



[PS MS 174]

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: (19/ K174)

ADDRESS: 574 DUMONT AVENUE, BROOKLYN, NEW YORK 11207

TELEPHONE: (718) 345-1223

FAX: (718) 345-8808

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS MS 174 **SCHOOL NAME:** The Dumont School

SCHOOL ADDRESS: 574 Dumont Avenue, Brooklyn, New York 11207

SCHOOL TELEPHONE: (718) 345-1223 **FAX:** (718) 345-8808

SCHOOL CONTACT PERSON: Ms. Elsa Grandison **EMAIL ADDRESS:** EGrandi@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Elsa Grandison

PRINCIPAL: Ingrid Mason

UFT CHAPTER LEADER: Colleen Parks

PARENTS' ASSOCIATION PRESIDENT: Joyce Bowers

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 19 **CHILDREN FIRST NETWORK (CFN):** 309

NETWORK LEADER: Martha Rodriguez-Torres/Patricia Tubridy

SUPERINTENDENT: Rose Mary Mills

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.

The mission of PS MS 174 is to promote all students with a rigorous standards based education. Our goal is to develop a community of learners who are strong thinkers and problem solvers who will become good citizens with an awareness of their importance in the world. Strong parental involvement will enhance the link between home, school and community.

The school will house the following classes :(2) Pre-Kindergarten, (2) Kindergarten,(2) first grade, (2) second grade, (2) third grade, (2) fourth grade, (2) fifth grade, (1) sixth grade, (2) seventh grade and two (2) eighth grade classes in general education. In 2010-2011 PS MS 174 will have two (2) self-contained special education classes (kindergarten and grade 2) as well as (3) Collaborative Team Teaching (CTT) classes (grades 1, 4, and 6). The average class size in K-3 is 25 students. The average class size in fourth through eighth grade is approximately 26 students. Students are heterogeneously grouped within each grade. Current strategies for implementing the New Continuum include developing programs to increase movement to less restrictive environments. Teachers use ongoing assessments and benchmark test results combined with professional judgment to determine when students are ready and capable of succeeding in a mainstream setting.

The student body is served by 53 professionals and support staff, including 1 principal, 2 assistant principals, 40 teachers, 7 paraprofessionals, 2 staff developers, 2 secretaries, 2 guidance counselors, 2 safety officers, an IEP team, 1 full time speech therapist, 1 SETTs teacher, and 1 nurse.

PS MS 174 is committed to having No Child Left Behind. Our commitment to the education of every child provides academic as well as behavioral supports for those students at-risk of not meeting City and State standards. These services include Extended Day (Grades 4-8), Small Group or One-to-One Tutoring, Saturday Academy, and Peer Tutoring. Contingent upon the availability of funding we will also offer high intensity test preparation services to students in grades 3 through 8 for reading and mathematics. For our middle school students, a PC laptop lab is utilized to strengthen technology skills and better prepare our students for the workplace in the future.

At PS MS 174 we recognize that families and other community members are a vital part of all students' academic and social success, and consider family involvement an essential ingredient for a successful educational program. Active parents are involved with the Learning-Leaders Parent Volunteer Program, through which they support the school with additional security by monitoring the hallways and lunchrooms, and also provide classroom tutoring. Students are served by the following community based organizations: Brooklyn Bureau Services, which operates the Klinsky After School and Summer Program; the Sierra Organization, which operates Inner City Outings (ICO) – a program for inner-city children to explore the outdoors (environment).

NY Psychotherapy, Brookdale Hospital, Kings County Medical Center, the Jewish Board of Children and Family Services, and Counseling in Schools provide support services for parents, individual and family counseling.

Part B. School Demographics and Accountability Snapshot (SDAS)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT											
School Name:		P.S. 174									
District:	19	DBN #:	19K174	School BEDS Code:	331900010174						
DEMOGRAPHICS											
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7		
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded					
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	36	31	32		90.4	91.9	91.7				
Kindergarten	30	48	48								
Grade 1	61	44	66	Student Stability: % of Enrollment							
Grade 2	47	55	45	(As of June 30)	2007-08	2008-09	2009-10				
Grade 3	32	47	51		89.8	91.0	91.0				
Grade 4	60	36	41								
Grade 5	52	54	32	Poverty Rate: % of Enrollment							
Grade 6	59	50	48	(As of October 31)	2007-08	2008-09	2009-10				
Grade 7	51	54	43		80.3	80.3	92.0				
Grade 8	38	48	52								
Grade 9	0	0	0	Students in Temporary Housing: Total Number							
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10				
Grade 11	0	0	0		6	44	18				
Grade 12	0	0	0								
Ungraded	4	4	1	Recent Immigrants: Total Number							
				(As of October 31)	2007-08	2008-09	2009-10				
Total	470	471	459		0	1	4				
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				
Number in Self-Contained Classes	29	16	10								
No. in Collaborative Team Teaching (CTT) Classes	19	24	27	Principal Suspensions	6	14	18				
Number all others	17	29	25	Superintendent Suspensions	11	11	12				
<i>These students are included in the enrollment information above.</i>											

English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(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 Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	23	26	22	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	1	3	6	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	47	42	36
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	10	11	10
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	2	1	5
	3	3	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	1.1	0.8	0.7	Percent more than two years teaching in this school	70.2	81.0	95
Black or African American	70.0	66.7	68.4	Percent more than five years teaching anywhere	51.1	57.1	25
Hispanic or Latino	28.1	30.6	27.9				
Asian or Native Hawaiian/Other Pacific Isl.	0.2	0.2	0.4	Percent Masters Degree or higher	79.0	79.0	100
White	0.6	1.3	2.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	90.6	98.0	98
Multi-racial							
Male	51.7	53.7	48.6				
Female	48.3	46.3	51.4				

2009-10 TITLE I STATUS

<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	✓			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes

Elementary/Middle Level (✓)

Secondary Level (✓)

ELA: X
Math: ✓
Science: ✓

ELA:
Math:
Grad. Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	X	✓	✓				
Ethnicity							
American Indian or Alaska Native							
Black or African American	X	✓					
Hispanic or Latino	X	✓	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-	-				
Multiracial							
Other Groups							
Students with Disabilities	X	✓	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	X	✓					
Student groups making AYP in each subject	0	5	1				

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade	C	Overall Evaluation:	Well Developed
Overall Score	58.42	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well Developed
School Environment (Comprises 15% of the Overall Score)	7.3	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 25% of the Overall Score)	0.5	Quality Statement 3: Align Instructional Strategy to Goals	Well Developed
Student Progress (Comprises 60% of the Overall Score)	21.8	Quality Statement 4: Align Capacity Building to Goals	Well Developed
Additional Credit	0.8	Quality Statement 5: Monitor and Revise	Well Developed

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/Teacher 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 your school's 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?

After a comprehensive review of our DIBELS Assessments from the years 2006 -2010, we have reflected on the following trends.

GRADE	YEAR	Benchmark Beginning of Year – End of Year	CHANGE %
Kindergarten	06 – 07	21% - 72%	51% increase
	07 – 08	26% - 72%	46% increase
	08 – 09	30% - 76%	46% increase
Grade 1	06 – 07	31% - 42%	11% increase
	07 – 08	52% - 68%	16% increase
	08 – 09	65% - 62%	3% decrease
Grade 2	06 – 07	32% - 44%	12% increase
	07 – 08	33% - 47%	14% increase
	08 – 09	54% - 73%	19% increase
Grade 3	06 – 07	44% - 70%	26% increase
	07 – 08	32% - 59%	27% increase
	08 – 09	38% - 36%	2% decrease

One of the greatest accomplishments we have seen over the last few years has been that teachers have increased the amount of time they spend in planning the 90 minute literacy block. Furthermore, they have increased their use of technology.

The most significant aid to our school's continuous improvement is the consistent support of the Reading First personnel who support our teachers and students in all components of literacy.

When NYS education officials revised test proficiency levels in 2010, students showed a decrease in performance levels in ELA.

A comprehensive review of the NYS ELA Test results indicates the following trends from 2008-2009 to 2009-2010 as reported on ARIS indicates the following:

- Grade 3 students showed a decrease of 14% in performance at levels 3 and 4.
- Grade 4 students showed a decrease of 36% in performance at levels 3 and 4.
- Grade 5 students showed a decrease of 46% in performance at levels 3 and 4.
- Grade 6 students showed a decrease of 33% in performance at levels 3 and 4.
- Grade 7 students showed a decrease of 42% in performance at levels 3 and 4.
- Grade 8 students showed a decrease of 21% in performance at levels 3 and 4.

One of the greatest accomplishments we have seen over the last few years has been that teachers have increased the amount of time they spend in planning the 90 minute literacy block. Furthermore, teachers have increased their use of technology to track student performance and plan for differentiated instruction.

One of the most significant aids to the school's continuous improvement include:

- Programs implemented to support student learning (Afternoon Academy, Saturday Academy, 37 ½ Minute block, Professional Activity, Advisory, AIS).
- Greater and consistent data by the teachers to plan and implement instructional approaches that align to students strengths and needs.
- Increased collaboration among grade teams.

However, there is much more room for improvement; we need to refine our practices involving collaboration as we maintain a focused learning guidance system.

When NYS education officials revised test proficiency levels in 2010, students showed a decrease in performance levels in math.

A comprehensive review of the NYS Mathematics results indicates the following trends from 2008-2009 to 2009-2010 as reported on ARIS.

- Students in Grade 3 showed a decrease of 56% in performance at Levels 3 and 4.
- Students in Grade 4 showed a decrease of 52% in performance at Levels 3 and 4.
- Students in Grade 5 showed a decrease of 29% in performance at Levels 3 and 4.
- Students in Grade 6 showed a decrease of 28% in performance at Levels 3 and 4.
- Students in Grade 7 showed a decrease of 55% in performance at Levels 3 and 4.
- Students in Grade 8 showed a decrease of 21% in performance at Levels 3 and 4.

