



P.S. 174 WILLIAM SIDNEY MOUNT

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 174 WILLIAM SIDNEY MOUNT
ADDRESS: 65-10 DIETERLE CRESCENT
TELEPHONE: 718-897-7006
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TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE	4
SECTION III: SCHOOL PROFILE.....	5
Part A. Narrative Description	5
Part B. School Demographics and Accountability Snapshot.....	6
SECTION IV: NEEDS ASSESSMENT	10
SECTION V: ANNUAL SCHOOL GOALS.....	11
SECTION VI: ACTION PLAN	12
REQUIRED APPENDICES TO THE CEP FOR 2009-2010	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)	17
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION	24
APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS	26
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING	30
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).....	32
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)	33

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 342800010174 **SCHOOL NAME:** P.S. 174 William Sidney Mount

SCHOOL ADDRESS: 65-10 DIETERLE CRESCENT, QUEENS, NY, 11374

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

SCHOOL CONTACT PERSON: KARIN KELLY **EMAIL ADDRESS** KKelly8@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Patricia Evens

PRINCIPAL: Karin Kelly

UFT CHAPTER LEADER: Susan Hammer

PARENTS' ASSOCIATION PRESIDENT: Nisren Ali

STUDENT REPRESENTATIVE:
(Required for high schools) Not Applicable

DISTRICT AND NETWORK INFORMATION

DISTRICT: 28 **CHILDREN FIRST NETWORK (CFN):** CFN 207

NETWORK LEADER: PEGGY MILLER/Gary D. Goldenback

SUPERINTENDENT: JEANNETTE REED

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Karin Kelly	Principal	Electronic Signature Approved. Comments: yes Signature on file.
Gina Mastrogiacomo	UFT Member	Electronic Signature Approved. Comments: Signature on file Signature on file.
Susan Hammer	UFT Chapter Leader	Electronic Signature Approved. Comments: Signature on file Signature on file.
Marie Russell	UFT Member	Electronic Signature Approved. Comments: Signature on file Signature on file.
Nisren Ali	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: Signature on file Emailed with request for feedback. None received.
Dawn Geniale	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: Signature on file Signature on file.
Cathleen Conte	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: Signature on file Emailed for feedback. None received.
Roni Ross	Parent	Electronic Signature Approved. Comments: Signature on file Emailed with request for feedback. None received.

Geraldo Maldonado	Parent	Electronic Signature Approved. Comments: Signature on file Emailed for feedback. None received.
Patricia Evens	UFT Member	Electronic Signature Approved. Comments: Signature on file Signature on file.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Public School 174 – School Community

The mission of Public School 174 is to build a community of learners that realize the importance of mutual respect and understanding for one another. Students have opportunities to build and maintain positive social relationships in a diverse community and world, while meeting *Common Core Standards*. Civic responsibility is developed through service projects that reach out and build up the community.

Public School 174 is located in Rego Park Queens, New York. Our environment embraces the community and involves parents in the learning of their children by considering their cognitive and social, as well as educational growth. Students are provided with opportunities to develop critical thinking skills, to experience problem solving skills, and teamwork projects, and to hone presentation skills needed for the 21st century. This is accomplished through curricular, extra-curricular and service learning.

Although the school building is over 60 years old, it is in excellent condition, well kept, with new windows, and a roof, and is wired for internet in every classroom. We look forward to a NYC Council Reso A Grant to improve and upgrade our multi-media library center. The funding is to provide new technology kiosks, full-sized bookcases and additional storage facilities. Our school has three wall mounted *Smartboards*, and one portable one in classrooms and look forward to the installation of four more *Smartboards* in the spring. Our school received a grant from the *Office of Early Childhood Development* for five primary IBM computer stations called *Kidsmart*. Our teachers are quite active in searching for grant opportunities through the website – *Donors Choose*, where individuals, corporations, and foundations provide funding for classroom supplies.

The building operates at 106% capacity with transportables in the schoolyard housing four primary classes (K and Pre K). Throughout the building there is evidence of a print rich learning environment in the hallway and every classroom. We are very excited that our Gifted and Talented program has expanded to include grades Kindergarten through Grade 3, with Grade 4 in the fall. We are hopeful to have classes on each grade in our building. Our integrated Co-Teaching classes is now covered Grades Kindergarten through Sixth. The ELL program serves 105 students from Kindergarten to Grade 6. We work to strengthen curriculum and improve educational opportunities by developing creative programs in literacy and technology, as well as intervention and prevention programs for students with special needs.

The priority for our schools is to keep small class size whenever possible. We have dedicated all Tax Levy funds to make this possible. The average class size in Grades Kindergarten – 3 is 20 and Grades 4 to 6 is 26. The student body is served by 48 professional and support staff, and 100% of the staff is fully licensed.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		P.S. 174 William Sidney Mount								
District:		28	DBN #:		28Q174	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<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 type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		32	29	34			94.8	95.5	TBD	
Kindergarten		65	85	97						
Grade 1		70	83	99	Student Stability - % of Enrollment:					
Grade 2		80	65	85	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		80	88	58			95.1	95.49	TBD	
Grade 4		82	81	95						
Grade 5		74	75	78	Poverty Rate - % of Enrollment:					
Grade 6		87	73	67	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			38	28	46.9	
Grade 8		0	0	0						
Grade 9		0	0	0	Students in Temporary Housing - Total Number:					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			0	2	TBD	
Grade 12		0	0	0						
Ungraded		2	0	1	Recent Immigrants - Total Number:					
Total		572	579	614	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							7	6	0	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		39	40	29	Principal Suspensions		5	4	TBD	
# in Collaborative Team Teaching (CTT) Classes		7	20	42	Superintendent Suspensions		1	1	TBD	
Number all others		43	36	24						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	84	95	90	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	11	8	28	Number of Teachers	41	43	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	10	9	TBD
				Number of Educational Paraprofessionals	1	1	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	85.4	83.7	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	58.5	72.1	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	98	98	TBD
American Indian or Alaska Native	0.2	0.3	0.3	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	98.7	TBD
Black or African American	4	3.1	3.4				
Hispanic or Latino	20.8	23.3	19.5				
Asian or Native Hawaiian/Other Pacific Isl.	38.6	36.3	36.8				
White	36.4	36.6	37.3				
Multi-racial							
Male	52.3	52.3	49.5				
Female	47.7	47.7	50.5				
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 type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08		<input type="checkbox"/> 2008-09	<input 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:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	-	-	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	√	√	-				
White	√	√					
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	75.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	5.1	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	11.7	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	55.5	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

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

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

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 schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

Instructional Programs:

Literacy:

Over the past three years, our scores in both literacy and math have made steady gains. Our school received a Progress Report Score with a letter grade of C in 2007, a letter grade of B in 2008, and in September 2009, a letter grade of A. This year, the calculation of scores and letter grades was adjusted, with the bar raised higher, again we are a letter B. Our school's scores in student progress were again exemplary, with gains in student proficiency for all levels:

Closing the Achievement Gap - Extra Credit for Student Subgroups:

CTT for ELA	22.2%	+ 0.5 extra credit
CTT for Math	27.8%	
ELLs for ELA	50.0%	+ 0.75 extra credit
Lowest Third Citywide for ELA	60.3%	+1.50 extra credit
ELLs for Math	52.9%	+1.50% extra credit
Lowest Third Citywide for Math	55.7%	+1.50% extra credit
Self-Continued/CTT/SETSS	53.7%	+0.75% extra credit

Balanced Literacy has been implemented in all general education classes K-6, as well as special education classes. The workshop model of instruction for both reading and writing includes a minimal of 90 minutes each day. Our ELA curriculum aligns to both the CCSS – Common Core State Standards for Reading and Writing and follows the monthly units of study outlined in The Teacher College Reading and Writing Project curriculum. Our classes represent differentiation of instruction with month-to-month pacing and goal setting. Our teachers have created tool-kits to increase the depth of

understanding of the curriculum for teachers, and provide a wide range of accessible materials for lesson planning, student assessments, and literacy instruction. Grade leaders and Data Inquiry Team facilitators support the classroom teachers in professional learning, data collection and data interpretation.

Teachers have been using the Everyday Math, a hands-on, problem-solving program. Each class is heterogeneously grouped for math with teachers using workshop strategies, cooperative learning, and differentiated instruction in small groups.

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

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

Our Gifted and Talented unit is from Kindergarten through Grade 3. Each year, depending upon enrollment, space utilization and budget, our program will expand. We look forward to developing this as an exemplary model, with strong support of our parents as well as our Network 207 and Cluster 2. The model uses the pedagogy of gifted education to make school more challenging and enjoyable for all students. We look forward to supplementing our student instructional programs by cycling opportunities for enrichment for identified students in grades 4-6. This is accomplished by scheduling and staffing groups during the 37.5 extended day time.

This year, our Gifted and Talented teachers have a program that enables them to meet, not only with their grade colleagues, but with the other gifted specialists. The four teachers meet each week, during a common planning period within their program, in order to plan for a continuum of instruction and enrichment. The teachers provide monthly goals for their students, based on the particular projects the GandT classes are involved with. There are also GandT enrichment trips being planned

for the year that include two visits to and classroom workshops from *The New Victory Theater* on Broadway.

Parent Support

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

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

In August, 2010, the New York State Department of Education released the results of the math and ELA assessments in Spring 2010. The State changed and raised the cut scores and changed the terminology for Performance Levels.

The Statement from Chancellor Joel I. Klein: *"The State Department of Education released the results of the math and English exams administered this spring. This year's scores maintained the major progress we have made raising student achievement levels in recent years, and the decision by the State to raise its benchmark for proficiency will help us raise achievement levels even higher. According to the new, tougher benchmarks, roughly 54 percent of city students in grades 3-8 are meeting or exceeding math standards, while just over 42 percent are meeting reading standards. Parents, teachers and principals should understand that these numbers do not mean our students are performing any worse than they were last year; it just means that there is a new, tougher benchmark for measuring our successes."*

"In this increasingly competitive global economy, we need our students to have a strong foundation to be successful - and we are clearly headed in the right direction. Since 2002, we've seen an ongoing trend with New York City students outperforming students in school districts throughout the State. And I believe if we keep working together to raise our standards and give our students the support they need, there's no limit to what they can achieve."

