for each individual student and across grades and ESL levels.

P.S. 174 students will experience a learning environment that complements their unique backgrounds and perspectives. Specifically supporting the needs and experiences of our students, with particular instructional strategies and appropriately matched materials, together with explicit staff development for our teachers, will assist all our English language learners toward reaching their highest potential.

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Staff reviews Home Language Survey

- Parent Coordinator surveys teachers about Home Languages
- PC uses ESL listing of children
- Use RSDS for home language of all students

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

In our school, we need the following languages:

- Predominant languages: Chinese, Russian, and Spanish
- Additional languages: Indonesian, Korean, Japanese, Arabic, Hindi, Romanian
- In total, there are 31 different languages spoken at home.

Part B: Strategies and Activities

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

To meet the written translation needs identified above, we have provided parents that speak a language other than English with a translated Bill of Parents Rights and Responsibilities upon request. We have appropriate school signage forms for all predominant languages and for about half of our other languages. Many of our parents can read English even though they speak another language at home. We provide oral translations of school forms for those that cannot read English. By planning in advance, school documents are translated and ready for distribution at the same time as the English version. Translation services are provided by outside vendors: *LinguaLinx*, *aLanguageBank* and *Eriksen*. We also utilize our guidance counselor, paraprofessionals, and parent volunteers. The DOE provides written translations for most languages.

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

Our school provides oral interpretation services to meet the needs of our parents. When planning group or one-on-one meetings, we coordinate with translators, parents and staff to ensure that all will be available to participate at a time determined to be convenient for everyone. Oral

interpretation services are provided by in house school staff and paraprofessionals for Spanish, Russian and Chinese. We also use an outside contracted vendor, LIS. Parent volunteers are available to translate into Spanish and Chinese and we use the NYC Translation Department to assist with phone calls.

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

Our school fulfills the notification requirements of *Section VII* of the *Chancellor’s Regulations A-663* in the following ways: Parents whose primary language is a covered language and who require language assistance services are provided with a copy of the *Bill of Parent Rights and Responsibilities*. Translated versions of this document in the covered languages are distributed.

Translated signs are posted near the school entrance, in each covered language, indicating the availability of interpretation services.

Our school’s safety plan ensures that parents in need of language access services are not prevented from reaching the school’s administrative offices solely due to language barriers.

Our primary home languages are Chinese, Russian and Spanish. These are all covered languages. Due to the linguistic diversity of our population, we do not have any other language that comprises more than 10% of our total population.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix. (not applicable)

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	-0-	\$203,444.00	\$203,444.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	-0-		-0-

3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$2,034.00	\$2,034.00
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	-0-		-0-
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$10,172.00	\$10,172.00
6. Enter the anticipated 10% set-aside for Professional Development:	-0-		-0-
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$20,344.00	\$20,344.00

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: _
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

I. General Expectations

Public School 174 agrees to implement the following statutory requirements:

The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

The school will incorporate this parental involvement policy into its school improvement plan.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition: Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- that parents play an integral role in assisting their child’s learning;
- that parents are encouraged to be actively involved in their child’s education at school;
- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center of New York State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

Public School 174 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

Administrators will present *Parent Involvement Policy* at a *School Leadership Team* meeting and share at final *Parents Association* meeting and take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- *PASS* (School Walkthrough for Assessment) review will be conducted and discussed.
- Results will be disseminated to parents at a subsequent *PA* meeting.

- School will provide necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
- Parent Coordinator, working closely with the Principal and Assistant Principal will create, distribute and analyze a Parent Involvement survey in the beginning of the school year (November this year.) The results of this survey will guide subsequent planning and implementation of workshops and special events.

Public School 174 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Parent Workshops will be conducted.

Public School 174 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- A parent involvement “post-survey” based on the survey distributed in September (for this year only, November), will be distributed and analyzed by the Parent coordinator and Parent Leader. We will use this data to inform our decision-making about the following year, including creating initiatives for our *Comprehensive Education Plan (CEP)*.