One of the greatest accomplishments we have seen over the last couple of years was a 20% increase in students performing at or above grade level in mathematics from 2006-2009. This positive trend in student achievement in mathematics has served as a significant aid in motivating students and staff to strive for continuous improvement.

These results indicate that there is much more room for improvement; we need to work more collaboratively to maintain a focused learning guidance system. Practices need to be more coherent.

A comprehensive review of the Science program indicates the following trends:

- Students in Grade 4 showed an increase of 8% in performance at Levels 3 and 4 from 2007-2008 to 2009-2010.
- Students in Grade 8 showed a decrease of 1% in performance at Levels 3 and 4 from 2007-2008 to 2009-2010.
- Students in the elementary grades have demonstrated improved use of measurement tools.
- Students in the elementary grades have improved science vocabulary.
- Students in elementary grades have shown improvement in applying scientific investigations to the real world.
- Students have improved in their use of the scientific method to conduct research.

Some of the greatest accomplishments we have seen over the last few of years in Science are:

- Increased collaboration between the Science Cluster Teacher and the classroom teacher.
- Instruction involving scientific inquiry is starting from the early grades.
- Technology is being used to differentiate instruction and provide multi-sensory learning opportunities.

Significant aids to continuous improvement include:

- Availability of hands-on resources for investigations.
- Use of notebooks to improve science inquiry.
- Ongoing feedback and analysis of student work.

However, there is much more room for improvement; we need to refine our practices involving collaboration as we maintain a focused learning guidance system.

A comprehensive review of the Social Studies program indicates the following trends:

- Students in Grade 5 showed an increase of 34% in performance at Levels 3 and 4 from 2007-2008 to 2009-2010.
- Students in Grade 8 showed an increase of 5% in performance at Levels 3 and 4 from 2007-2008 to 2009-2010.
- Regularly scheduled collaborative sessions among staff
- Increased use of Core Knowledge and library resources for research
- Sustained professional support and resources provided by Knowledge Network

Some of the greatest accomplishments we have seen over the last few of years in Social Studies are:

- Improvement in social studies content knowledge through the implementation of Core Knowledge across grade 4, 5, and 6.
- Improved collaboration among teachers in planning lessons using the 9-week template Core Knowledge.
- Improved curriculum mapping through the use of collaboration using the 9-week Core Knowledge template.
- Greater use of graphic organizers to provide students a visual representation of historical content.
- Consistent incorporation of project-based assessments to foster greater student engagement and evaluate student mastery of content.

A barrier to continued improvement includes having students connect social studies content with their own lives.

There is much more room for improvement; we need to refine our practices involving collaboration as we maintain a focused learning guidance system. Practices need to be more coherent.

A comprehensive review of the 2009-2010 Learning Environment Survey in the area of Engagement indicates the following:

- While a majority of parents reported that they have been invited to programs, performances and events and 95% of parents reported that they feel welcome in their child's school, parent involvement continues to be low and inconsistent.
- While 84% of students report that their teachers inspire them to learn, only 58% of the students report that the school offers a wide variety of activities to keep them interested.

These apparent inconsistencies between what is reported and what actually occurs in terms of parent involvement invites further inquiry.

One of the greatest accomplishments we have implemented is the formation of the Resiliency Team. Its mission is dedicated to building a lifeline to resiliency in our parents, students and staff.

Among the Resiliency Team's stated protective factors which build resiliency are:

1. Provide opportunities for meaningful participation.
2. Increase pro-social bonding.

Barriers to continued improvement includes the following:

Low and inconsistent parent involvement.

A review of the 2009-2010 Quality Review indicates the following area in need of improvement:

- Promote even greater consistency in differentiating instruction based on data, so that lesson planning reflects the purposeful grouping, differentiated activities, and targeted questioning that maximizes student learning.
- Encourage greater consistency in teacher feedback to students regarding their academic performance and refine mechanisms to communicate this information to parents.
- Student work is replete with detailed teacher comments. However, small pockets of limited teacher feedback to students were found on pieces of student work and therefore, several students are unaware of the necessary steps to make performance gains.

A review of 2009-2010 Inquiry Team feedback, as well as staff feedback during Chancellor's Conference Day where we examined current practices, indicate a need for school-wide refinement of some practices. The PS MS 174 school community can organize for improvement by planning for and consistently maintaining a focused learning guidance system. When student-centered learning, building capacity, and strong parent-school-community ties are fostered we can maximize our opportunities for becoming a more coherent force for school-wide improvement.

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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

- 1A. By June 2011 at least 65% of all Kindergarten through grade 3 students, including SWDs and ELLs, will achieve the benchmark in Reading Accuracy (Reading First).
- 1B. By June 2011, 19% of students in Grades 3-8, including SWDs and ELLs, will score at Level 3 and 4 or above on the New York State English Language Arts Assessments driven by Common Core State Standards.

2. By June 2011, 27% of students in Grades 3-8, including SWDs and ELLs, will score at Level 3 and 4 or above on the New York State Mathematics Assessment.

- 3A. By June 2011, 85% students in Grade 4, including SWDs and ELLs, will score at Level 3 and 4 or above on the New York State Science Assessments.
- 3B. By June 2011, 50% students in Grade 8, including SWDs and ELLs, will score at Level 3 and 4 or above on the New York State Science Assessments.

4. By June 2011, 100% of staff will collaboratively, coherently, and consistently use data from ARIS, Acuity, and teacher-made assessments to identify students' strengths and weaknesses, create and continually refine goals in order to differentiate instruction in complete alignment with those goals, in all content areas, including the Arts, to enhance student learning, including SWDs and ELLs.

5. By June 2011, all students, including SWDs and ELLs, staff, and parents will have more opportunities for meaningful participation and increased pro-social bonding (*Capturing Kids' Hearts and Resiliency Model*) through school-wide events.

6. By June 2011, 95% of faculty and 100% of students, including SWD and ELL, will use technology in all content areas, including the Arts, to enhance student learning.

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 2010-11 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, PLA, 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: Student Performance in ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>1A. By June 2011 at least 65% of all Kindergarten through grade 3 students, including SWDs and ELLs, will achieve the benchmark in Reading Accuracy by using Reading First.</p> <p>1B. By June 2011, 19% of students in Grades 3-8, including SWDs and ELLs, will score at Level 3 and 4 or above on the New York State English Language Arts Assessments, driven by Common Core State Standards.</p>
<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"> • Teachers will use methodologies learned in Reading academy to address student needs. • Teachers will develop curriculum using backwards mapping. • Teachers will provide stronger and more targeted reading conferences during the 90 minute literacy block (K-8), 37½ minute tutorial block (3-8), Saturday Academy (3-8), Afternoon Academy (3--8). • More time on task will be spent on independent reading during the 90 minute literacy block (K-8), 37½ minute tutorial block (3-8), Saturday Academy (3-8), Afternoon Academy (3--8). • Teachers will place greater emphasis on explicit teaching of reading comprehension during the 90 minute literacy block (K-8), 37½ minute tutorial block (3-8), Saturday Academy (3-8), Afternoon Academy (3--8).
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities</p>	<ul style="list-style-type: none"> • A <i>Reading First</i> coach, and administrators will provide targeted and focused, data driven training and support on developing strategies for teaching reading (K-3) during the 90 minute literacy block, monthly lunch & learn sessions, common planning professional development sessions, and after school sessions. • A Literacy Coach/<i>Core Knowledge</i> facilitator, and administrators will provide targeted and focused, data driven training and support on improving ELA achievement (4-8)

<p><i>described in this action plan.</i></p>	<p>during the 90 minute literacy block, monthly lunch & learn sessions, common planning professional development sessions supported by the Children First Network.</p> <ul style="list-style-type: none"> • Fair Student Funding, Title I, Tax Levy (\$ amount to be determined based on budget constraints). • C4E and ARRA allocations to support extended day and extended week programs such as Saturday Academy and Extended Afternoon.
<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"> • Indicators of progress will be adequate progress demonstrated by 60% of students using all periodic ELA assessments of Grade 3-8 students including Acuity Predictives and ITAs. • Indicators of progress will be adequate progress demonstrated by 65% of students using all monthly assessments of K-3 students including MQ3, DIBELS and Terra Nova. • Indicators of progress will be adequate progress demonstrated by 60% of students using all monthly assessments of students in grades 3 -8 including DRAs, running records, portfolios, NYC Interim assessments, and NYS ELA exams.

Subject:

Student Performance Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>2. By June 2011, 27% of students in Grades 3-8 will score at Level 3 and 4 or above on the New York State Mathematics Assessment.</p>
<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">• Teachers will utilize Everyday Mathematics (Pre-K – Grade 5), Impact Mathematics Grades 6 -8, and NYS Math Performance Indicators to set goals and plan whole class, small group, and differentiated assignments lessons designed to enhance student learning.• Teachers will provide consistent and more targeted problem solving strategies during POD at the beginning of the 90 minute math block.• More time on task will be spent on problem solving during the 90 minute math block (K-8), 37½ minute tutorial block (3-8), Saturday Academy (3-8), Afternoon Academy (3--8).• Teachers will place greater emphasis on explicit teaching of problem solving during the 90 minute math block (K-8), 37½ minute tutorial block (3-8), Saturday Academy (3-8), Afternoon Academy (3--8).• A Math Coach, and administrators will provide targeted and focused, data driven training and support on developing strategies for teaching mathematics (K-8) during the 90 minute mathematics block, monthly lunch & learn sessions, common planning professional development sessions supported by the Children First Network.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none">• A Math Coach, and administrators will provide targeted and focused, data driven training and support on developing strategies for teaching mathematics (K-8) during the 90 minute mathematics block, monthly lunch & learn sessions, common planning professional development sessions.• Fair Student Funding, Title I, Tax Levy (\$ amount to be determined based on budget constraints).• C4E and ARRA allocations to support extended day and extended week programs such as Extended Afternoon.• Professional development will be supported by the Children First Network.