A review and comparison of the NYC Progress Reports for PS 174 demonstrate-

In 2010, the overall score for student progress was 73.0 out of 87.0, earning the school an A for this section.

- 1 Year of Progress:

In 2010, 73% of our students made at least 1 year of progress, which is 52% of the way from the lowest (67.29%) to the highest (87.7%) score relative to our Peer Horizon and 63.9% of the way relative to the City Horizon. There is clear, steady progress consistent with last year's progress.

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

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

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

In 2010, 80% of our students made at least 1 year of progress, which is 63.6% of the way from the lowest (56.1%) to the highest (93.7%) score relative to our Peer Horizon and 68.4% of the way relative to our City Horizon.

Although 8.5% fewer students made at least 1 year of progress, the change in the cut scores across the state negatively impacted the number of progress. Although the percent is fewer, the bar has been raised and the majority of our students continue to make clear, steady progress consistent with prior years.

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

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

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

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

In 2010, our average change in student proficiency was 9.8%, which is 60.3% of the way from the lowest (56.0) to the highest (100) score relative to our Peer Horizon and 51.3% of the way relative to the City Horizon.

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

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

In 2010, the overall score for student progress was 73.0 out of 87.0, earning the school an A for this section.

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

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

Student Progress for Mathematics indicates the following:

- 1 Year of Progress:

In 2010, 77.5% of our students made at least 1 year of progress, which is 63.8% of the way from the lowest (56.5%) to the highest (89.4%) score relative to our Peer Horizon and 73.1% of the way relative to the City Horizon. There is clear, steady progress consistent with last year's progress.

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

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

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

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

In 2010, 78.0% of our students made at least 1 year of progress, which is 67.2% of the way from the lowest (50.1%) to the highest (91.6%) score relative to our Peer Horizon and 72.3% of the way relative to the City Horizon.

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

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

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

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

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

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

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

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

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

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

Definitions of Performance Levels for the Grades 3-8 English Language Arts Tests

2010 Level 1: Below Standard

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

2010 Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

2010 Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

2010 Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

Compared to last year

2009 Level 1: Not Meeting Learning Standards

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

2009 Level 2: Partially Meeting Learning Standards

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

2009 Level 3: Meeting Learning Standards

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

2009 Level 4: Meeting Learning Standards with Distinction

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

Definitions of Performance Levels for the 2009 and 2010 Grades 3-8 Mathematics Tests

2010 Level 1: Below Standard

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

2010 Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

2010 Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

2010 Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the mathematics content expected at this grade level.

2009 Level 1: Not Meeting Learning Standards

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

2009 Level 2: Partially Meeting Learning Standards

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

2009 Level 3: Meeting Learning Standards

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

2009 Level 4: Meeting Learning Standards with Distinction

Student performance demonstrates a thorough understanding of the mathematics content expected at this grade level.

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

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

From the Quality Review – Fall 2007 – Score of Well Developed:
Part 2: Overview

Progress made since the last review

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

Overall Evaluation

This school is well developed.

What the school does well

The good leadership of the principal is continuously developing the climate and effectiveness of the school.

Teachers record and analyze individual student performance data consistently to understand their strengths and needs.

Teachers routinely use data and assessment information to plan forthcoming lessons based on the evaluation of their individual students' progress.

The school enthusiastically seeks and uses new tools to collate and analyze data for students, groups, classes and grades.

The use of monthly goals in reading and writing focuses instruction well and maintains the accountability of teachers.

Students engage with and benefit from a very broad range of enrichment in the arts, which integrates throughout the curriculum.

There is a high level of collaboration between teachers and with the administration.

Wide ranging professional development activities create sustainable improvement in instruction.

The school maintains high expectations of students for their academic and personal development.

Good scheduling creatively matches provision to students' needs.

What the school needs to improve

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

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

Continue refining instruction to ensure that tasks and activities in lessons challenge all students appropriately.

Formalize links with parents so that they understand their children's goals as well as allowing them to contribute helpful information about them, and keep them up-to-date with changes at school.

Part 3: Main findings

Progress made since the last review

MARCH 2011

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

Overall Evaluation

This school is well developed.

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

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

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

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

The administration looks at all student performance data, seeking patterns and trends. This includes close monitoring of all groups of students and those in particular need. Additional interventions provided for specific students are planned using data and are reviewed regularly using current assessments. The administration and Inquiry Team ask searching questions about the data and what it tells them. This enables school leaders to investigate the full range of factors that might be affecting each student's performance so that they can adjust programs sensitively. The principal insists that teacher's assessment binders are focused on evaluation, asking, 'How are you using this information to plan instruction?' The effectiveness of support for English Language learners is proficient but teachers do not yet evaluate its impact to sufficient depth.

Collaborative partnerships enable the school to compare, in detail its strategies and performance outcomes against others. Both this school and its partners benefit from the collaboration, learning from each other and aiding their understanding of themselves. Since the principal and administration are committed to using data, they support robust and well-focused professional development to further its use. The new Inquiry Team is well placed to extend the analysis of data and will involve the entire faculty in the process in the near future.

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

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

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

individual or group needs. Specialist teachers target, monitor and review individual interventions frequently to ensure that the programs meet students' needs. These robust systems help ensure that these students make good progress.

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

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

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

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

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

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

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

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

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

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

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

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

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

This area of the school’s work is proficient.

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

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

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

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

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

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 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.

Annual Goal	Short Description
<input type="checkbox"/> Teachers and Teacher Teams will use data to set annual and interim goals for groups (and individual students) to accelerate mastery of learning standards and to bring students toward their greatest potential.	<input type="checkbox"/> <ul style="list-style-type: none"> • All teachers (in grades 3 to 6) will receive professional development in the effective utilization of technology and the integration of technology into the instructional program • 50 % of classes will reflect the use of technology in their instructional program
<input type="checkbox"/> To increase parent involvement and school engagement through effective communication tools and structures for input and feedback.	<input type="checkbox"/> <p style="text-align: center;">All parents will have increased opportunities to attend parent workshops, curriculum meetings, teacher conferences, and classroom activities for SY2010/2011.</p> <p style="text-align: center;">Increase in the number of parent workshops, training sessions and information sessions in the accountability tools such as the School Progress Report, The Annual School Survey, and ACUITY portal system, as well as providing materials in alternate languages.</p>
<input type="checkbox"/> To increase the positive tone of the school, including safety and respect, in order for students to have the optimal environment for learning	<input type="checkbox"/> <ul style="list-style-type: none"> • Structures will be put in place to monitor, assess and revise all safety procedures within the building. • Structures will be put in place to involve the entire school community to ensure that the positive tone of the building improves and safety and respect becomes a focus.
<input type="checkbox"/> To support academic initiatives, for diverse learners, through the use of technology.	<input type="checkbox"/> <ul style="list-style-type: none"> • All teachers (in grades 3 to 6) will receive professional development in the effective utilization of technology and the integration of technology into the instructional program • 50 % of classes will reflect the use of technology in their instructional program

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 Area **Core Subjects (ELA and Math)**
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>Teachers and Teacher Teams will use data to set annual and interim goals for groups (and individual students) to accelerate mastery of learning standards and to bring students toward their greatest potential.</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>	<p><input type="checkbox"/></p> <p style="padding-left: 40px;">Providing ongoing assessment of students as part of the instructional program. Students are assessed in core subjects such as reading, writing and math periodically (at the beginning and end of units of study.)</p> <p style="padding-left: 40px;">Teams of teachers meet monthly in order to participate in inquiry work. These teams are designed within and across grade levels and content areas.</p> <p style="padding-left: 40px;">Conducting all Interim Assessments for Grades 3-6 online. Supporting and training teachers in the administration of assessments, as well as the use of the data collected.</p> <p style="padding-left: 40px;">Designing a school program with opportunities for Special Education students to be mainstreamed for grade level enrichment through technology.</p> <p style="padding-left: 40px;">Continuing the position of Certified Library Media Specialist with strong technology skills who will work with classes as a cluster teacher to build students skills in using technology.</p> <p style="padding-left: 40px;">Purchasing of site licenses and subscriptions of web-based software for differentiation of instruction providing both enrichment and remediation</p> <p style="padding-left: 40px;">Providing additional hardware (laptops, Smartboards, desktop computers, digital cameras, document cameras and projectors) accessible to staff and students</p> <p style="padding-left: 40px;">Providing professional development for staff members in all our new technology initiatives, content areas, as well as in data analysis, throughout our professional learning</p>

	communities.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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>	<input type="checkbox"/> <ul style="list-style-type: none"> Use of fiscal resources for SY2010-2011 to support technology purchases, training, and staffing of programs. Purchase of site licenses of software for differentiation of instruction Providing professional development for staff members in all our new technology initiative Programming Computer prep periods to conduct Interim Assessments Continuation of the F-Status positions of .4 Data Coach utilizing C4E Funds and Literacy Support Coach .2
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <ul style="list-style-type: none"> Learning Walks seeing evidence of integrating technology into learning Formal and informal observations Instructional practices of all pedagogues School slide show Students and work photographed and displayed Logs and agendas from training sessions Replication of training observed Student work projects and assessment portfolios

Subject Area
(where relevant) :