Public School 174 will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

We will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

- the State’s academic content standards
- the State’s student academic achievement standards
- the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators

- Parent workshops will address how parents can help their students meet and exceed the State standards. Topics such as “Understanding the Readers/Writers Workshop”, Just Right Book Levels, NYS Assessments – ELA, Math, Social Studies and Science; Using parent ARIS.

Public School 174 will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- Giving parents access to our school library and computer lab.
- Conducting parent workshops and information sessions

Public School 174 will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs.

Public School 174 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with any DOE programs such as - Home Instruction Programs for Preschool Youngsters, Learning Leaders, Public School 174 School volunteers, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- Continuing to enhance and expand our Parent Resource center, creating an “open access” in our school Library (Parents are welcome to use the Library, as well as students), and paying special attention to providing ongoing workshops to the parents involved in our regular, summer, and Universal Pre K program.

Public School 174 will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Translation of all notices, flyers, and letters will be made in Spanish, Chinese, Russian, or Korean, our most frequently used languages besides English; oral interpreters will be hired for the Spring and Fall Parent/Teacher conferences, as well as for any major parent meeting (such as IEP Annual Reviews or Educational Planning Conferences.) Use of the Department of Education Translations Office – free telephone interpretation services will be used alternately.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Roni Ross, PA President of Public School 174, in consultation with District Family Advocate, Sonia Ruida and our Parent Coordinator, Laura Hui. This policy was adopted by the Public School 174 community on October 27, 2009 and will be in effect for the period from October 10, 2009 through June 28, 2010. This policy will be distributed to all parents of participating Title I, Part A children on or before February 1, 2010.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly**

recommended that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Public School 174 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-2010.

Required School-Parent Compact Provisions

School Responsibilities

Public School 174 will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- We will continue to recruit and hire highly motivated teachers who are selected through our hiring process.
- We will continue to offer ongoing professional development throughout the school year.
- Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: Twice yearly, during the day and at night, according to the *NYCDOE* calendar, once in November, and once in March.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Access to *ARIS* for NYS grades, attendance date, and other Interim Assessments, Report Cards (Three times yearly and twice yearly in Kindergarten in addition to two progress reports), Promotion in Doubt letters; as agreed upon by the *School Leadership Team*.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Daily, during preparatory periods, and before school hours (by appointment). Curriculum Open House Days will be conducted for four days, in the month of September, 2007.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents may view their child's learning activities during open school week, as designated on the NYCDOE calendar, and by appointment with their

child(ren)'s teacher(s). Parents may volunteer and participate in all school trips, as planned in advance with their child(ren)'s teacher(s). Parents may volunteer and participate in their child's classroom activities during special events, as invited by, and approved by, the children's teachers and the school administration. Parents who wish to offer instructional help with children other than their own must participate in Learning Leader training sessions, which are offered in a series, once yearly, by our school. This training is arranged and publicized by our Parent Coordinator.

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessments in the following languages - math, language arts, social studies and science.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities:

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do homework every day and ask for help when it is needed.
- Complete research and other projects in a timely manner
- Utilize the Internet in a responsible manner.
- Maintain good attendance at mandated or recommended Academic Intervention programs (37.5 minutes)
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

SIGNATURES:

_____	_____	_____
SCHOOL	PARENT(S)	STUDENT
_____	_____	_____
DATE	DATE	DATE

(Please note that signatures are not required)

Part B: All Title I Schoolwide Program (SWP) schools must complete this section.

Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. (*For guidance on Schoolwide programs, follow the link – <http://www.ed.gov/policy/elsec/guid/designingswpguid.doc>.*)

1. **A comprehensive needs assessment** of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

A PASS Review is conducted. Dissemination of School Report Cards and Schoolwide tests results, at School Leadership Team meetings, and end of the year PTA meeting is conducted.