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Indicators of progress will be adequate progress demonstrated by 75% of students in grades 3-8 using all periodic math assessments of Grade 3-8 students including Acuity Predictives and ITAs.
- Indicators of progress will be adequate progress demonstrated 75% of students using monthly math assessments of Grade 3-8 students using Everyday Math Progress Checks, Impact Math Chapter Tests, and portfolio tasks.
- Indicators of progress will be adequate progress demonstrated 75% of students using ongoing assessments including Everyday Math Recognizing Student Achievement, and Impact Math Quick Quizzes.

Subject:**Student Performance in Science**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>3A By June 2011, 85% students in Grade 4 will score at Level 3 and 4 or above on the New York State Science Assessments.</p> <p>3B By June 2011, 50% students in Grade 8 will score at Level 3 and 4 or above on the New York State Science Assessments.</p>
<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"> • Teachers will utilize Harcourt Science (K – Grade 5), Glencoe Science (Grades 6 – 8), and NYS Science Standards to set goals and plan lessons designed to enhance student learning, including SWDs and ELLs. • Teachers will provide stronger and more targeted instruction to students, including SWDs and ELLs in the use of measurement tools during science inquiry. • Teachers will provide stronger and more targeted instruction to students, including SWDs and ELLs in developing science vocabulary to make and record observations. • Teachers will provide stronger and more targeted instruction to students, including SWDs and ELLs in applying scientific investigations to the real world. • Teachers will provide stronger and more targeted instruction to students, including SWDs and ELLs in their use of the scientific method to conduct research. • Classroom teachers will collaborate with the science cluster teachers to plan a seamless curriculum for all students, including SWDs and ELLs.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • One elementary science cluster teacher • One middle school science cluster • Fair Student Funding, Title I, Tax Levy (\$ amount to be determined based on budget constraints). • C4E and ARRA allocations to support extended day and extended week programs such as Saturday Academy and Extended Afternoon. • Professional development will be supported by the Children First Network.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Indicators of progress will be adequate progress demonstrated by 85% of students using Harcourt Science and FOSS end-of-unit Lesson Assessments and Investigation Assessments with K-5 students. • Indicators of progress will be adequate progress demonstrated by 85% of students using teacher-made technology assessment. • Indicators of progress will be adequate progress demonstrated by 50% of students using Glencoe Science with grade 6-8 students. • Indicators of progress will be all monthly assessments of students in grades 6 -8.

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| | <ul style="list-style-type: none">• Indicators of progress will be 75% of annual Science Fair Projects will be at Level 3 and 4.• Indicators of progress will be 75% of Grade 8 Science Exit Projects will be at Level 3 and 4.• Indicators of progress will be 75% students in Grades 4 and 8 will score at Level 3 and 4 or above on the New York State Science Assessments. |
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Area:

Data Driven Planning and Instruction: Coherent Instructional Guidance System

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>4. By June 2011, 100% of staff will collaboratively, coherently, and consistently use data from ARIS, Acuity, and teacher-made assessments to identify students' strengths and weaknesses, create and continually refine goals in order to differentiate instruction in complete alignment with those goals, in all content areas, including the Arts, to enhance student learning, including SWDs and ELLs.</p>
<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">• Administrators and teachers will collaborate and monitor the creation and refinement of student goals aligned with the Common Core State Standards, NYS Standards and IEPs.• Professional development will be supported by the Children First Network.• Teachers will collaboratively use Predictive Tests and ITA sub-skill analysis, instructional tools and ongoing assessments to create and refine goals aligned with the Common Core State Standards NYS Standards and IEPs.• Teachers will coherently and consistently align goals aligned with the Common Core State Standards NYS Standards and IEPs, with differentiated instruction throughout the entire academic year.• Teachers will provide stronger and more targeted reading conferences during the 90 minute literacy block (K-8), 37½ minute tutorial block (3-8), Saturday Academy (3-8), Afternoon Academy (3--8).• More time on task will be spent on independent reading during the 90 minute literacy block (K-8), 37½ minute tutorial block (3-8), and Afternoon Academy (3--8).• Teachers will place greater emphasis on explicit teaching of reading comprehension during the 90 minute literacy block (K-8), 37½ minute tutorial block (3-8), Saturday Academy (3-8), Afternoon Academy (3--8).• Teachers will continue utilizing school wide supplemental math materials: Acuity Instructional resources and Hot Words, Hot Topics with parallel instruction for all students, including SWDs and ELLs.• Tier I and Tier II Academic Intervention Service Providers will collaboratively identify and instruct students who are not meeting state standards including Special Needs and ELLs during the math block, 37 ½ Minute Extended Time, and After School Academy.• Teachers will collaboratively use Predictive Tests and ITA sub-skill analysis, instructional tools and ongoing assessments to inform instruction.• Teachers and coach will collaboratively increase problem-solving abilities and test sophistication through a focused and systematic use of Problem of the Day.• Teachers will collaboratively use Performance Series, and Acuity to plan and implement

	<p>intervention strategies for improving student achievement. Trip Coordinator and staff will coordinate class trips to engage students in more meaningful and authentic learning experiences.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Fair Student Funding, Title I, Tax Levy (\$ amount to be determined based on budget constraints). • Teachers, Administration, Paraprofessionals, Coaches. • C4E and ARRA allocations to support extended day and extended week programs such as Saturday Academy and Extended Afternoon.
<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"> • Indicators of progress will be all assessments of K-3 students including ECLAS, DIBELS and Terra Nova. • By Spring 2011, at least 60% of all Kindergarten through grade 3 students, including ELLs and students with special needs, will achieve the benchmark in Reading Accuracy by using Reading First. • Indicators of progress will be all assessments students in grades 3 -8 including DRAs, running records, portfolios, NYC Interim assessments, and NYS ELA exams. Indicators of progress will include all math assessments of K-8 students including ELLs and students with special needs: Mathematics Beginning-of-the-Year Inventories, monthly Everyday Mathematics Progress Checks, monthly Impact Mathematics Chapter Tests, five NYC Interim Assessments, portfolios, yearly mathematics projects, and 2010 NYS Math exams. • Student achievement in ELA will improve by at least 5% through a seamless and unified curriculum based on the 2011 NYS ELA Test for Grades 3 - 8. • Student achievement in mathematics will improve by at least 5% through a seamless and unified curriculum based on the 2011 NYS Math Test for Grades 3 - 8.

School Culture

Area:

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>5. By June 2011, all students, staff, and parents will have more opportunities for meaningful participation and increased pro-social bonding (Capturing Kids' Hearts and Resiliency Model) through school-wide events.</p>
<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"> • Capturing Kids' Hearts Team will conduct professional development sessions to provide staff with opportunities to develop strategies for improving school culture. • Resiliency Team will conduct monthly core member meetings to plan and implement strategies for meaningful participation and increased pro-social bonding using resources by Nan Henderson. • Resiliency Team will conduct monthly lunch and learn sessions to provide staff with opportunities exploring and implementing protective factors. • Resiliency Team will conduct monthly parent workshops to provide parents with practical ideas and strategies for meaningful participation and increased pro-social bonding. • Resiliency Team will conduct monthly character development activities for students. • Bank Street College will provide professional development sessions focusing on developing emotional response strategies in the classroom.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Capturing Kids' Hearts • Nan Henderson Resiliency Model • Office of Youth Development • Teachers, Administration, Parent Coordinator • Fair Student Funding, Title I, Tax Levy (\$ amount to be determined based on budget constraints). • C4E and ARRA allocations.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • By June 2011 all students, parents, and staff will participate in meaningful school-wide activities and increase pro-social bonding as evidenced by the following: <ul style="list-style-type: none"> ○ Breast Cancer Awareness and Fundraiser ○ Annual Penny Harvest Service Project ○ Toy Drive ○ Principal's Book Club Luncheon ○ School Spirit/School Pride Days ○ Monthly Live Light Live Right Health and Nutrition Program ○ Bi-Monthly Literacy Leaders Program ○ Monthly Character Development Focus

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| | <ul style="list-style-type: none">○ Daily Caught Reading Program○ Building Resiliency in Schools Paradigm Shift○ Annual Open House for entire school community○ Annual Parent Forum○ Student/Star Student of the Month Celebrations○ Monthly Parent Calendar○ Annual Career Day○ Annual Field Day○ Monthly Art Projects○ Summer Fun Day○ Celebration Fridays |
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Area:

Technology

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>6. By June 2011, 90% of faculty and 100% of students, including SWDs and ELLs, will use technology in all content areas, including the Arts, to enhance student learning.</p>
<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">• Smartboards will be installed in 90% of grade 1 -8 classrooms.• A laptop cart per floor will continue to be available for use in all content area subjects.• Teachers will include technology resources to plan, design and implement lessons that enhance student learning, including SWDs and ELLs.• The PS MS 174 Wiki, as well as other on-line resources will be used to support instruction and learning.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none">• Classrooms (1-8) will be equipped with a Smartboard.• Additional laptops will be purchased for use in all content area subjects.• The PS MS 174 Wiki, will be developed to make vital information easily available to the entire school community.• A technology teacher and administrators will provide targeted and focused, data driven training and support on developing strategies for increasing the use of technology in all content areas during lunch & learn sessions, grade conferences, and common planning sessions. Ticket to Read, Acuity, and Smart Board training will be highlighted.• Fair Student Funding, Title I, Tax Levy (\$ amount to be determined based on budget constraints).• Teachers, Administration, Paraprofessionals, Coaches.• Fair Student Funding, Title I, Tax Levy (\$ amount to be determined based on budget constraints).• C4E and AARA allocations to support extended day and extended week programs such as Saturday Academy and Extended Afternoon.
<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">• Indicators of progress include that Smartboards will be used in all classrooms (1-8) to provide instruction in all content areas.• Indicators of progress include that laptops will be used in all content area subjects to conduct research for interdisciplinary projects.• Indicators of progress include that all staff will make regular contributions each semester by adding or improving information on the PS MS 174 Wiki to build our school community.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

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	10	N/A	N/A	N/A	3			
1	6	N/A	N/A	N/A	5			1
2	7	N/A	N/A	N/A	8			
3	3	3	N/A	N/A	5		1	
4	35	30	N/A	N/A	5	1	2	
5	35	26	8	N/A	8		7	
6	27	23	N/A	8	7		1	
7	37	36	N/A	N/A	17			
8	27	30	N/A	N/A	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 the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