Parent Involvement and Engagement

Annual Goal <i>Goals should be SMART – Specific,</i>	<input type="checkbox"/> <ul style="list-style-type: none"> To increase parent involvement and school engagement through effective communication
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<p><i>Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>tools and structures for input and feedback.</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>	<p><input type="checkbox"/></p> <p>Weekly email to all parents using the Parent Coordinator’s Parent Distribution List. Formation of class parent structure for support to teachers in communication information and activities Develop the PS 174 school website with Parent Association and SLT agendas, minutes, school information, etc., and keep it regularly updated. Ongoing parent workshops will be increased and will focus on our school initiatives in different curriculum areas, so parents are updated on what programs and activities their children are involved in and be better able to support them. Make major school documents, including the School Progress Report, and School Quality Review available in dominant languages; transcribed using DOE or tax levy funds. Translate school documents (such as letters, flyers, and administrative forms) into Russian, Spanish, and Chinese. First Cup - Informal information sessions with parents and school administration conducted one morning per month. This gives parents a forum for discussion about school matters.</p> <ul style="list-style-type: none"> • Library Tuesdays
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include 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>	<p><input type="checkbox"/></p> <p>Hire interpreters for Parent/Teacher Conferences and other school meetings. Open our school library every week for (1.5 hrs.) for parent visits. (Title III) Weekly Parent email distribution list</p> <ul style="list-style-type: none"> • Monthly School Tours
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Attendance at workshops, Parent meetings and Parent/Teacher Conferences Agendas and minutes for Parents Association meetings Attendance, agenda and minutes for School Leadership Meetings Translated documents Presentation agendas, handouts, and sign in sheets</p>

PS174.com – our school website

Subject Area
(where relevant) :

School Environment

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>To increase the positive tone of the school, including safety and respect, in order for students to have the optimal environment for 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>	<p><input type="checkbox"/></p> <p>Review of the data from online systems including OORS reports, Safety Plan submissions and minutes and agendas from meetings – to be done on an on-going basis Establishing school committees that are committed to increasing the positive school climate such as School Safety Committee, School Social Committee, and Positive School Improvement Committee – committees will meet regularly during the school year and take on “a positive school climate” as a goal, meeting, monitoring, revising structures and plans All school constituencies, parents, staff, students, administration will be involved in this schoolwide focus on positive tone, safety and respect</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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>	<p><input type="checkbox"/> Schedule and conduct meetings monthly - School Safety Committee, School Social Committee, and Positive School Improvement Committee</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<input type="checkbox"/> <ul style="list-style-type: none"> • Attendance at school conferences and classroom activities for SY2010-2011 • Hallway and bulletin boards celebrating the school-wide activities and events of the year. • Announcements on the PA system that reflect the positive mood and tone of the building • Selections of book-of-the months titles that reflect a positive school environment • Participation in school committees
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**Subject Area
(where relevant) :**

Technology Integration

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<input type="checkbox"/> <p>To support academic initiatives, for diverse learners, through the use of technology.</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>	<input type="checkbox"/> <p>Use of fiscal resources for SY2010-2011 to support technology purchases, training, and staffing of programs. Conducting all Interim Assessments for Grades 3-6 online. Supporting and training teachers in the administration of assessments, as well as the use of the data collected. Designing a school program with opportunities for Special Education students to be mainstreamed for grade level enrichment through technology. Continuing the position of Certified Library Media Specialist with strong technology skills who will work with classes as a cluster teacher to build students skills in using technology. Purchase of site licenses of software for differentiation of instruction Provided additional hardware accessible to staff and students Providing professional development for staff members in all our new technology initiative</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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>	<p>□ Conducting all Interim Assessments for Grades 3-6 online. Supporting and training teachers in the administration of assessments, as well as the use of the data collected. Coaches, Data Inquiry Team members, and Computer Cluster are programmed to administer and coordinate this administration of assessments. Training for customizing assessments also completed.</p> <p>Continue the position of Certified Library Media Specialist with strong technology skills who will work with classes as a cluster teacher, as well as have open access periods for teachers and classes to schedule by request to build their skills in using technology.</p> <p>Purchase/grant of site license for Renzulli Software - Schoolwide Enrichment Model - to extend the learning of identified Gifted and Talented students.</p> <p>First in Math Online program; Math Problem of the Week - This weekly challenge provides year-long experience in solving multi-step math word problems. (web-based and through e-mail)</p> <p>Provided additional hardware accessible to all teachers and students - Two Laptop carts are on each floor; 5 new desktop computers installed for teacher/student use; 3 Inquiry Team Laptops; two networked, laser printers.</p> <p>(5) Five SmartBoards - 3 on first floor with laptops accessible; 2 portable SmartBoards for 2nd floor use connected to the Wireless System.</p> <p>Providing professional development for staff members in all our new technology initiatives, Renzulli, SmartBoards, laptops, and all new computer software programs in use this year.</p> <p>Use of Headsprout Computer Software (Phonics remediation) for extended day instruction. (2 teachers dedicated and trained in data collection and program administration.)</p> <p>Use of Lexia Computer Software (Tracking and Spatial reinforcement)</p> <p>Purchase of a site license for World Book.</p> <ul style="list-style-type: none"> • Purchase of digital cameras (one per grade) for staff/student use.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>□</p> <p>Learning Walks seeing evidence of integrating technology into learning</p> <p>Formal and informal observations</p> <p>Instructional practices of all pedagogues</p> <p>School slide show</p> <p>Students and work photographed and displayed</p> <p>Logs and agendas from training sessions</p> <p>Replication of training observed</p>

Student work projects and assessment portfolios

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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

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			N/A	N/A				
1	4	4	N/A	N/A	4	4	4	4
2	16	29	N/A	N/A				
3	19	21	N/A	N/A			3	
4	17	15						
5	26	24	12					
6	28	27	5	12				
7								
8								
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. 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:	<input type="checkbox"/> Extended Day 37.5 minutes of small group instruction. Wilson Reading is a multi-sensory approach to phonics instruction Headsprout is a web-based computer phonics program
Mathematics:	<input type="checkbox"/> Extended Day 37.5 minutes of small group instruction.
Science:	<input type="checkbox"/> Extended Day 37.5 minutes of small group instruction.
Social Studies:	<input type="checkbox"/> Extended Day 37.5 minutes of small group instruction.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> 10 week cycle of individual and small group sessions targeting school related issues.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> N/A
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> 10 week cycle of individual and small group sessions targeting issues outside of school affecting school performance. Liaison with outside agencies

At-risk Health-related Services:

N/A

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative 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)

PreK-6

Number of Students to be Served:

LEP 105

Non-LEP 251

Number of Teachers 3

Other Staff (Specify) N/A

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.

Building Plan:

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

Language Instruction Program:

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

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

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

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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

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

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

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

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

Section III. Title III Budget

School: PS 174
BEDS Code: 342800010174

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	\$10,013.00	<input type="checkbox"/> 20 days at F-Status rate of \$306.70 per day 1 Certified ESL Teacher – Supplemental Services Library Tuesdays – 40 sessions (2 teachers) 78 @\$49.73 hours per session Supplemental Services
Purchased services - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$4923.00	<input type="checkbox"/> Student Materials: Leveled books (classroom) (\$100.00 per classroom x 30 classes) Student Glossaries/transcribers

		(12 @\$99.00) Printer Toner Cartridge Consumables – paper/pens/pencils
Educational Software (Object Code 199)	\$1,044.00	<input type="checkbox"/> 12 student uses for HeadSprout Comprehension Software license
Travel	N/A	<input type="checkbox"/> N/A
Other	N/A	<input type="checkbox"/> N/A
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Staff reviews Home Language Survey

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

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

In our school, we need the following languages:

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

Part B: Strategies and Activities

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

To meet the written translation needs identified above, we have provided parents that speak a language other than English with a translated Bill of Parents Rights and Responsibilities upon request. We have appropriate school signage forms for all predominant languages and for about half of our other languages. Many of our parents can read English even though they speak another language at home. We provide oral

translations of school forms for those that cannot read English. By planning in advance, school documents are translated and ready for distribution at the same time as the English version. Translation services are provided by outside vendors: LinguaLinx, aLanguageBank and Eriksen. We also utilize our guidance counselor, paraprofessionals, and parent volunteers. The DOE provides written translations for most languages.

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

Our school provides oral interpretation services to meet the needs of our parents. When planning group or one-on-one meetings, we coordinate with translators, parents and staff to ensure that all will be available to participate at a time determined to be convenient for everyone. Oral interpretation services are provided by in house school staff and paraprofessionals for Spanish, Russian and Chinese. We also use an outside contracted vendor, LIS. Parent volunteers are available to translate into Spanish and Chinese and we use the NYC Translation Department to assist with phone calls.

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>.

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

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

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	0	207,214	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,072		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	10,360	*	
4. Enter the anticipated 10% set-aside for Professional Development:	20,721	*	

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 2009-2010 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.

Not applicable

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

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

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



I. General Expectations

Public School 174 agrees to implement the following statutory requirements:

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

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

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

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

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

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

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

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

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

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

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

- School walkthroughs and observations will be conducted and discussed.
- Results will be disseminated to parents at a subsequent PA meeting.
- School will provide necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
- Parent Coordinator, working closely with the administration and Parents Association, and will create, distribute and analyze a Parent Involvement survey in the beginning of the school year. The results of this survey will guide subsequent planning and implementation of workshops and special events.

Public School 174, with the involvement of parents, will take the following actions:

- Conduct an annual evaluation of this parent involvement policy and the effect on improving school quality. The evaluation includes identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
- Post survey results will be analyzed by the Parent coordinator and Parent Leader. This data will be used to inform our decision-making during the year (and following year) including designing and developing initiatives for our Comprehensive Education Plan (CEP.)

Public School 174 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below. We will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

- the State's academic content standards
- the State's student academic achievement standards
- the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators
- Parent workshops will address how parents can help their students meet and exceed the New York State standards. Topics such as "Understanding the Readers/Writers Workshop", *Just Right Book Levels*, NYS Assessments – ELA, Math, Social Studies and Science; Using *Parent ARIS*.

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

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

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

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

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

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

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

III. Discretionary School Parental Involvement Policy Components

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

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

- o providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy was developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Roni Ross, PA President of Public School 174, in consultation with District Family Advocate, Sonia Ruida and our Parent Coordinator, Laura Hui. This policy was adopted by the Public School 174 community on October 27, 2009 and will be in effect for the period from October 10, 2009 through June 28, 2010. This policy was distributed to all parents of participating Title I, Part A children on February 1, 2010. The new/updated policy for the 2010/2011 School Year will be reviewed at our PA meeting scheduled for September 21, 2010.