2. **Schoolwide reform strategies that:**

3.

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

4. **Instruction by highly qualified staff.**

We recruit and select new teachers according to a rigorous process. A committee is formed, consisting interested staff members. Appropriate interview questions are discussed, and a rubric is created. Prior to the interview, each candidate must complete answer a curriculum-related question, in essay form. All candidates must prepare, and (when possible) execute, and model lessons for the members of the committee. Interviewees are rated according to the rubric, and point scores tallied. A group discussion is held after the interviews, to compare and assess each candidate. Preference is given to candidates who have some exposure and experience working with the *Columbia Teachers College* Readers/Writers workshop model.

5. **High-quality and ongoing professional development for teachers, principals, and paraprofessionals** (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Professional development is a top priority at P.S. 174 provided ongoing professional development in a number of different ways. The basis for professional learning comes from the PS 174 Staff. Teacher leaders, experienced in the *TC Workshop Model*, Curriculum specialists (Math, Science, Social Studies, Literacy), as well as a .2 Literacy and .4 Math/Data Coach. These teachers may conduct workshops, information sessions, invite their colleagues for classroom visits, lead Inquiry Teams and act as grade leaders/facilitators. All teachers receive common grade preps with their colleagues several times per week. This allows for common planning periods, Inquiry work, and shared professional learning. Information and best practices related to all areas of the curriculum are disseminated and discussed that these weekly meetings.

In the ongoing efforts to deepen our knowledge of, and to strengthen our delivery of the *Columbia Teachers College Readers/Writers* workshop, we continue to send our teachers to Calendar days at *Teachers College*. We have completed nine years of professional development from this source, and will continue to receive this benefit next year, from the on-site work of two *Columbia Teachers College Reading/Writing* staff developers. One is assigned to work with teachers on grades K-2, and the other is assigned to teachers on grades 3-6.

Teachers are also sent a weekly email called *Teacher Weekly* with citywide opportunities for professional learning. We are fortunate to have teachers who attend specialized professional learning in Gifted and Talented education, mathematics, Science, Social Studies and the Arts.

6. **Strategies to attract high-quality highly qualified teachers to high-need schools.**

Positions are not advertised, is informed of our yearly vacancies, and these become posted on the *Department of Education* websites. We notify local schools of our vacancies, and invite staff members to recommend qualified candidates they may know. This increases the pool of candidates that are both certified and highly motivated to work in a school with rigorous standards.

7. **Strategies to increase parental involvement through means such as family literacy services.**

An increase in special events has taken place at our school. On such special event, in the promotion of family literacy, is our *Reading in PJs Night*. Parents are invited to come to school and see literacy activities modeled by the teachers, and to purchase books for their students. This has been a very motivating and successful event. We have also completed a *Just Right Book* information session for our parents. K teachers have invited our parents to lean. We have to increase the number of special events and Curriculum-based Parent Workshops, as well as to schedule them at times more convenient to working parents.

8. **Plans for assisting preschool children in the transition from early childhood programs**, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. Our Pre-K teachers receive professional development in all curricular areas, with Grade K-2 materials and strategies, in addition to receiving specific Pre-K professional development. In their planning, teachers incorporate skills and concepts that help students to meet the Pre-K standards, but also will help them meet the challenges of the Public School 174 early childhood curriculum
9. **Measures to include teachers in the decisions regarding the use of academic assessments** in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. Professional development is offered in using data to drive instruction. One example of this is training on use of the ARIS and Interim Assessment website. This training enables teachers to find out what specific skills and concepts in Literacy and Math need supporting, for each individual student.
10. **Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards** are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. We provide Academic Intervention services in a variety of ways, and at a variety of times. Teachers push in during regular classroom instruction to provide differentiated instruction to students with special needs. In addition, small group instruction is offered to at-risk and special needs students four days per week, during our 37 ½ -minute program.
11. **Coordination and integration of Federal, State, and local services and programs**, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Our students receive the benefits of a violence prevention program. Conflict resolution is the focus. It is called the Leadership program, and an outside consultant conducts residencies with selected classes, in order to complete long-term projects which integrate Literacy, research skills, art, social action, and performance activities. Final projects are presented to other students so that they may learn and benefit from the work of the students in the Leadership program.