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:	<ul style="list-style-type: none"> • Performance Series: a web-based assessment program that offers teachers an efficient method to immediately diagnose individual students and targeted academic needs. Through these assessments teachers are able to target instruction, implement intervention, inform grouping decisions, monitor, and predict students' academic performance. • Acuity: a web-based assessment program that provides teachers actionable data on how the individual student is doing relative to the state standards. Provides teachers with an online student's performance portfolio at his/her level. Acuity assigns instructional resources by individual student and targeted group based on skills and standards. • Title IID After School Program: Implemented 4 days/week for 90 consecutive minutes to grades 3rd and 6th after school. • Extended Day: Implemented 4 days/week for 90 consecutive minutes to grades 7th and 8th after school. • 37 ½ Minutes: Tutoring in ELA for students in grades three (3) through eight (8), Monday through Wednesday for 37 ½ minutes
Mathematics:	<ul style="list-style-type: none"> • Performance Series: a web-based assessment program that offers teachers an efficient method to immediately diagnose individual students and targeted academic needs. Through these assessments teachers are able to target instruction, implement intervention, inform grouping decisions, monitor, and predict students' academic performance. • Acuity: a web-based assessment program that provides teachers actionable data on how the individual student is doing relative to the state standards. Provides teachers with an online student's performance portfolio at his/her level. Acuity assigns instructional resources by individual student and targeted group based on skills and standards. • Understanding Mathematics Plus: addresses the intervention need of the student in the following areas: Mathematical Reasoning, Number and Numeration, Operations, Modeling/Multiple Representation, Measurement, and Patterns/Functions. Implemented in small pull-out groups, 2 days/week for 30 minutes to grades 4th and 5th during extended time.. • Extended Day: Implemented 4 days/week for 90 consecutive minutes to grades 7th and 8th after school. • 37 ½ Minutes: Tutoring in mathematics for students in grades three (3) through eight (8), Monday through Wednesday for 37 ½ minutes.

Science:	<ul style="list-style-type: none"> • Extended Day: Implemented 4 days/week for 90 consecutive minutes to grades 7th and 8th after school. • 37 ½ Minutes: Tutoring in mathematics for students in grades four (4) through eight (8), Monday through Wednesday for 37 ½ minutes. • Teacher Tutoring: During school and after school individual and small group guided instruction.
Social Studies:	<ul style="list-style-type: none"> • Extended Day: Implemented 4 days/week for 90 consecutive minutes to grades 7th and 8th after school. • 37 ½ Minutes: Tutoring in mathematics for students in grades four (4) through eight (8), Monday through Wednesday for 37 ½ minutes. • Teacher Tutoring: During school and after school individual and small group guided instruction
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • Pupil personnel referrals conducted twice each month. • At-Risk counseling services for holdover students, students with chronic attendance, students in temporary housing, and foster care conducted twice each week. • Students with self-esteem issues, and poor socializations skills receive counseling twice each week. • Sessions for students in need of academic support.
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> • At-Risk counseling services for student with behavioral issues. • At-Risk counseling services for holdover students, students with chronic attendance, students in temporary housing, and foster care conducted once each week. • Sessions for students in need of academic support.
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> • At-Risk counseling services for student with behavioral issues. • At-Risk counseling services for holdover students, students with chronic attendance, students in temporary housing, and foster care conducted once each week. • Sessions for students in need of academic support.
At-risk Health-related Services:	<ul style="list-style-type: none"> • Support sessions for students with chronic asthma. • Support sessions for students focusing on nutrition/weight issues.

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 (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) K- 8 **Number of Students to be Served:** 35 LEP 0 Non-LEP

Number of Teachers 1 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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.

The ELL population at P.S./M.S. 174 consists of 35 students in grades K-8, the majority of whom speak Spanish as a first language. Besides Spanish, other first languages include Haitian Creole, Bengali, and Hebrew. Within this group of students, there is a wide variety of English language proficiency levels and academic needs that must be met. As such, we have developed an ESL program that employs a pull-out model. The students are broken into small groups according to age, with no more than 3 grade levels in one class (i.e. grades K-2, 3-5, 6-8). In terms of language proficiency level, the groups are heterogeneous.

During ESL class, the language of instruction is English in most cases. However, when working with Spanish-speaking newcomers, the ESL teacher may use Spanish in some cases to clarify meaning of instructions or content. The ESL teacher delivers her pull-out instruction primarily through the lens of content in order to make vocabulary and content more meaningful and to develop the academic language necessary to perform well on state-mandated exams.

Regarding instructional strategies and materials, the ESL teacher values diversity. ELLs in the early elementary grades of all language proficiency levels develop phonemic awareness, fluency and comprehension and learn vocabulary and English language structures through a variety of content-specific big books and authentic literature, as well as reading materials provided by Reading First's Moving into English curriculum and Intervention Station. The ESL teacher chooses texts and creates lessons that are rich with visual, audio, and kinesthetic aids to ensure comprehension by all students regardless of language level or learning style.

For students of all language proficiency levels in the upper grades, the ESL teacher uses a number of authentic literature sources and writing tasks that align with the school's reading and writing genre of the month. Instructional strategies are informed by the Balanced Literacy model, which includes read-alouds, think-alouds, accountable talk, shared reading, guided reading, independent reading, word study, the four square writing model, grammar skills, and literacy centers that build phonological and phonemic awareness, fluency, and comprehension. Each ESL session generally follows a workshop model in which the ESL teacher conducts a mini-lesson about a reading and writing approach, skill, or strategy, and the rest of the period each student works independently to practice that skill in his or her own reading and writing, while the teacher conferences with individual students.

ESL instruction for newcomer students includes a mixture of content-based instruction and more explicit English language instruction. More specifically, about 225 minutes of ESL instruction for newcomers is devoted to language instruction through the lens of an authentic, content-specific text, while the remaining 135 minutes are devoted to explicit language instruction. During this explicit language instruction portion, the ESL teacher uses dialogues, short reading passages, visuals, and kinesthetic activities to introduce students to the structure and conventions of the English language.

Students with Interrupted Formal Education (SIFE) would participate in a curriculum comparable to that of newcomer students, although supplementary intervention may be necessary to close basic skill gaps. This intervention would be delivered by other academic intervention providers during their professional activities.

Students who reach proficiency on the NYSESLAT exam are closely monitored by the academic intervention team for at least two years following this achievement. This team, which is comprised of the ESL teacher, the academic intervention provider, and the IEP teacher, maintains close contact with the former ELLs' classroom and content area teachers to ensure that the student is performing on grade level. If a former ELL is performing below grade level in any content area, he or she may receive additional support from the academic intervention provider, or he or she may attend afternoon or Saturday academy. The student would also be recommended for extra support from a staff member who provides intervention during his or her professional activity. Finally, the ESL teacher ensures that the testing coordinator provides former ELLs with appropriate testing accommodations for up to two years after testing out on the NYSESLAT.

The following portion will elucidate how the different content areas are delivered within the Freestanding English as a Second Language model:

Literacy: Teachers of students in grades K-3 employ the *Reading First* literacy program that utilizes the DIBLES and ECLAS assessments. Teachers of students in grades 4-8 employ the Balanced Literacy model. Both instructional models are informed by the NYS ELA standards and assessment results. ELLs participate fully in both literacy models. Supplemental literacy support is provided to ELLs who are deficient in literacy in both their native language and English in the form of early literacy academic intervention services for students in grades K-2 and Wilson Program intervention for students in grades 3-8. Afternoon academy and Saturday academy is also available to all ELLs in grades 3-8, regardless of their literacy levels.

Mathematics: Teachers of students in grades K-5 utilize the *Everyday Mathematics* program, while teachers of students in grades 6-8 utilize the *Impact Math* program. ELLs participate fully in both math models. Beginner level ELLs are provided with mathematics materials in their native language and bilingual glossaries. ELLs who are performing below grade level in mathematics may be included in small group tutoring blocks facilitated by teachers during their professional activity periods. Afternoon academy and Saturday academy in mathematics is also available to all ELLs in grades 3-8, regardless of mathematics levels.

Science: Science instruction is provided by the classroom teacher and a science cluster teacher in grades K-6. Students in grades 7 and 8 receive science instruction exclusively from a science cluster teacher. All ELLs participate in mainstream science instruction and receive supplemental science instruction by the ESL teacher as needed. Materials are provided in the student's native language when possible.

Social Studies: Social Studies instruction is provided by the classroom teacher in grades K-8. All ELLs participate in mainstream social studies instruction and receive supplemental social studies instruction by the ESL teacher as needed. Materials in a student's language are provided when necessary.

ELLs are afforded equal access to all school programs; indeed, they are often a targeted population of extracurricular activities. The ESL teacher works with other teachers in the school to offer *Inner City Outings* sponsored by the Sierra Club, which includes a Saturday trip each month out of Brooklyn into a more natural environment. Past trips have included overnight camping at a national park in Long Island, a beach clean-up, ice skating, and an apple picking venture in upstate New York. These trips are geared toward students who live in shelters and/or have behavioral problems. Additionally, the ESL teacher invites all of her ELLs in grade 4-8 that fall into this category or

are particularly new to the country so that they may be exposed to other parts of American culture and practice their English in an informal environment.

In addition, the Klinsky after school program is offered on-site at P.S./M.S. 174, which a number of our ELLs attend. The ESL teacher and Speech teacher have also collaborated to start a student government in the school, in which ELLs are encouraged to participate. The science teacher has also founded a flag football program open to all middle school students. Finally, a variety of after school clubs are offered in the spring, which are open to all ELLs. The ESL teacher encourages extracurricular involvement in her classroom as well as in *Inner City Outings* and after school clubs to ensure that ELLs feel comfortable joining the groups.