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

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is strongly recommended that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. (For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.)

Public School 174 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-2011.

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

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

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

□

Required School-Parent Compact Provisions

School Responsibilities

Public School 174 will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- PS 174 will continue to recruit and hire highly motivated teachers who are selected through our hiring process.
- PS 174 will continue to offer ongoing professional development throughout the school year.
- PS 174 will hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: Twice yearly, during the day and at night, according to the NYCDOE calendar, once in November, and once in March.
- PS 174 will provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Access to ARIS for NYS grades, attendance date, and other Interim Assessments, Report Cards (Three times yearly and twice yearly in Kindergarten in addition to two progress reports), Promotion in Doubt letters; as agreed upon by the School Leadership Team.
- PS 174 will provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Daily, during preparatory periods, and before school hours (by appointment). Curriculum Open House Days will be conducted for four days, in the month of September.
- PS 174 will provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Parents may view their child's learning activities during open school week, as designated on the NYCDOE calendar, and by appointment with their child(ren)'s teacher(s).
 - Parents may volunteer and participate in all school trips, as planned in advance with their child(ren)'s teacher(s).
 - Parents may volunteer and participate in their child's classroom activities during special events, as invited by, and approved by, the children's teachers and the school administration.
 - Parents who wish to offer instructional help with children other than their own must participate in Learning Leader training sessions, which are offered in a series, once yearly, by our school. This training is arranged and publicized by our Parent Coordinator.

- PS 174 will provide to parents information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- PS 174 will provide, upon the request of parents, opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- PS 174 will provide to each parent an individual student report about the performance of their child on the State assessments in the following languages - math, language arts, social studies and science.
- PS 174 will provide to each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

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

Optional Additional Provisions

Student Responsibilities:

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

- Do homework every day and ask for help when it is needed.

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

SIGNATURES:

SCHOOL PARENT(S) STUDENT

DATE DATE DATE

(Please note that signatures are not required)

PART 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.

Our *Title 1* funds will be combined with funds from our Tax Levy funds in order to provide smaller class sizes, to supplement our content areas cluster positions, and to partially fund our administration. Our school administrators will take on more of the professional development provided to our staff including: mentoring of new teachers, new academic initiatives such as *Core Content Standards*, and conducting lesson study with the instructional teams. All students will benefit from the reduction of student to teacher ratios, the additional access to our content specialist/cluster teachers, and reap the benefits of the professional learning of the staff.

The following contribute to our needs assessment:

- School walkthroughs and observations by staff and administration
- Dissemination of school data, including (but not limited to) NYCDOE School Report Cards, ARIS student data, attendance figures, test scores
- Results of surveys including – NYC School Environment Surveys, Title 1 Parent Surveys, informal staff and parent surveys.
- Participation at school events; both during and after school hours.
- Frequency of use of Parent ARIS portal

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

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

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

Students have opportunities to increase the amount and quality of learning time by:
Participation in voluntary extended day programs for enrichment and extension, as well as for remediation.

Participation in voluntary after school enrichment opportunities such as Math Olympiads and Test Sophistication Classes supported by our Parents Association

Participation in our voluntary summer school program for English Language Learners

- Help provide an enriched and accelerated curriculum.

-
-

Our staff uses methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school such as:

- differentiated instruction
- enrichment opportunities
- linking with the arts
- technology integration

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

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

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

o Meet the educational needs of historically underserved populations.

□ As we strive to meet the needs of *ELLs* on all levels, we continue with the configuration of some of our classes with clustering of students who receive supportive instruction and services. This class design is more flexible for programming of students for push-in or pull-out support, with less disruption of instruction. We have push-in groups of one period per day in first and sixth grades. We have a few periods per week of push-in in kindergarten and second grade.

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

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

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

- 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.

Students who are at risk of not meeting the State academic content standards are serviced in the following ways:

Our school provides intervention services such as:

- Extended Day 37.5 minutes of small group instruction for literacy, mathematics, social studies, and/or science
- *Wilson Reading* - a multi-sensory approach to phonics instruction
- *Headsprout Early Literacy* - a web-based computer phonics program for primary students and those with gaps of knowledge in sight words and phonics skills
- *Headsprout Comprehension* - a web-based computer reading comprehension program designed for those who have decoding ability, but lack strength in making meaning while reading.
- 10 week cycle of at-risk services provided by a special educator (SETSS, speech)
- 10 week cycle of individual and small group guidance counseling sessions targeting school related issues
- 10 week cycle of individual and small group sessions with our social worker targeting issues outside of school affecting school performance.
- Liaison with outside agencies for families

- o Are consistent with and are designed to implement State and local improvement, if any.

- The strategies for interventions are designed to implement school improvement by:
 - Reducing the number of students referred for Special Education
 - Providing teaching to the greatest potential of every child by differentiating their instruction
 - Improving attendance in school by conducting outreach to families by social worker and school nurse (regarding health issues)
 - Assisting families with outside issues by referral to community based organizations (CBOs)

3. Instruction by highly qualified staff.

-
- The students of PS 174 are provided with instruction by all highly qualified teachers. Instruction is data-driven and designed to meet individual as well as group needs. Teachers review the up-to-date data to inform their planning for instruction for their classes, skill-specific instruction for flexible groups, and the individual needs of particular students. Teachers focus their re-teaching and enrichment of skills based on their students' particular needs.

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

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.

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

In the ongoing efforts to deepen our knowledge of, and to strengthen our delivery of the *Columbia Teachers College Readers/Writers* workshop model, we have sent our teachers to calendar days at *Teachers College* for the past nine years. Due to cuts to our budget, it was necessary for us adjust our professional knowledge and to limit the number of visits from the *TC Staff Developers*. We do, however, have a very knowledgeable and collegial staff who works together in professional learning communities.

Teachers regularly receive the DOE email called *Teacher Weekly* with citywide opportunities for professional learning. We are fortunate to have teachers who attend specialized professional learning in special education, gifted education, mathematics, Science, Social Studies and the Arts.

There is a strong instructional team from our CFN Network. These specialists have a great deal of content knowledge in the service categories of – Special Education, ESL, Math and Data Assessment and Early Childhood and At-risk Services. Our professional learning is supported by cycles of lesson study, workshops and trainings for administrators as well as teachers.

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

Positions are not widely advertised. As positions become available, the vacancies are posted on the Open Market and are posted on the Department of Education website. Through contacts from our staff and network, we will often invite recommended, and qualified candidates to interview. We also have a pool of very qualified and motivated teachers who may have trained here as student observers, student teachers, or have provided short or long term substitute service to our school. This increases the pool of candidates that are certified, trained and highly motivated to work in a school with rigorous standards.

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

There has been an increase in special events taking place at our school. One such special event, in the promotion of family literacy, is our Reading in PJs Night. Parents are invited to come to school and see literacy activities modeled by the teachers, and to purchase books for their students. This has been a very motivating and successful event. We also conduct information sessions such as – a *Just Right Book* information sessions, where our parents learn the expectations of reading workshop. We have learned to increase not just the number of special events and Curriculum-based Parent Workshops, but also to schedule them at times, before, during and after school – times more convenient to working parents.

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.

Our Pre-K teachers receive professional development in all curricular areas, with Grade K-2 materials and strategies, in addition to receiving specific Pre-K professional development. In their planning, teachers incorporate skills and concepts that help students to meet the Pre-K standards, but also will help them meet the challenges of the Public School 174 early childhood curriculum. Our PreK teacher, paraprofessional, and social worker, often join our Assistant Principal in workshops and sessions designed specifically for the social and emotional, as well as the academic expectations for Pre-K 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.

Professional development is offered in using data to drive instruction. One example of this is training on use of the *ARIS* and Interim Assessment website. This training enables teachers to find out what specific skills and concepts in Literacy and Math need supporting, for each individual student.

We are supported by our Network Team including an instructional specialist in data and assessment, as well as an operations person for data and compliance issues.

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.

We provide academic intervention services in a variety of ways, and at a variety of times. Teachers push in during regular classroom instruction to provide differentiated instruction to students with special needs. In addition, small group instruction is offered to at-risk and special needs students four days per week, during our 37 ½ -minute program. All special education students have supplemental instruction 30 minutes for 5 days weekly. Students are provided the LRE – Least Restrictive Environment whenever possible. Mainstreaming for enrichment subjects and select content areas are the norm for our special education students.

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 students receive the benefits of a school *Student Council* where they learn to give back to the community. Student leaders emerge from all grades through participation in community service projects. We are a *Penny Harvest School of Excellence* for the second time. Our students have worked with the *March of Dimes*, *God's Love We Deliver*, *City Harvest*, *Autism Walk*, and *the American Cancer Society*, to name just a few.

The *Respect for All Program* is a wonderful opportunity for all grades and classes to learn about being different, making and keeping friends, and learning about various cultures and people. Our resources such as books and DVDs are growing with themes of diversity, respect and friendship.

All grade 6 students received the DVD, *Clicking with Caution*, in order to discuss problems and understand the potential dangers they may encounter online.

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 specifically 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 school allocation amounts)</i>	Check (X) 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 goal number references where a related program activity has been described in this plan.	Page#(s)
		Yes	No	N/A			
Title I, Part A (ARRA)	Federal	Yes			174,061	True	1, 2, 3, 4
Title I, Part A (ARRA)	Federal	Yes			2,072	True	2
Title I, Part A (ARRA)	Federal	Yes			10,360	True	3
Title I, Part A (ARRA)	Federal	Yes			20,721	True	1, 4
Title III	Federal	Yes			7,461	True	1, 2, 4
IDEA	Federal	Yes			140,829	True	1, 3, 4
IDEA	Federal			N/A	27,068	True	1, 3
IDEA	Federal			N/A	87,920	True	1, 3
IDEA	Federal	Yes			11,711	True	1, 2, 3
IDEA	Local			N/A	42,977	True	1, 2, 3
C4E	State	Yes			48,080	True	1, 2, 4

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.