Public School 174

65-10 Dieterle Crescent
Rego Park, NY 11374

January 11, 2010

Appendix 5: Not applicable for PS 174

Appendix 6: Not applicable for PS 174

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)¹ data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the

¹ To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers’ self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

- **English Language Learners**
Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Based on the data from the 2008-2009 Progress Report we have 77.1 % of our students making at least one year of progress. This would indicate that the taught curriculum is in alignment with NYS Standards as assessed by the NYS ELA Exam.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

As stated in the above response, 77.1% of our students have made at least one year of progress representing an improvement from the previous year's 55%. This would indicate the soundness of our schools educational program.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The finding is not applicable. We do not need additional support from central.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

We agree that the process strands are not deeply addressed in the mathematics classroom. We know that Everyday Mathematics addresses these strands minimally. This year our mini-inquiry teams have chosen to work on improving mathematics instruction.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

When we compare the overall change in reading as compared to math we see that there was a far greater improvement in reading than in mathematics, as measured by students making at least one year of progress.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

This year some of our mini-inquiry teams have chosen to focus on mathematics. The purpose will be to bring more students into the sphere of success. In addition to the teams we have an Acuity Staff Developer scheduled to work with teachers in Grades 3-6.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time

(an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

This finding is not relevant to our school because we are a Teacher’s College Reading and Writing Project school.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

Much more of the ELA teaching in our school is student centered rather than teacher directed. This is observable in all classrooms K-6.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM²)* and SEC results also shed light on some of the instructional practices in the mathematics

² To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Informal and formal observations by the principal and assistant principal will assess the relevance of this finding.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Principal and assistant principal observations show evidence that best practices are evident in some classrooms.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Professional development workshops would be a place to introduce best practices thereby initiating a conversation about achieving greater coherence in the mathematics program. No additional support will be needed from central.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Our school has a stable teacher population.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

We survey classroom teachers of ELLs to see if they are aware of professional development opportunities for teachers that address the needs of ELLs

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

4.1 All teachers get the Teacher’s Weekly via email. The Weekly contains a link to the Teacher’s Page on the NYC Department of Education’s website. On the Teacher’s Page, professional development opportunities for classroom teachers of ELLs are listed. ESL teachers receive an additional listing of OELL and QTEL professional development courses and these are shared with classroom teachers of ELLs.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Not applicable.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs’ academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students’ time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

Interview ESL, classroom teachers, cluster teachers and support staff to assess their knowledge of ELLs they teach in terms of proficiency level, time in the US and type of program.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

ESL teachers interface with classroom teachers, cluster teachers and support staff during common preparation periods. ESL teachers provide and discuss the proficiency level, time in US and type of program for each ELL with the students' other teachers.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

General education teachers meet with SE teachers for grade specific content and curriculum
PD with providers includes GE and SE
Grade level projects, trips and residencies are planned for all classes.
Lesson Study PD for teachers

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Grade level projects
Grade level goals
Curriculum maps for each grade
Attendance at planning sessions/workshops/meetings

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Not applicable.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

Common grade planning between GE and SE teachers; curriculum mapping and grade level goals; distribution of IEPs (hard copies or electronic) distributed to all instructional and support staff. Goals and objectives, modified promotional criteria and test mods are explained to staff during faculty and grade meetings. Behavioral strategies and plans are explained to personnel.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

- Hard copies of IEPs
- Electronic copies of IEPs
- PPT meeting agendas
- Workshops agendas and sign in sheets
- Academic standards

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

No students as of October 28, 2009 per ATS stat sheet.

2. Please describe the services you are planning to provide to the STH population.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network