Before the school year gets underway, parents of all ELLs are invited to an orientation meeting with the ESL teacher, the student’s classroom and content area teacher, and other related service providers. A translator is also present to ensure effective communication between the parent and staff members. At this meeting, the ESL teacher informs parents that she will act as a liaison for parents of ELLs when it comes to communicating with other members of the staff; they are welcome to come to her with any concerns. Further, they are informed that a translator is always available for any parent activities offered at the school, such as parent-teacher conferences.

Further, when activities like parent-teacher conferences arise throughout the school year, the ESL teacher makes sure to send home a letter in the parents’ native language describing the upcoming event and that an interpreter is present in all languages necessary. Finally, the ESL teacher and guidance counselor, who is proficient in Spanish and Haitian-Creole, develop a close relationship with each ELL parent to guarantee that the parent feels comfortable approaching them with any questions or concerns regarding the well-being of his or her ELL.

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.

The staff at P.S./M.S. 174 are consistently participating in professional developments aimed at improving differentiation and academic language development strategies and emphasizing the State learning standards. The ESL teacher has and will continue to offer ESL-related professional developments that work to make the Language Allocation Policy at P.S./M.S. 174 more transparent to staff. Below is the tentative calendar of professional development sessions for 2010-2011:

Session Title	Targeted Audience	Date
<i>How Do We Include Newcomer ELLs in the English-Speaking Classroom?</i>	All Staff	September 2010
<i>Differentiating Reading First Curriculum to Benefit ELLs</i>	Reading First Teachers (Grades K-3) and Reading First Coach	October 2010
<i>Understanding the Language Allocation Policy</i>	All Staff	November 2010

<i>Differentiating Core Knowledge Curriculum to Benefit ELLs</i>	Core Knowledge Teachers (Grades 4-8), Assistant Principal (Middle School Supervisor), and Literacy Coach	December 2010
<i>ELLs and Math: The Importance of Explicit Vocabulary Instruction</i>	Classroom Teachers (Grades K-6), Math Teachers (Grades 7-8), Math Coach	January 2011
<i>Differentiating Social Studies and Science Content Instruction for ELLs</i>	Classroom Teachers (Grades K-6), Science and Social Studies Cluster Teachers	February 2011
<i>Preparing ELLs for State Exams</i>	Classroom Teachers (Grades 3-8), Science and Social Studies Cluster Teachers, Coaches, Math and ELA Teachers (Grades 7-8)	March 2011
<i>Understanding the NYSESLAT</i>	All Staff	April 2011

In addition to the aforementioned professional development sessions, all staff members (excluding teachers who hold ESL or bilingual licenses) are required to have participated in a minimum of 7.5 hours of ELL training. Documentation of this training is located in each staff member's cumulative folder in the school office. New staff members who have not yet participated in this training will be included in a New Teacher Institute for Teachers of ELLs, which will be conducted in several after school sessions by the ESL teacher, Ms. Sobel. The following topics will be covered in this institute:

- Getting to Know My English Language Learners (ELLs)
- Cultural Differences and Their Effect on Teaching and Learning
- Easing Newcomers into Classroom Routines
- Current Policy Trends Affecting the Education of ELLs
- Programs Available for ELLs
- The Process of Second Language Acquisition
- Classroom Practices for the Instruction of ELLs
- English Learners and Emergent Literacy
- Reading and Literature Instruction for English Language Learners
- English Learners and Process Writing
- Assessing ELLs

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

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.

A review of the home language surveys for school year 2009-2010 indicates that fewer than 5% of parents/guardians are non-English speakers. The ESL teacher keeps in close contact with non-English speaking parents and teachers of their children to ensure that parents feel their language needs are met.

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.

Fewer than 5% of parents/guardians are non-English speakers. Spanish is the spoken language of non-English speakers in nearly every case. (There is one identified parent, who only speaks Haitian-Creole and one Arabic-speaking family who also speaks English.) The school community is aware that Spanish is spoken in a number of households within our community. When translation and oral interpretation is needed, the bilingual parent coordinator is notified, and she translates for the parent or locates an appropriate translation service within the school community.

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.

Key on-site Spanish bilingual personnel have been identified, including parent coordinator Zahira Torres, guidance counselor Elsa Grandison, secretary Alicia Cabrera, and speech teacher Rebekha Schubert to translate and interpret all written official school communication. Additionally, all parent and staff requests for written language translation and interpretation will be addressed by these individuals, with the input of the ESL teacher Joanna Sobel, in a timely manner.

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.

Key on-site Spanish bilingual personnel have been identified, including parent coordinator Zahira Torres, guidance counselor Elsa Grandison, secretary Alicia Cabrera, and speech teacher Rebekha Schubert, to provide oral interpretation services as needed.

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

P.S./I.S. 174 will provide notification to non-English speaking parents/guardians in their native language regarding the availability of language on-site both orally and by posting signs at the school. The school safety plan contains procedures for ensuring that parents in need of language assistance services will not be prevented from reaching the school's administration offices. Parent Coordinator Zahira Torres has been identified as the contact to provide language interpretation services as per Chancellor's Regulation A-663.

Staff members are aware that they can receive translation and interpretation services by contacting:

**Translation and Interpretation Unit
45-18 Court Square, Floor 2
Long Island City, NY 11101**

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.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$308,895.	\$129,689.	\$438,584.
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,809.	\$1,297.	\$5,106.
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$19,045.	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$38,090.	*	

5. Enter the percentage of High- Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%.
6. 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine

major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.



PUBLIC SCHOOL 174
THE DUMONT SCHOOL
"TOGETHER EVERYONE ACHIEVES MORE"
574 DUMONT AVENUE
BROOKLYN, NEW YORK 11207
(718) 345-1223
FAX (718) 345-8808

INGRID MASON, PRINCIPAL
FRANCES JEFFREY-ALLEN, ASST. PRINCIPAL

BERNARD ADDO, ASST. PRINCIPAL

PS/MS 174 Statement of Parent Policy

PS/MS 174 is committed to developing and implementing a parent policy that fosters a partnership between the home, school and community. We have identified **six key areas** that contribute to a partnership that supports greater student achievement.

- ◆ PS/MS 174 will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
- ◆ PS/MS 174 will reach out to provide parents with information about school programs and student progress. This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- ◆ Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to march the experience and talents of our parents to the needs of the school. We encourage greater involvement through our learning leaders program.
- ◆ With the guidance and support of the school, family members can assist their

The Dumont School
Public School 274, 574 Dumont Avenue, Brooklyn, N. Y. 11207

I. Mason-Principal,
718-345-1223
718-345-8808

SCHOOL-PARENT COMPACT

School Name: P. S. 174 The Dumont School
The school and parents working cooperatively to provide for the successful education of the children agree:

THE SCHOOL AGREES

To provide high quality curriculum Instruction.

To provide parents with timely information About all programs and school events through letters, fliers and school calendars.

To deal with communication issues between Teachers and parents through:

- * Parent-teacher conferences at least once a semester,**
- * Ongoing reports to parents on their child's progress,**
- * Reasonable access to staff,**
- * Opportunities to observe, volunteer and participate in their child's classroom.**

To encourage parent participation in the School Leadership Team and to have meaningful roles in the school decision-making process.

To support parent participation in the Learning Leaders Program.

THE PARENT/GUARDIAN AGREES

To become involved in developing, implementing, Evaluating, and revising the school-parent Involvement policy.

To work with his/her child on schoolwork and read your child/children at least 20 minutes per day.

To monitor your child's:

- * attendance at school,**
- * homework,**
- * preparation for standardized and ongoing assessments,**
- * television watching.**

To share the responsibility for improved students achievement.

To communicate regularly with your child's Teachers about their educational needs.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: 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.

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.
Please see pp.10-13
2. Schoolwide reform strategies that:
 - 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:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o 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.
 - o Are consistent with and are designed to implement State and local improvement, if any.
Please see pp.15-24
3. Instruction by highly qualified staff.
Please see p. 15-20
4. 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.
Please see pp.15-24
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - PS MS 174 School-wide Program Overview Booklet
 - Collaboration on Inquiry Spaces

6. Strategies to increase parental involvement through means such as family literacy services.
 - Open House
 - Resiliency Meetings
 - Annual Parent Forum
 - Monthly Parent Calendar
 - Star Student/Student of the Month Assembly
 - Inquiry Team Parent Sessions
 - Parent Math Workshops

7. 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.

Newly enrolled preschool students transitioning from early childhood programs outside the DOE are assisted in a variety of ways which include:

 - Parent orientation sessions at the beginning of the school year.
 - Monthly parent workshops that address social and academic issues.
 - Early identification of academic strengths and needs using the Early Screening Inventory (ESI-R).
 - Ongoing collaboration and planning between pre-kindergarten and kindergarten teachers.
 - Use of Pre-K Specialist to support at-risk families and students.

8. 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.

Please see pp.23-24

9. 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.

Please see pp.28-29

10. 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 school-wide Youth Development Initiative and Resiliency Program incorporates the services of all available federal, state, and local programs. Activities that stem from varied grant-based and non-profit organizations include:

 - Extended Day Violence Prevention Program
 - Inner City Outings (founded by the Sierra Club, a non-profit national organization)

- Get Caught Reading Program is a collaboration between a local community business and our school.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA,

Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance 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.