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; and

8. Coordinate and integrate Federal, State and local services and programs.



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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)

1

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

Student(s) in Temporary Housing who are currently enrolled, as well as future students, will receive the following:

- Academic interventions as needed
- Enrollment in voluntary programs that have a fee
- School supplies
- Funds for trips
- Funds for parents to travel to school functions and events.
- Counseling and/or referrals to CBOs

Part B:

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).
not applicable
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 not applicable
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.
Not applicable

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_28Q174_110410-132326.doc

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 2 CFN 207	District 28	School Number 174	School Name William Sidney Mount
Principal Karin Kelly	Assistant Principal Cindy Galloway O'Connor		
Coach	Coach		
Teacher/Subject Area Eileen Bernfeld, ESL	Guidance Counselor		
Teacher/Subject Area Phil Romano, ESL	Parent		
Teacher/Subject Area	Parent Coordinator Laura Hui		
Related Service Provider	Other		
Network Leader	Other		

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

C. School Demographics

Total Number of Students in School	633	Total Number of ELLs	88	ELLs as Share of Total Student Population (%)	13.90%
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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.
5. 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.)
6. 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.

The first step followed for the initial identification of students who may be ELLs is that all parents of incoming newly enrolled students complete the Home Language Identification Survey. This is followed by an oral interview in the native language and English, and a formal initial assessment for those students eligible for Lab R testing. The persons responsible for conducting the initial screening and the formal initial assessment are the two full-time certified ESL teachers, assisted by school secretaries, bilingual paraprofessionals and bilingual school aides. The video explaining the programs for ELLs is viewed at the time of the initial screening, in the native language or English, as needed. The LAB-R is administered by both of our ESL teachers.

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

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

Entitlement letters are sent home with entitled students at the conclusion of Lab- R testing and throughout the school year for newly admitted children. These letters are sent in English and the native language. Our ESL staff and Parent Coordinator are always available to meet with parents to answer questions and insure completion of the survey. Parents who attend the orientation session generally return the Parent Survey and Program Selection form at that time. Parents are given a two week window in which to return the survey. Those parents who do not return the survey are sent a second form two weeks later, in their native language and English, with an invitation to attend a subsequent parent meeting. If the form is still not returned, we call the parents and/or speak with them at Parent Teacher conferences explaining that it is a requirement that they complete the survey.

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

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

Parents select a program of their choice after confirming that they have received and understood all the information necessary to make an informed decision. After a review of the Parent Selection and Survey forms for the past few years, a trend in program choice indicates that most parents are requesting ESL classes for their children. This year, three parents requested a bilingual class for their children. One was a Tagalog speaker in 3rd grade, one a Hebrew speaker in kindergarten and the other was a Russian speaker in 1st grade. It should be noted that none of these parents attended our parent orientation sessions even though they were invited to attend on two occasions. The other parents who returned the forms have requested ESL. There are two parents who have not returned their forms. These forms are from the parents of newcomers and the forms are not due until November 1st. Programs in our school are aligned with

parent requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	2	1	2	2	2	1	1							11
Push-In		2	1			1	1							5
Total	2	3	3	2	2	2	2	0	0	0	0	0	0	16

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	90	Newcomers (ELLs receiving service 0-3 years)	74	Special Education	25
SIFE	0	ELLs receiving service 4-6 years	16	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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
Dual Language										0
ESL	74		18	16		7				90
Total	74	0	18	16	0	7	0	0	0	90

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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	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

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
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:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	4	4	4	2	8	5							28
Chinese	4	2	3	2	4		1							16
Russian	2	5	5		2	4	2							20
Bengali														0
Urdu														0
Arabic		1		1		1								3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish		1			1									2
Albanian		1												1
Other	3	4	7	4	1	1								20
TOTAL	10	18	19	11	10	14	8	0	0	0	0	0	0	90

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.

As we strive to meet the needs of ELLs on all levels, we continue with the configuration of some of our classes with clustering of students who receive supportive instruction and services. This class design is more flexible for programming of students for push-in or pull-out support, with less disruption of instruction. We have push-in groups of two periods per day in first grade and one period per day in second, fifth and sixth grades.

Our program models are varied to ensure appropriate service is provided to each child. Kindergarteners at all proficiency levels attend heterogeneous grade classes for their 180 minutes of mandated service. These classes, in which advanced level students are included, are usually project driven allowing students to produce work at their appropriate level. Beginner and intermediate kindergarteners receive an additional 180 minutes of instruction.

In first grade, all students except one are on the beginner or intermediate level. They receive instruction in pull out and push in classes for their mandated 360 minutes. In second grade we provide a homogeneous model where students are served in same grade groupings based on proficiency levels during both push-in and pull-out. Beginner and Intermediate students are serviced in one group where they receive their mandated 360 minutes of ESL, and advanced students are serviced separately to receive more academically advanced instruction in their 180 minutes of instruction. All ELLs receive an additional 180 minutes per week of ELA instruction as required under Part CR 154.

Third and fourth grade students are served using a mixture of homogeneous and heterogeneous models. These students, of all levels, are grouped by grade and receive their mandated 180 minutes of ESL. Beginner and intermediate students in third and fourth grade are grouped together to receive their mandated additional 180 minutes of ESL.

In fifth and sixth grade, all students are serviced in a push-in program to receive their mandated services, with all students receiving scaffolded instruction in support of their classroom curriculum.. Beginner and intermediate students in both grades are also grouped together to receive their additional 180 minutes of instruction.

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

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

There is a concerted effort and specific plan to address the low academic achievement of our ELL students who have been in our program for four to six years and our students with special needs. We do not have any SIFE (Students with Interrupted Formal Education) or long-term ELLs at the present time and we have not had any SIFE for the past ten years. We will support future SIFE and long term students by focusing on linguistic structures and reading, as well as including them in our extended day programs.

The needs of newcomers in the early stages of language acquisition will be addressed by utilizing the following instructional methodologies: use of pictures and other visuals; Total Physical Response; listening comprehension activities to build receptive vocabulary; chants, songs and other repetitive whole-group activities; language chunking; and personal experience charts and stories. Test preparation materials are individualized and modified in order to be comprehensible to these students on their level.

Targeting ELLs receiving service for 4 to 6 years and students with special needs, and in view of the NCLB requirement of ELA testing for

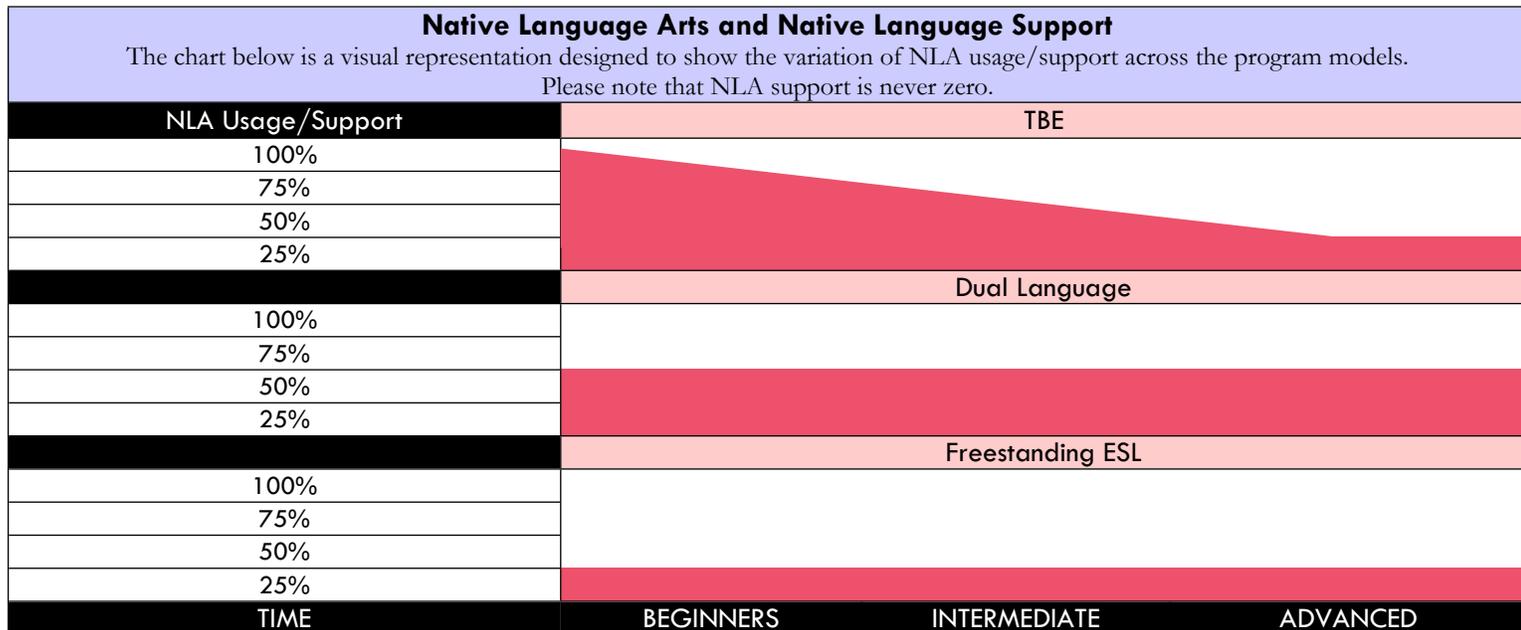
ELLs and the ongoing mathematics assessments, all these students participate in Extended day for ELLs. These are small group tutoring sessions which target the individual needs of each student.

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

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

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



B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

In all models, we continue to provide instruction in English to ELLs in the four modalities of listening, speaking, reading and writing. In early grades, pull-out ESL instruction retains many of the daily routines in place in the classroom. ESL teachers use regular conferencing to ensure congruency so that during ESL time students are supported with the vocabulary and strategies to improve their ability to understand and participate in content area work in the classroom. Teachers also push-in in content area classes providing children with the extra support as students work towards self sufficiency.

During push-in ESL periods in ELA and the content areas, ESL instructors ensure comprehensible input and support vocabulary development using the following scaffolding strategies: vocabulary pre-teaching, rewording, restating, picture and regalia support and questioning to confirm comprehension. ESL teachers also provide alternative methods of participation for newcomers including pictorial representations and native language writing interspersed with learned English content vocabulary.

Our school makes staff available to help ELLs as they transition from the elementary grades to the middle grades. Our fifth and sixth grades are departmentalized for reading, math and social studies and an ESL teacher pushes in during subject areas in both grades. This should ease the transition to sixth and seventh grade for our ELLs, where all subjects in the intermediate school are departmentalized.

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

In order to improve service to our ELLs we are doing more push-in and less pull-out this year. In addition, we are once again using the Interim Assessments for ELLs which we did not participate in last year. We are looking into purchasing computer software to build language development for ELLs in the lower grades. We are continuing all programs for ELLs that we had last year including Library Tuesdays and AIS. No programs have been discontinued.

ELLs are afforded access to all school programs by sending home informational flyers in the native language and English. Bilingual support services are provided to ELLs in our school. We have the following bilingual support service personnel: A bilingual Russian/English physical therapist and occupational therapist and bilingual Chinese/English parent coordinator. We also have paraprofessionals who speak Spanish, Russian, Chinese and Indonesian. In addition, our school utilizes certified translation services for parent/teacher conferences and on an as needed basis. After-school and supplemental services offered to ELLs in our school include enrichment programs, test preparation classes, extended day, AIS and Library Tuesdays.

Teaching materials include a wide range of print, visual and digital resources designed for increasing English language proficiency. ESL teachers use Hampton Brown's Alphachants and Avenues programs, Addison Wesley's ESL and Amazing English programs and the Scott

Foresman ESL series. In addition, we have purchased classroom libraries and multiple copies of books for specific units of study to expand the choice of materials for K through 6. Technological programs for ELLs include the Headsprout program which has been of great value to our ELLs in the past few years.

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

We have many books which explain the cultures and customs of people all over the world. These books are available to our students in the school library, classrooms and ESL classrooms. Classes with ELLs have listening centers with books-on-tape. We have provided additional phonics materials, including Leap pads, to supplement the individualized reading program in the primary grades and in upper grade classes with newcomers.

Required services support and resources correspond to ELLs' ages and grade levels. Leveled libraries are utilized in both regular and ESL classrooms. Technological programs are available in every grade from K through six. Content levels must be mastered before moving on to the next level.

There are no activities in our school to assist newly enrolled students prior to the beginning of the school year. During our computer periods, students learn to speak and listen to basic Spanish. This is the only form of a language elective offered in our school.

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.

A need exists for us to address the academic deficiencies of our ELL students and to support their learning by developing the teachers in best instructional practices for ELLs. Our CEP provides for intensive professional development for teachers in specialized strategies to meet the needs of ELLs at different levels of English language acquisition, as well as addressing the specific needs of individual teachers. Staff development for SY10-11 is for new teachers as well as experienced staff members. Our plan ensures the receipt of 7.5 hours of professional development, in the strategies for teaching ELLs, for general education staff and 10 hours for special education teachers and special education paraprofessionals, as per Jose P.

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

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

The topics for professional development include stages of ELL development, using chunking to teach pronunciation, syntax and comprehension, differentiation of instruction for ELLs and scaffolding instruction. These last two topics will prepare all staff to assist our ELLs

as they progress from the elementary to the middle school grades. Dates for ELL professional development are: September 7, November 2, and June 9.

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

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?

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

Specifically for parents of ELLs, parents of newcomers attend orientation sessions held throughout the school year. At these conferences, the ELL program requirements, expectations, assessments and standards are explained. Parent surveys and parent letters are provided in the student's home language. Parents have an opportunity to view a video, in their native language, about bilingual, dual language and ESL programs. Additionally, parents are offered strategies they can use to help their child with homework and ways to increase their child's English abilities away from school. We partner with Learning Leaders, a nonprofit organization of trained volunteers. They provide math and reading workshops for our parents at PS 174.

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

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)	4	2	1	1	2	2	0							12
Intermediate(I)	11	7	4	1	6	3	0							32
Advanced (A)	2	10	6	7	6	3	8							42
Total	17	19	11	9	14	8	8	0	0	0	0	0	0	86

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

	I	1	0	1	0	0	1	0						
	A	8	10	1	1	4	2	5						
	P	6	13	13	13	9	7	9						
READING/ WRITING	B	2	2	1	0	1	1	0						
	I	11	7	2	1	6	3	0						
	A	1	7	5	6	6	3	7						
	P	1	8	7	7	0	4	7						

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	8	6	0	14
4	6	6	1	0	13
5	4	2	4	0	10
6	3	10	1	0	14
7					0
8					0
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	5		8		1		15
4	4		9						13
5	2	2	4		1	1		2	12
6		2		3	2	3	1	3	14
7									0
8									0
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	1		9		3				13
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	

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	2		2	2	3	1		2	12
8									0
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				
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								

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

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

Early literacy skills of our ELLs are assessed using the Teachers' College Reading and Writing Workshop assessment tools. We looked at our first, second and third graders, last years kindergarteners, first and second graders respectively. Looking at our Teachers College reading assessments for these grades we see a similar pattern developing to what we saw last year. In first grade, half of our ELLs are reading on grade level and half are below. This is consistent with last year's results. In second grade, similar to last year, we see a further decline with only 37% reading on grade level. It should be noted that this is a higher percentage of "on grade level" readers than we saw in 2009 when only 30% were on grade level. Once again, by third grade we see a complete reversal and our ELLs have caught up with 90% reading on grade level. Again, we exceeded our 2009 levels, when only 77% of third grade ELLs were on grade level.

The NYSESLAT 2010 results have been reviewed and it is significant to note that 31 of last years 105 ELLs, almost one third of the ELLs, passed the NYSESLAT in May 2010. This is a very substantial improvement over past years when a much lower percentage of students passed. For the 2008/2009 school year we had 106 ELLs and only 14 students passed, less than half the number of students who passed this year.

NYSESLATand/or LAB-R results for P.S. 174 have been reviewed in the four modalities of listening, speaking, reading and writing. There are only twelve beginner level students. Examining the school as a whole, we are evenly divided between beginner/intermediate level students and advanced students. When examining the combined modalities, we see that there are more advanced and proficient students in listening and speaking across all grades than in reading and writing. Looking at individual scores, the majority of students continue to improve going from beginner, to intermediate level, then advanced level and ultimately, proficient.

Patterns across the NYSESLAT modalities of reading/writing and listening/speaking affect our instructional decisions. Although we certainly have students with a variety of needs that require differentiated instruction, based on the results of the NYSESLAT and Lab R, it is clear that we need to continue addressing all four modalities in our teaching with an emphasis on reading and writing. Instructional decisions based on NYSESLAT results include focusing on the specific reading skills of defining unknown words using contextual and picture clues, identifying the main idea and eliciting story details, understanding sequence and cause and effect, comparing and contrasting, and making inferences and predictions. Through both reading and writing, we will strive to improve the understanding and usage of grammar and syntax in our ELLs, specifically exploring the use of pronouns, prepositions, superlatives, homophones, conjunctions, plurals and verb conjugations.

We examined New York State test scores for students in grades four through seven, last year's third through sixth graders. We know that the scoring for the 2010 ELA was reconfigured. This year NYC students scored below 2009 levels. This is true for our ELLs as well. On this year's ELA, 75% of our ELLs scored a level two or three, which means they had basic ELA skills or were meeting grade level standards. Only 24% were meeting grade level standards in ELA. Contrast this with the 2009 ELA, where over 90% of our ELLs were approaching or meeting standards, with approximately one-third of the students scoring on grade level.

As we have seen with the ELA, our State Math scores were also below 2009 levels. Seventy-four percent of our ELLs scored a level 2 or above. Only eleven students scored a level one; eight of these students are in special education and three were newcomers. The need for native language testing in our school in the content areas was once again validated. In the upper grades, over two thirds of the students who met or exceeded the standards, took the math test in their native language.

ELLs were provided with exams in their first language as well as in English where warranted. This was the case for the NY State examinations in math, science and social studies as well as for the interim assessments in math. All ELLs, literate in their first language, were

allowed to use dictionaries and were provided with glossaries to use in class and when taking state exams. The children requiring native language testing last year were Chinese, Russian, Spanish, Japanese, and Farsi speakers. For our Chinese and Spanish speaking students, translated tests were available. For our Russian speakers, a translated version was available in math but not in social studies. We hired an oral translator for the social studies exam. For our Japanese and Farsi speakers, we hired a translator.

Results of the NYSESLAT and Lab R are shared with school leadership and classroom teachers. Our students did not take the ELL Periodic Assessments last year. During extended day, teachers of ELLs in all grades work with these students utilizing materials specifically designed to improve reading comprehension and vocabulary development. During our regular school day, we build listening comprehension and vocabulary development during read-aloud, and strengthen literacy skills utilizing ESL methodologies as well as consistent modeling and scaffolding of instruction in accordance with the workshop model.

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

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.

Paste additional information here

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		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		

	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 174 William Sidney Mount					
District:	28	DBN:	28Q174	School		342800010174

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	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	29	34	35		94.8	95.5	95.1
Kindergarten	85	97	95				
Grade 1	83	99	99	Student Stability - % of Enrollment:			
Grade 2	65	85	101	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	88	58	94		95.1	95.5	96.3
Grade 4	81	95	63				
Grade 5	75	78	94	Poverty Rate - % of Enrollment:			
Grade 6	73	67	54	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		38.0	46.9	45.0
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	2	2
Grade 12	0	0	0				
Ungraded	0	1	1	Recent Immigrants - Total Number:			
Total	579	614	636	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					7	6	0

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	40	29	11	Principal Suspensions	5	4	3
# in Collaborative Team Teaching (CTT) Classes	20	42	56	Superintendent Suspensions	1	1	0
Number all others	36	24	13				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<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	Number of Teachers	41	43	45
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	10	9	6
# receiving ESL services only	95	90	TBD				
# ELLs with IEPs	8	28	TBD				

These students are included in the General and Special Education enrollment information above.