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement:
 - Continue training a new Parent Coordinator
 - Train PA Board on Chancellor’s Regulations
 - Train and support parents on the use of ARIS Parent link
 - Work with DFA to support new Parent Coordinator
 - Recruit parents for Learning Leaders training

- Distribute monthly parent calendar
 - Conduct monthly parent workshops on curriculum
 - Implement Student of the Month celebrations and invite parents to attend
 - Plan and implement Career Day
 - Conduct Principal's Quarterly Meetings with PA Executive Board
 - Conduct Parent surveys
 - Conduct Annual Parent Open House and Parent Forum
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: 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.)
We currently have 14 students in temporary housing who are currently attending our school.
2. Please describe the services you are planning to provide to the STH population.
 - Individual and group sessions with guidance counselors.
 - Youth Development Program
 - ICO Field Trips

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 your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 174 Dumont					
District:	19	DBN:	19K174	School		331900010174

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	v	11		
	K	v	4	v	8	v	12		
	1	v	5	v	9		Ungraded		
	2	v	6	v	10				

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	31	32	31		90.4	91.9	92.0
Kindergarten	48	48	43				
Grade 1	44	66	57	Student Stability - % of Enrollment:			
Grade 2	55	45	69	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	47	51	49		89.8	91.0	88.9
Grade 4	36	41	46	Poverty Rate - % of Enrollment:			
Grade 5	54	32	45	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	50	48	35		80.3	92.0	92.0
Grade 7	54	43	49	Students in Temporary Housing - Total Number:			
Grade 8	48	52	35	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		6	44	35
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		0	1	1
Ungraded	4	1	0				
Total	471	459	459				

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	16	10	21	Principal Suspensions	6	14	20
# in Collaborative Team Teaching (CTT) Classes	24	27	29	Superintendent Suspensions	11	11	12
Number all others	29	25	20				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	26	22	TBD
# ELLs with IEPs	3	6	TBD
Number of Teachers	47	42	41
Number of Administrators and Other Professionals	10	11	9
Number of Educational Paraprofessionals	2	1	5

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	3	3	14	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	70.2	81.0	80.5
				% more than 5 years teaching anywhere	51.1	57.1	65.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	79.0	79.0	80.5
American Indian or Alaska Native	0.8	0.7	1.1	% core classes taught by "highly qualified" teachers	90.6	98.0	100.0
Black or African American	66.7	68.4	66.7				
Hispanic or Latino	30.6	27.9	29.0				
Asian or Native Hawaiian/Other Pacific	0.2	0.4	1.7				
White	1.3	2.0	1.5				
Male	53.7	48.6	51.4				
Female	46.3	51.4	48.6				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category		
	In Good	v	Basic	Focused	Comprehensive
	Improvement Year 1				
	Improvement Year 2				
	Corrective Action (CA) – Year				
	Corrective Action (CA) – Year				
	Restructuring Year 1				
	Restructuring Year 2				
	Restructuring Advanced				

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					WD
Overall Score:	30.4	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					WD
School Environment:	7.3	Quality Statement 2: Plan and Set Goals					P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					WD
School Performance:	0.5	Quality Statement 4: Align Capacity Building to Goals					WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					WD
Student Progress:	21.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.8						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = 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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 309	District 19	School Number 174	School Name 19K174
Principal Ingrid Mason		Assistant Principal Frances Jeffres	
Coach N/A		Coach (Math) Denyse Knecht	
Teacher/Subject Area Joanna Sobel, ESL Teacher		Guidance Counselor Elsa Grandison	
Teacher/Subject Area Dawnette Wilson, Science Tchr		Parent	
Teacher/Subject Area		Parent Coordinator Zahira Torres	
Related Service Provider		Other	
Network Leader Martha Rodriguez		Other Patricia Tubridy	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	475	Total Number of ELLs	35	ELLs as Share of Total Student Population (%)	5.05%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

When a parent comes to P.S./M.S. 174K to register a new student to the New York City Department of Education, that parent is administered a Home Language Identification Survey (HLIS) by the ESL teacher. The HLIS is available in English and other languages. During this process, the ESL teacher refers to the responses provided by the parent on the HLIS and conducts an informal oral interview with the parent in order to determine language dominance. Parent Coordinator Zahira Torres acts as a translator if the parent's native language is Spanish and Guidance Counselor Elsa Grandison acts as a translator if the home language is Haitian Creole. If the home language is one other than the aforementioned, then the Translation and Interpretation Unit is contacted for assistance, and the parent must return at a later date. If the parent indicates a language other than English on the HLIS then the student is flagged as eligible to take the Language Assessment Battery- Revised (LAB-R).

When a student is flagged as eligible to take the LAB-R assessment, he or she is administered the LAB-R by the ESL teacher within ten days of being admitted to P.S./M.S. 174K. Immediately after administering the exam, it is hand-scored the student's responses. She then refers to Assessment Memorandum #2, provided by Grace Pepe, Director of Assessment Operations, to determine the student's entitlement to Bilingual/ESL services and the student's language proficiency level.

If the student earns a score on the LAB-R that entitles him or her to Bilingual/ESL services, the ESL teacher schedules a parent orientation meeting within the first ten days of his or her arrival by sending home the New York City Department of Education Bilingual/ESL entitlement letter, which identifies a student as an English Language Learner, in both English and the student's home language. In the meantime, the student immediately begins receiving ESL services. Subsequently, the parent orientation meeting is conducted at the school and is attended by the parent, the ESL teacher, and a translator (nearly always Ms. Torres if the home language is Spanish), who is also knowledgeable about the program choices for ELLs. During the meeting, the parent views the parent orientation video provided by the New York City Department of Education, looks through the parent brochure that describes the program choices, and reviews the program selection form. All written materials are provided in both English and the parent's native language. The ESL teacher and translator answer any questions he or she may have about the program choices. The parent is permitted to select the program choice at the meeting if he or she feels certain, or he or she may take the information home to consider and return the selection form within the next week.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>		
6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8	<input checked="" type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/>	11	<input type="checkbox"/>	12	<input type="checkbox"/>

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

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

Push-In	0	4	6	2	4	3	2	1	2	0	0	0	0	24
Total	0	4	6	2	4	3	2	1	2	0	0	0	0	24

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	35	Newcomers (ELLs receiving service 0-3 years)	23	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	23	0	0	12	0	0	1	0	0	36
Total	23	0	0	12	0	0	1	0	0	36

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	6	5	3	4	3	3	1	1	0	0	0	0	30
Chinese														0
Russian														0
Bengali				1										1
Urdu														0
Arabic			2											2
Haitian	1					1								2
French														0
Korean														0
Punjabi														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other														0
TOTAL	5	6	7	4	4	4	3	1	1	0	0	0	0	35

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

If the student earns a score on the LAB-R that entitles him or her to Bilingual/ESL services, the ESL teacher schedules a parent orientation meeting within the first ten days of his or her arrival by sending home the New York City Department of Education Bilingual/ESL entitlement letter, which identifies a student as an English Language Learner, in both English and the student's home language. In the meantime, the student immediately begins receiving ESL services.

In the beginning of the school year, the ESL teacher devised a schedule using the CR Part 154 Instructional Unit Requirements for ELLs to ensure that each student received the mandated units of ESL instruction based on his or her proficiency level. The schedule she devised was approved by the principal, assistant principals, and classroom teachers of ELLs. The ESL teacher is held accountable to this schedule like all other teachers, although it is recognized by the staff that the schedule is more malleable than that of a classroom teacher's; new ELLs are admitted at all points of the school year, and the informal proficiency levels of ELLs change frequently. In short, the ESL schedule is fixed in its commitment to adhering to state mandates, but adjustable when it comes to meeting the needs of the students.

During ESL class, the language of instruction is English in most cases. However, when working with Spanish-speaking newcomers, the ESL teacher may use Spanish in some cases to clarify meaning of instructions or content. The ESL teacher delivers her pull-out instruction primarily through the lens of content in order to make vocabulary and content more meaningful and to develop the academic language necessary to perform well on state-mandated exams.

Regarding instructional strategies and materials, the ESL teacher values diversity. ELLs in the early elementary grades of all language proficiency levels develop phonemic awareness, fluency and comprehension and learn vocabulary and English language structures through a variety of content-specific big books and authentic literature, as well as reading materials provided by Reading First's Moving into English curriculum and Intervention Station. The ESL teacher chooses texts and creates lessons that are rich with visual, audio, and kinesthetic aids to ensure comprehension by all students regardless of language level or learning style.

For students of all language proficiency levels in the upper grades, the ESL teacher uses a number of authentic literature sources and writing tasks that align with the school's reading and writing genre of the month. Instructional strategies are informed by the Balanced Literacy model, which includes read-alouds, think-alouds, accountable talk, shared reading, guided reading, independent reading, word study, the four square writing model, grammar skills, and literacy centers that build phonological and phonemic awareness, fluency, and comprehension. Each ESL session generally follows a workshop model in which the ESL teacher conducts a mini-lesson about a reading and writing approach, skill, or strategy, and the rest of the period each student works independently to practice that skill in his or her own reading and writing, while the teacher conferences with individual students.

ESL instruction for newcomer students includes a mixture of content-based instruction and more explicit English language instruction. More specifically, about 225 minutes of ESL instruction for newcomers is devoted to language instruction through the lens of an authentic, content-specific text, while the remaining 135 minutes are devoted to explicit language instruction. During this explicit language instruction portion, the ESL teacher uses dialogues, short reading passages, visuals, and kinesthetic activities to introduce students to the structure and conventions of the English language.

Students with Interrupted Formal Education (SIFE) would participate in a curriculum comparable to that of newcomer students, although supplementary intervention may be necessary to close basic skill gaps. This intervention would be delivered by other academic intervention providers during their professional activities.

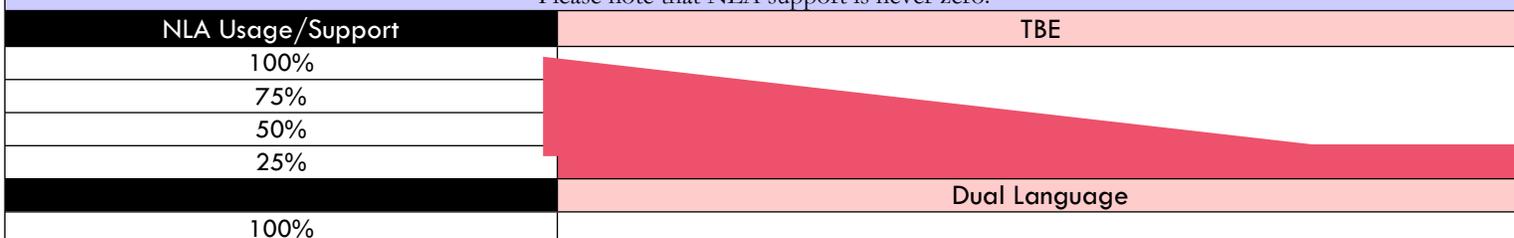
Students who reach proficiency on the NYSESLAT exam are closely monitored by the academic intervention team for at least two years following this achievement. This team, which is comprised of the ESL teacher, the academic intervention provider, and the IEP teacher, maintains close contact with the former ELLs' classroom and content area teachers to ensure that the student is performing on grade level. If a former ELL is performing below grade level in any content area, he or she may receive additional support from the academic intervention provider, or he or she may attend afternoon or Saturday academy. The student would also be recommended for extra support from a staff member who provides intervention during his or her professional activity. Finally, the ESL teacher ensures that the testing coordinator provides former ELLs with appropriate testing accommodations for up to two years after testing out on the NYSESLAT.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

Paste response to questions 5-14 here

Students who reach proficiency on the NYSESLAT exam are closely monitored by the academic intervention team for at least two years following this achievement. This team, which is comprised of the ESL teacher, the academic intervention provider, and the IEP teacher, maintains close contact with the former ELLs' classroom and content area teachers to ensure that the student is performing on grade level. If a former ELL is performing below grade level in any content area, he or she may receive additional support from the academic intervention provider, or he or she may attend afternoon or Saturday academy. The student would also be recommended for extra support from a staff member who provides intervention during his or her professional activity. Finally, the ESL teacher ensures that the testing coordinator provides former ELLs with appropriate testing accommodations for up to two years after testing out on the NYSESLAT.

Regarding technology, the ESL teacher uses www.starfall.com to help students enhance their comfort with phonics and fluency. Additionally, the ESL teacher uses materials and lessons from the websites Reading A-Z and Read Write Think. Further, the ESL teacher has created a blog and a wiki on which ESL students may access relevant content area websites and teacher created videos and listening passages both inside and outside of class.

In terms of using the students' native language for instructional purposes, the classroom teachers and various content area teachers provide students with accompanying course materials in their native language whenever possible. Further, the ESL teacher directs students and parents to literature and internet resources that provide literacy and content area materials that can be utilized in the home to develop English language proficiency and enhance native language proficiency. Because the ESL teacher is well-versed in Spanish, she is also able to use the native language of most of the students to scaffold their English language instruction, direct Spanish-speaking students to cognates and other similarities between English and Spanish in order to enhance the English language acquisition process, and translate other pertinent course materials when necessary. Finally, newcomer students are encouraged to communicate and complete assignments in their native language until they are comfortable enough to begin using English.

The following portion will elucidate how the different content areas are delivered within the Freestanding English as a Second Language model:

Literacy: Teachers of students in grades K-3 employ the Reading First literacy program that utilizes the DIBLES and ECLAS assessments. Teachers of students in grades 4-8 employ the Balanced Literacy model. Both instructional models are informed by the NYS ELA standards and assessment results. ELLs participate fully in both literacy models. Supplemental literacy support is provided to ELLs who are deficient in literacy in both their native language and English in the form of early literacy academic intervention services for students in grades K-2 and Wilson Program intervention for students in grades 3-8. Afternoon academy and Saturday academy is also available to all ELLs in grades 3-8, regardless of their literacy levels.

Mathematics: Teachers of students in grades K-5 utilize the Everyday Mathematics program, while teachers of students in grades 6-8 utilize the Impact Math program. ELLs participate fully in both math models. Beginner level ELLs are provided with mathematics materials in their native language and bilingual glossaries. ELLs who are performing below grade level in mathematics may be included in small group tutoring blocks facilitated by teachers during their professional activity periods. Afternoon academy and Saturday academy in mathematics is also available to all ELLs in grades 3-8, regardless of mathematics levels.

Science: Science instruction is provided by the classroom teacher and a science cluster teacher in grades K-6. Students in grades 7 and 8 receive science instruction exclusively from a science cluster teacher. All ELLs participate in mainstream science instruction and receive supplemental science instruction by the ESL teacher as needed. Materials are provided in the student's native language when possible.

Social Studies: Social Studies instruction is provided by the classroom teacher in grades K-8. All ELLs participate in mainstream social studies instruction and receive supplemental social studies instruction by the ESL teacher as needed. Materials in a student's language are provided when necessary.

ELLs are afforded equal access to all school programs; indeed, they are often a targeted population of extracurricular activities.

The ESL teacher works with other teachers in the school to offer Inner City Outings sponsored by the Sierra Club, which includes a Saturday trip each month out of Brooklyn into a more natural environment. Past trips have included overnight camping at a national park in Long Island, a beach clean-up, ice skating, and an apple picking venture in upstate New York. These trips are geared toward students who live in shelters and/or have behavioral problems. Additionally, the ESL teacher invites all of her ELLs in grade 4-8 that fall into this category or are particularly new to the country so that they may be exposed to other parts of American culture and practice their English in an informal environment.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

Professional Development and Support for School Staff

The staff at P.S./M.S. 174 are consistently participating in professional developments aimed at improving differentiation and academic language development strategies and emphasizing the State learning standards. The ESL teacher has and will continue to offer ESL-related professional developments that work to make the Language Allocation Policy at P.S./M.S. 174 more transparent to staff. Below is the tentative calendar of professional development sessions for 2009-2010:

Session Title	Targeted Audience	Date
How Do We Include Newcomer ELLs in the English-Speaking Classroom?	All Staff	September 2010
Differentiating Reading First Curriculum to Benefit ELLs	Reading First Trs. (Gr. K-3) & Reading First Coach	October 2010
Understanding the Language Allocation Policy	All Staff	November 2010
Differentiating Core Knowledge Curriculum to Benefit ELLs	Core Knowledge Trs (Gr 4-8), A P,MS Supervisor Literacy Coach	December 2010
ELLs and Math: The Importance of Explicit Vocabulary Instruction	Classroom Trs (K-6), Math Trs (7-8), Math Coach	January 2010
Differentiating Social Studies and Science Content Instruction for ELLs	Classroom Trs-K-6, Science&SS Trs.	February 2011
Preparing ELLs for State Exams	Classroom Trs (Gr 3-8), Science& SSTrs, Coaches, Math & ELA Ts (7-8)	March 2011
Understanding the NYSESLAT	All Staff	April 2011

In addition to the aforementioned professional development sessions, all staff members (excluding teachers who hold ESL or bilingual licenses) are required to have participated in a minimum of 7.5 hours of ELL training. Documentation of this training is located in each staff member's cumulative folder in the school office. New staff members who have not yet participated in this training will be included in a New Teacher Institute for Teachers of ELLs, which will be conducted in several after school sessions by the ESL teacher, Ms. Hynes. The following topics will be covered in this institute:

- Getting to Know My English Language Learners (ELLs)
- Cultural Differences and Their Effect on Teaching and Learning
- Easing Newcomers into Classroom Routines
- Current Policy Trends Affecting the Education of ELLs
- Programs Available for ELLs
- The Process of Second Language Acquisition
- Classroom Practices for the Instruction of ELLs
- English Learners and Emergent Literacy
- Reading and Literature Instruction for English Language Learners
- English Learners and Process Writing
- Assessing ELLs

E. Parental Involvement

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

Paste response to questions 1-4 here

All parents are encouraged to attend the parent orientation meeting and at the very least, they must submit the program selection form. Because of the small number of newly admitted ELLs we receive in our school each year, we usually do not have a problem getting the program selection forms back from the parents; if a parent does not return the form, the ESL teacher and the parent coordinator remind the student and the parent in writing and by phone until he or she returns it.

In the meantime, the student immediately begins receiving ESL services. Subsequently, the parent orientation meeting is conducted at the school and is attended by the parent, the ESL teacher, and a translator (nearly always Ms. Torres if the home language is Spanish), who is also knowledgeable about the program choices for ELLs. During the meeting, the parent views the parent orientation video provided by the New York City Department of Education, looks through the parent brochure that describes the program choices, and reviews the program selection form. All written materials are provided in both English and the parent's native language. The ESL teacher and translator answer any questions he or she may have about the program choices. The parent is permitted to select the program choice at the meeting if he or she feels certain, or he or she may take the information home to consider and return the selection form within the next week.

Over the past two years, parents of 7 out of 7 of the newly enrolled ELLs have chosen freestanding ESL for their program. As such, our program model of ESL is aligned with parent requests. Because of the small number of ELLs at our school, the ESL teacher and administrators are able to address each parent program selection form individually to ensure that our program models meet the parents' request.

Parental Involvement:

At P.S./M.S. 174, the administration, coaches, and other faculty members work closely with the parent coordinator to devise a diverse series of engaging and pertinent parent involvement activities, which include the following:

- Star Student and Student of the Month assemblies
- Resiliency Team meetings
- Math Parent Workshops
- Family Math Night
- Annual Dance Festival
- Annual Fall Open House
- Annual Career Day
- Monthly Art Projects
- Workshops on Accessing Department of Education Accountability Tools (ARIS, Acuity etc.)
- Nutrition Workshop provided by the Cornell University Nutrition
- Dental Health Workshop provided by Smile Programs...The Mobile Dentists

A parent calendar listing these events and other important school information is distributed each month to parents. Parents of ELLs are invited to all of these events, either by written or oral communication in their native language. For Spanish-speaking parents, translation services are always available at any of these events in the form of the Spanish-speaking parent coordinator, Zahira Torres. Parents who are interested in attending these events, but speak a language other than English or Spanish, know they may contact the parent coordinator, who will then contact the Translation and Interpretation Unit to arrange for the appropriate service.