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	1	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
	0	0	1	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	85.4	83.7	95.6
				% more than 5 years teaching anywhere	58.5	72.1	88.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	98.0	98.0	100.0
American Indian or Alaska Native	0.3	0.3	0.8	% core classes taught by "highly qualified" teachers	100.0	98.7	100.0
Black or African American	3.1	3.4	3.8				
Hispanic or Latino	23.3	19.5	22.5				
Asian or Native Hawaiian/Other Pacific	36.3	36.8	34.4				
White	36.6	37.3	36.0				
Male	52.3	49.5	52.4				
Female	47.7	50.5	47.6				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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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:

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

American Indian or Alaska Native	-	-				
Black or African American	-	-	-			
Hispanic or Latino	v	v	-			
Asian or Native Hawaiian/Other Pacific Islander	v	v	-			
White	v	v				
Multiracial						
Students with Disabilities	v	v	-			
Limited English Proficient	v	v	-			
Economically Disadvantaged	v	v				
Student groups making	7	7	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	B	Overall Evaluation:				NR
Overall Score:	52.4	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	3.8	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	3.9	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	38.2					
<i>(Comprises 60% of the</i>						
Additional Credit:	6.5					

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 2 CFN 207	District 28	School Number 174	School Name William Sidney Mount
Principal Karin Kelly		Assistant Principal Cindy Galloway O'Connor	
Coach		Coach	
Teacher/Subject Area Eileen Bernfeld, ESL		Guidance Counselor Carleen Jean Felix	
Teacher/Subject Area Phil Romano, ESL		Parent	
Teacher/Subject Area		Parent Coordinator Laura Hui	
Related Service Provider		Other Giuvella Leisengang	
Network Leader Peggy Miller		Other	

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

C. School Demographics

Total Number of Students in School	633	Total Number of ELLs	88	ELLs as Share of Total Student Population (%)	13.90%
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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.
5. 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.)
6. 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.

The first step followed for the initial identification of students who may be ELLs is that all parents of incoming newly enrolled students complete the Home Language Identification Survey. This is followed by an oral interview in the native language and English, and a formal initial assessment for those students eligible for Lab R testing. The persons responsible for conducting the initial screening and the formal initial assessment are the two full-time certified ESL teachers, assisted by school secretaries, bilingual paraprofessionals and bilingual school aides. The video explaining the programs for ELLs is viewed at the time of the initial screening, in the native language or English, as needed. The LAB-R is administered by both of our ESL teachers.

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

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

Entitlement letters are sent home with entitled students at the conclusion of Lab- R testing and throughout the school year for newly admitted children. These letters are sent in English and the native language. Our ESL staff and Parent Coordinator are always available to meet with parents to answer questions and insure completion of the survey. Parents who attend the orientation session generally return the Parent Survey and Program Selection form at that time. Parents are given a two week window in which to return the survey. Those parents who do not return the survey are sent a second form two weeks later, in their native language and English, with an invitation to attend a subsequent parent meeting. If the form is still not returned, we call the parents and/or speak with them at Parent Teacher conferences explaining that it is a requirement that they complete the survey.

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

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

Parents select a program of their choice after confirming that they have received and understood all the information necessary to make an informed decision. After a review of the Parent Selection and Survey forms for the past few years, a trend in program choice indicates that most parents are requesting ESL classes for their children. This year, three parents requested a bilingual class for their children. One was a Tagalog speaker in 3rd grade, one a Hebrew speaker in kindergarten and the other was a Russian speaker in 1st grade. It should be noted that none of these parents attended our parent orientation sessions even though they were invited to attend on two occasions. The other parents who returned the forms have requested ESL. There are two parents who have not returned their forms. These forms are from the parents of newcomers and the forms are not due until November 1st. Programs in our school are aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	2	1	2	2	2	1	1							11
Push-In		2	1			1	1							5
Total	2	3	3	2	2	2	2	0	0	0	0	0	0	16

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	90	Newcomers (ELLs receiving service 0-3 years)	74	Special Education	25
SIFE	0	ELLs receiving service 4-6 years	16	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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
Dual Language										0
ESL	74		18	16		7				90
Total	74	0	18	16	0	7	0	0	0	90

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
Chinese														0
Russian														0
Bengali														0
Urdu														0

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
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	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									

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:
Native American:	White (Non-Hispanic/Latino):
	Hispanic/Latino:
	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	4	4	4	2	8	5							28
Chinese	4	2	3	2	4		1							16
Russian	2	5	5		2	4	2							20
Bengali														0
Urdu														0
Arabic		1		1		1								3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish		1			1									2
Albanian		1												1
Other	3	4	7	4	1	1								20
TOTAL	10	18	19	11	10	14	8	0	0	0	0	0	0	90

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.

As we strive to meet the needs of ELLs on all levels, we continue with the configuration of some of our classes with clustering of students who receive supportive instruction and services. This class design is more flexible for programming of students for push-in or pull-out support, with less disruption of instruction. We have push-in groups of two periods per day in first grade and one period per day in second, fifth and sixth grades.

Our program models are varied to ensure appropriate service is provided to each child. Kindergarteners at all proficiency levels attend heterogeneous grade classes for their 180 minutes of mandated service. These classes, in which advanced level students are included, are usually project driven allowing students to produce work at their appropriate level. Beginner and intermediate kindergarteners receive an additional 180 minutes of instruction.

In first grade, all students except one are on the beginner or intermediate level. They receive instruction in pull out and push in classes for their mandated 360 minutes. In second grade we provide a homogeneous model where students are served in same grade groupings based on proficiency levels during both push-in and pull-out. Beginner and Intermediate students are serviced in one group where they receive their mandated 360 minutes of ESL, and advanced students are serviced separately to receive more academically advanced instruction in their 180 minutes of instruction. All ELLs receive an additional 180 minutes per week of ELA instruction as required under Part CR 154.

Third and fourth grade students are served using a mixture of homogeneous and heterogeneous models. These students, of all levels, are grouped by grade and receive their mandated 180 minutes of ESL. Beginner and intermediate students in third and fourth grade are grouped together to receive their mandated additional 180 minutes of ESL.

In fifth and sixth grade, all students are serviced in a push-in program to receive their mandated services, with all students receiving scaffolded instruction in support of their classroom curriculum.. Beginner and intermediate students in both grades are also grouped together to receive their additional 180 minutes of instruction.

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

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

There is a concerted effort and specific plan to address the low academic achievement of our ELL students who have been in our program for four to six years and our students with special needs. We do not have any SIFE (Students with Interrupted Formal Education) or long-term ELLs at the present time and we have not had any SIFE for the past ten years. We will support future SIFE and long term students by focusing on linguistic structures and reading, as well as including them in our extended day programs.

The needs of newcomers in the early stages of language acquisition will be addressed by utilizing the following instructional methodologies: use of pictures and other visuals; Total Physical Response; listening comprehension activities to build receptive vocabulary; chants, songs and other repetitive whole-group activities; language chunking; and personal experience charts and stories. Test preparation materials are individualized and modified in order to be comprehensible to these students on their level.

Targeting ELLs receiving service for 4 to 6 years and students with special needs, and in view of the NCLB requirement of ELA testing for ELLs and the ongoing mathematics assessments, all these students participate in Extended day for ELLs. These are small group tutoring sessions which target the individual needs of each student.

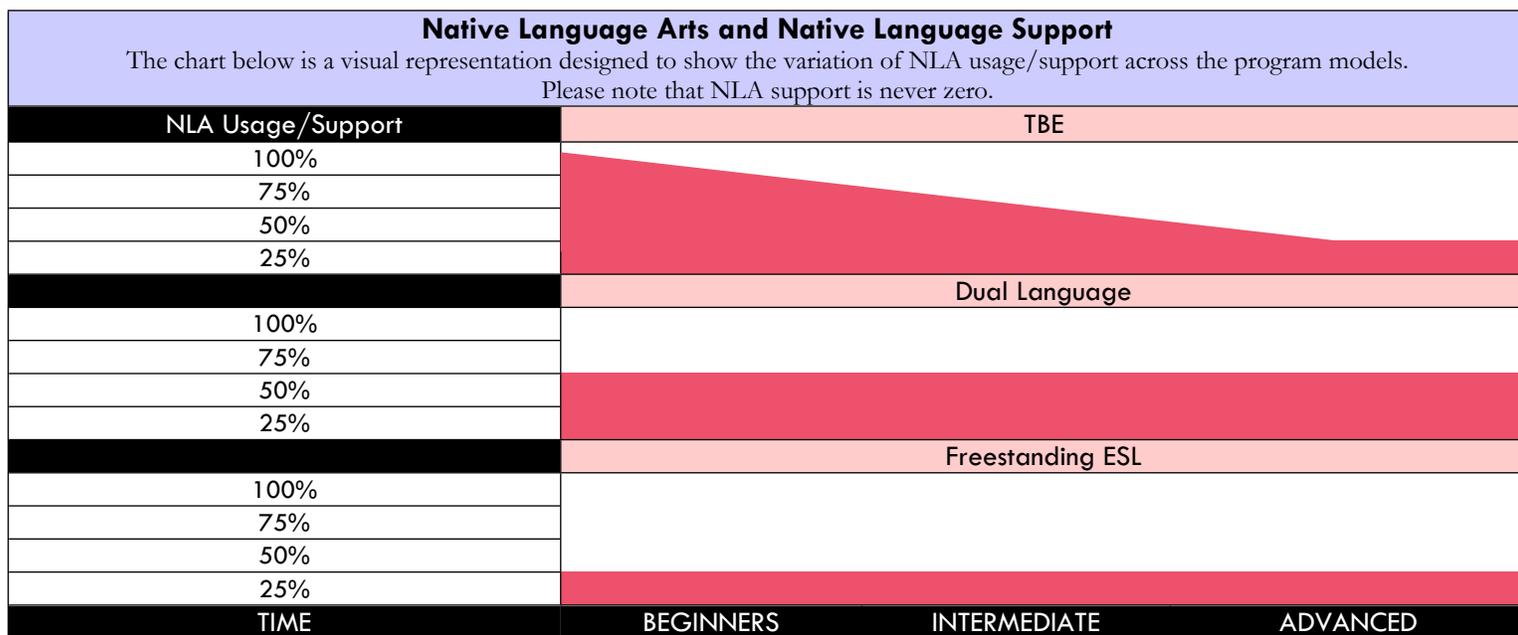
In addition to receiving service from our two certified ESL teachers, ESL students receive supportive small group instruction as part of the Title III LEP program. Subgroups targeted are our newcomers, ELLs receiving services for four to six years and our special needs students.