P.S./M.S. 174 has forged partnerships with a number of Community Based Organizations, which include the following:

- Klinsky After-School Program
- Sierra Club Inner City Outings
- New York Psychotherapy
- Brookdale Hospital
- Kings County Medical Center
- Jewish Board of Children and Family Services
- Counseling in Schools

- Cornell University Nutrition Program
- Smile Programs...The Mobile Dentists

ELLs participate in all of these programs, and parents are informed about the objectives of these organizations and any events they may offer. Currently, the parent coordinator and ESL teacher are working to reach out to more Community Based Organizations that may provide workshops or services more specific to the needs of parents of ELLs, such as English language education for parents. The needs of all of our parents are evaluated each year by the Learning Environment Survey, which is distributed each year at Parent-teacher conferences and is also available online. Translated versions of these surveys are also distributed to parents whose home language is one other than English. The ESL teacher and parent coordinator refer to the Home Language Identification Surveys (HLIS) to determine which parents require all written information in a language other than language. Indeed, it is the parent coordinator's role to ensure that all parents of ELLs are kept informed of school events and important school-related information in their home language.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		2	3	0	1	0	0	0	0					6
Intermediate(I)		2	2	2	1	0	0	0	0					7
Advanced (A)		0	1	0	2	3	2	1	2					11
Total	0	4	6	2	4	3	2	1	2	0	0	0	0	24

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B		0	0	0	0	0	0	0	0				
	I		0	2	0	0	0	0	0	0				
	A		4	3	0	3	2	0	1	0				
	P		0	1	2	1	1	2	0	2				
READING/WRITING	B		2	3	0	1	0	0	0	0				
	I		2	2	2	1	0	0	0	0				
	A		0	1	0	2	3	2	1	2				
	P		0	0	0	0	0	0	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3		2			2
4		4			4
5		2			2
6		2			2

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
7			1		1
8			2		2
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			1		1				2
4	1		2		1				4
5	1		1		1				3
6			2						2
7					1				1
8			1		1				2
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			2						2
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1		2		0		0		3
8			2		0		0		2
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				

New York State Regents Exam				
Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English and native language compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

Assessment Analysis

When considering the NYSESLAT data, it is obvious that overwhelmingly all of our ELLs are deficient in the modalities of reading and writing. Not a single ELL scored higher on reading and writing than listening and speaking. Many of the students in the grades 4 and above are ELLs who have been here for over three years and earned advanced or proficient scores on the listening and speaking portions of the test, but remain ELLs because of their intermediate or advanced reading and writing scores. Because each and every ESL student at P.S./M.S. 174 requires reading and writing intervention, ESL instruction has and will continue to emphasize reading and writing skills. Newcomer students who received beginner scores on all modalities will of course receive instruction in listening and speaking, as well.

In English Language Arts, the test scores of ELLs at P.S./M.S. 174 have been on the rise; this year only 1 ELL scored a 1 on the ELA test. While this is certainly good news, it is concerning that half of the ELLs across all proficiency levels are scoring in the 2 range on the ELA exam. Surely if beginner ELLs are able to earn a 2, then our advanced ELLs should be able to earn 3s and 4s. The presence of our advanced ELLs in the 2 range points to the reading and writing deficiencies that all our ELLs have, which I mentioned earlier. As such, the instruction for ELLs will continue to emphasize reading and writing skills and strategies.

Test scores in math are similar to ELA scores, although our 5th grade student who scored a 1 on the ELA, earned a 3 on the math exam. As such, we had no ELLs who scored a level 1 on math. It is worth noting that students in grades 5-8 are struggling the most in math because the math exam in these grades begins to place more and more emphasis on word problems that require an increasingly advanced content area vocabulary.

To assess the early literacy skills of our ELLs, classroom teachers utilize the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment, Developmental Reading Assessments (DRAs), the Early Childhood Literacy Assessment (ECLAS-2), and Fountas and Pinnell running records. Overwhelmingly, our ELLs are scoring below grade level on these assessments. Indeed, the literacy component of the NYSESLAT exam is generally what prevents ELLs from testing out. ELLs who transfer to our school from other countries often come out with literacy deficits in their native language, which inhibit their English literacy progress. Further, many ELLs with low literacy assessment scores do not receive ample English literacy reinforcement in the home because their parents do not speak or read the language. As such, the classroom teachers of ELLs and the ESL teacher consistently refer to the results of these assessments to target and drive literacy and ESL instruction. Further, the classroom teachers and ESL teacher work together to offer parents of ELLs different methods to reinforce literacy in the home, even if it simply means reading in the child's native language. Finally, the ESL teacher has had a variety of materials purchased by the charity organization Donors Choose that provide students with the means to practice English literacy in the home, such as individual tape players and audio books and take home sight word kits.

Currently we do not have a high number of ELLs taking standardized assessments in their native language, primarily because most of our ELLs in grades 3-8 are not newcomers. The ELLs who did take the exams in their native language struggled with content area exams that included lots of reading because their literacy skills in their native language are below grade level. However, the students did have more success with the mathematics exam in their native language, potentially because less reading was required. The native language is used to help prepare ELLs for standardized tests in the form of translated test preparation materials and glossaries. Regarding the ELL Periodic Assessments, the ESL teacher did not opt in to the interim assessments this school year, but she and the testing coordinator are working to ensure that they are administered next year. Like the NYSESLAT, the Periodic Assessments will be used to inform and target ESL instruction, as well as instruction in other content areas.

Additional Information

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

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/5/10
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: __19K174__

All Title I SWP 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.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$\$380,895	\$129,689.	\$438,584.
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,809.	\$1,297.	\$5,106.
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$19,044	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$38,090.	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

6. 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.



PUBLIC SCHOOL 174
THE DUMONT SCHOOL
"TOGETHER EVERYONE ACHIEVES MORE"
574 DUMONT AVENUE
BROOKLYN, NEW YORK 11207
(718) 345-1223
FAX (718) 345-8808

INGRID MASON, PRINCIPAL
FRANCES JEFFREY-ALLEN, ASST. PRINCIPAL

BERNARD ADDO, ASST. PRINCIPAL

PS/MS 174 Statement of Parent Policy

PS/MS 174 is committed to developing and implementing a parent policy that fosters a partnership between the home, school and community. We have identified **six key areas** that contribute to a partnership that supports greater student achievement.

- ◆ PS/MS 174 will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
- ◆ PS/MS 174 will reach out to provide parents with information about school programs and student progress. This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- ◆ Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. We encourage greater involvement through our learning leaders program.
- ◆ With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, PTA resource centers, trips to museums, etc). Parents are encouraged to see our Parent Coordinator to get ideas and suggestions.
- ◆ PS/MS 174 will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
- ◆ PS/MS 174 will help parents gain access to support services by other agencies such as health care, AIS, housing and childcare concerns.

The Dumont School
Public School 274, 574 Dumont Avenue, Brooklyn, N. Y. 11207

I. Mason-Principal,
718-345-1223
718-345-8808

SCHOOL-PARENT COMPACT

School Name: P. S. 174 The Dumont School
The school and parents working cooperatively to provide for the successful education of the children agree:

THE SCHOOL AGREES

To provide high quality curriculum Instruction.

To provide parents with timely information About all programs and school events through letters, fliers and school calendars.

To deal with communication issues between Teachers and parents through:

- * Parent-teacher conferences at least once a semester,**
- * Ongoing reports to parents on their child's progress,**
- * Reasonable access to staff,**
- * Opportunities to observe, volunteer and participate in their child's classroom.**

To encourage parent participation in the School Leadership Team and to have meaningful roles in the school decision-making process.

To support parent participation in the Learning Leaders Program.

To assist parents in gaining access to support services, such as SBST, guidance, SES, AIS, childcare agencies and health care agencies.

THE PARENT/GUARDIAN AGREES

To become involved in developing, implementing, Evaluating, and revising the school-parent Involvement policy.

To work with his/her child on schoolwork and read your child/children at least 20 minutes per day.

To monitor your child's:

- * attendance at school,**
- * homework,**
- * preparation for standardized and ongoing assessments,**
- * television watching.**

To share the responsibility for improved students achievement.

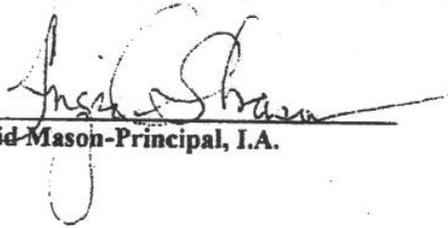
To communicate regularly with your child's Teachers about their educational needs.

To communicate parental concerns and needs through surveys, letters, calls and attendance at meetings.

To support school activities and events.

SIGNATURE SECTION
SCHOOL-PARENT COMPACT

We agree to work together, to the best of our abilities, as educators and parents to fulfill our common goal of providing for the successful education of our children.



Ingrid Mason-Principal, I.A.



Signature of Parent/Guardian

INGRID S. MASON
Type/Print Name

Noemi Avellan
Type/Print Name

(718) 345-1223
Telephone Number

347-512-8760
Telephone Number

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: 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.

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.

Please see pp. 9-12.

2. Schoolwide reform strategies that:

- 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:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o 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.
 - o Are consistent with and are designed to implement State and local improvement, if any.

Please see pp.14-23

3. Instruction by highly qualified staff.

Please see pp. 44

4. 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.

Please see pp-14-23.

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

- PS MS 174 School-wide Program Overview Booklet
- Collaboration on Inquiry Spaces

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

- Open House
- Resiliency Meetings
- Annual Parent Forum
- Monthly Parent Calendar
- Star Student/Student of the Month Assembly
- Inquiry Team Parent Sessions
- Parent Math Workshops

7. 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.

- Parent orientation sessions at the beginning of the school year.

- Monthly parent workshops that address social and academic issues.
- Early identification of academic strengths and needs using the Early Screening Inventory (ESI-R).
- Ongoing collaboration and planning between pre-kindergarten and kindergarten teachers.
- Use of Pre-K Specialist to support at-risk families and students.

8. 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.

Please see pp. 21-22

9. 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.

Please see pp. 25-27

10. 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.

- Extended Day Violence Prevention Program
- Inner City Outings (founded by the Sierra Club, a non-profit national organization)
- Get Caught Reading Program is collaboration between a local community business and our school.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In

addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services

guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidate

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.
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¹ **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

² **Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			\$319,952	X	14-25
Title I, Part A (ARRA)	Federal	X			\$128,392	X	14-25
Title II, Part A	Federal	X			\$209,280	X	14-25
Title III, Part A	Federal			X			
Title IV	Federal			X			
IDEA	Federal	X			\$189,000	X	14-25
Tax Levy	Local	X			\$1,855,484	X	14-25