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

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
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B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

In all models, we continue to provide instruction in English to ELLs in the four modalities of listening, speaking, reading and writing. In early grades, pull-out ESL instruction retains many of the daily routines in place in the classroom. ESL teachers use regular conferencing to ensure congruency so that during ESL time students are supported with the vocabulary and strategies to improve their ability to understand and participate in content area work in the classroom. Teachers also push-in in content area classes providing children with the extra support as students work towards self sufficiency.

During push-in ESL periods in ELA and the content areas, ESL instructors ensure comprehensible input and support vocabulary development using the following scaffolding strategies: vocabulary pre-teaching, rewording, restating, picture and regalia support and questioning to confirm comprehension. ESL teachers also provide alternative methods of participation for newcomers including pictorial representations and native language writing interspersed with learned English content vocabulary.

Our school makes staff available to help ELLs as they transition from the elementary grades to the middle grades. Our fifth and sixth grades are departmentalized for reading, math and social studies and an ESL teacher pushes in during subject areas in both grades. This should ease the transition to sixth and seventh grade for our ELLs, where all subjects in the intermediate school are departmentalized.

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

In order to improve service to our ELLs we are doing more push-in and less pull-out this year. In addition, we are once again using the Interim Assessments for ELLs which we did not participate in last year. We are looking into purchasing computer software to build language development for ELLs in the lower grades. We are continuing all programs for ELLs that we had last year including Library Tuesdays and AIS. No programs have been discontinued.

ELLs are afforded access to all school programs by sending home informational flyers in the native language and English. Bilingual support services are provided to ELLs in our school. We have the following bilingual support service personnel: A bilingual Russian/English physical therapist and occupational therapist and bilingual Chinese/English parent coordinator. We also have paraprofessionals who speak Spanish, Russian, Chinese and Indonesian. In addition, our school utilizes certified translation services for parent/teacher conferences and on an as needed basis. After-school and supplemental services offered to ELLs in our school include enrichment programs, test preparation classes, extended day, AIS and Library Tuesdays.

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

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

We have many books which explain the cultures and customs of people all over the world. These books are available to our students in the school library, classrooms and ESL classrooms. Classes with ELLs have listening centers with books-on-tape. We have provided additional phonics materials, including Leap pads, to supplement the individualized reading program in the primary grades and in upper grade classes with newcomers.

Required services support and resources correspond to ELLs' ages and grade levels. Leveled libraries are utilized in both regular and ESL classrooms. Technological programs are available in every grade from K through six. Content levels must be mastered before moving on to the next level.

There are no activities in our school to assist newly enrolled students prior to the beginning of the school year. During our computer periods, students learn to speak and listen to basic Spanish. This is the only form of a language elective offered in our school.

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.

A need exists for us to address the academic deficiencies of our ELL students and to support their learning by developing the teachers in best instructional practices for ELLs. Our CEP provides for intensive professional development for teachers in specialized strategies to meet the needs of ELLs at different levels of English language acquisition, as well as addressing the specific needs of individual teachers. Staff development for SY10-11 is for new teachers as well as experienced staff members. Our plan ensures the receipt of 7.5 hours of professional development, in the strategies for teaching ELLs, for general education staff and 10 hours for special education teachers and special education paraprofessionals, as per Jose P.

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

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

The topics for professional development include stages of ELL development, using chunking to teach pronunciation, syntax and comprehension, differentiation of instruction for ELLs and scaffolding instruction. These last two topics will prepare all staff to assist our ELLs as they progress from the elementary to the middle school grades. Dates for ELL professional development are: September 7, November 2, and June 9.

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

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?

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

Specifically for parents of ELLs, parents of newcomers attend orientation sessions held throughout the school year. At these conferences, the ELL program requirements, expectations, assessments and standards are explained. Parent surveys and parent letters are provided in

the student's home language. Parents have an opportunity to view a video, in their native language, about bilingual, dual language and ESL programs. Additionally, parents are offered strategies they can use to help their child with homework and ways to increase their child's English abilities away from school. We partner with Learning Leaders, a nonprofit organization of trained volunteers. They provide math and reading workshops for our parents at PS 174.

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

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)	4	2	1	1	2	2	0							12
Intermediate(I)	11	7	4	1	6	3	0							32
Advanced (A)	2	10	6	7	6	3	8							42
Total	17	19	11	9	14	8	8	0	0	0	0	0	0	86

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	1	0	0	0	1	0						
	I	1	0	1	0	0	1	0						
	A	8	10	1	1	4	2	5						
	P	6	13	13	13	9	7	9						
READING/ WRITING	B	2	2	1	0	1	1	0						
	I	11	7	2	1	6	3	0						
	A	1	7	5	6	6	3	7						
	P	1	8	7	7	0	4	7						

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	8	6	0	14
4	6	6	1	0	13
5	4	2	4	0	10
6	3	10	1	0	14
7					0

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
8									0
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	5		8		1		15
4	4		9						13
5	2	2	4		1	1		2	12
6		2		3	2	3	1	3	14
7									0
8									0
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	1		9		3				13
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	2		2	2	3	1		2	12
8									0
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				
Chemistry				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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 as 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.

There is ongoing assessment for ELLs in all four constructs: reading, writing, listening and speaking. P.S. 174 takes a continuous data-

in 2009 when only 30% were on grade level. Once again, by third grade we see a complete reversal and our ELLs have caught up with 90% reading on grade level. Again, we exceeded our 2009 levels, when only 77% of third grade ELLs were on grade level.

The NYSESLAT 2010 results have been reviewed and it is significant to note that 31 of last years 105 ELLs, almost one third of the ELLs, passed the NYSESLAT in May 2010. This is a very substantial improvement over past years when a much lower percentage of students passed. For the 2008/2009 school year we had 106 ELLs and only 14 students passed, less than half the number of students who passed this year.

NYSESLATand/or LAB-R results for P.S. 174 have been reviewed in the four modalities of listening, speaking, reading and writing. There are only twelve beginner level students. Examining the school as a whole, we are evenly divided between beginner/intermediate level students and advanced students. When examining the combined modalities, we see that there are more advanced and proficient students in listening and speaking across all grades than in reading and writing. Looking at individual scores, the majority of students continue to improve going from beginner, to intermediate level, then advanced level and ultimately, proficient.

Patterns across the NYSESLAT modalities of reading/writing and listening/speaking affect our instructional decisions. Although we certainly have students with a variety of needs that require differentiated instruction, based on the results of the NYSESLAT and Lab R, it is clear that we need to continue addressing all four modalities in our teaching with an emphasis on reading and writing. Instructional decisions based on NYSESLAT results include focusing on the specific reading skills of defining unknown words using contextual and picture clues, identifying the main idea and eliciting story details, understanding sequence and cause and effect, comparing and contrasting, and making inferences and predictions. Through both reading and writing, we will strive to improve the understanding and usage of grammar and syntax in our ELLs, specifically exploring the use of pronouns, prepositions, superlatives, homophones, conjunctions, plurals and verb conjugations.

We examined New York State test scores for students in grades four through seven, last year's third through sixth graders. We know that the scoring for the 2010 ELA was reconfigured. This year NYC students scored below 2009 levels. This is true for our ELLs as well. On this year's ELA, 75% of our ELLs scored a level two or three, which means they had basic ELA skills or were meeting grade level standards. Only 24% were meeting grade level standards in ELA. Contrast this with the 2009 ELA, where over 90% of our ELLs were approaching or meeting standards, with approximately one-third of the students scoring on grade level.

As we have seen with the ELA, our State Math scores were also below 2009 levels. Seventy-four percent of our ELLs scored a level 2 or above. Only eleven students scored a level one; eight of these students are in special education and three were newcomers. The need for native language testing in our school in the content areas was once again validated. In the upper grades, over two thirds of the students who met or exceeded the standards, took the math test in their native language.

ELLs were provided with exams in their first language as well as in English where warranted. This was the case for the NY State examinations in math, science and social studies as well as for the interim assessments in math. All ELLs, literate in their first language, were allowed to use dictionaries and were provided with glossaries to use in class and when taking state exams. The children requiring native language testing last year were Chinese, Russian, Spanish, Japanese, and Farsi speakers. For our Chinese and Spanish speaking students, translated tests were available. For our Russian speakers, a translated version was available in math but not in social studies. We hired an oral translator for the social studies exam. For our Japanese and Farsi speakers, we hired a translator.

Results of the NYSESLAT and Lab R are shared with school leadership and classroom teachers. Our students did not take the ELL Periodic Assessments last year. During extended day, teachers of ELLs in all grades work with these students utilizing materials specifically designed to improve reading comprehension and vocabulary development. During our regular school day, we build listening comprehension and vocabulary development during read-aloud, and strengthen literacy skills utilizing ESL methodologies as well as consistent modeling and scaffolding of instruction in accordance with the workshop model.

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

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.

Paste additional information here

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		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		