



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PUBLIC SCHOOL 174 – WILLIAM SIDNEY MOUNT

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 28Q174

PRINCIPAL: KARIN KELLY

EMAIL: KKELLY8@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. BEVERLY FOLKES-BRYANT

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Karin Kelly	*Principal or Designee	
Susan Hammer	*UFT Chapter Leader or Designee	
Dawn Geniale	*PA Designated Co-President	
Pat Evens	Member/Teacher	
Gina Mastrogiacomo	Member/Teacher	
Marie Russell	Member/Teacher	
Nisren Ali	Member/Parent	
Elizabeth Vogelmann	Member/Parent	
Geraldo Maldonado	Member/Parent	
Julie Milner	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN
PUBLIC SCHOOL 174 – WILLIAM SIDNEY MOUNT

Annual Goal #1

By June 2012, the percent of students performing at Levels 3 and 4 measured by a 5% increase in those scoring at Level 3 & 4 on the NYS ELA assessment will increase from 69.4% to 74.4%.

Comprehensive needs assessment

A three-year trend analysis of student performance data on state assessments determined that performance on the NYS English Language Arts assessment declined from 2008-09 when it was 81.1% to 69.4% in 2010-11. This is due to the fact that the bar has been raised toward higher standards of performance for all students with a higher cut score needed to achieve a Level 3. As a result, we have made moving the number of students from Meets Basic Standards (Level 2) to Meets Proficiency Standards (Level 3) and Exceeds Proficiency Standards (Level 4) a priority for the school year.

Instructional strategies/activities

Activity #1

- *Professional Development: PD will be given on the following topics: Interim assessments to monitor and revise curriculum; use of writing rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals in literacy – reading, speaking, listening and writing; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning; PD for Common Core Learning Standards and Performance Tasks in ELA.*
- *Target Population(s): All teachers; classroom, cluster and support; paraprofessionals assigned*
- *Responsible Staff Members: Assistant Principal; Network Support Specialists; Data Support Coach; Core Inquiry Team*
- *Implementation Timeline: September 2011 through May 2012*

Activity #2

- *Increase in access to technology - All staff has access to a hard-wired computer in each classroom. All support teachers have access to either a hard-wired or portable tablet/laptop for data collection and viewing. Teachers are being trained in the use of the data, in the creation of and administration of web-based interim assessments, as well as in the data collection of other software programs available to our students. All data inquiry teams meet at least twice weekly – at 8:02 a.m. in the IT format, as well as during their professional period (Circular 6.) Activities include setting initial goals for groups and individual students in ELA, programmatic implications based on indicators of interim progress assessment results and follow-up activities. Responsible staff facilitates discussions of the students' progress and strategies for improved student outcomes, including L1-4 students.*
- *Target Population(s): Teams of Teachers working with students who are (but not limited to) at and above proficiency level but failed to make 1 year progress; students who are at Basic Proficiency Levels; students at risk because of attendance issues, as well as ELLs, and former ELLs not making acceptable gains.*

- *Responsible Staff Members: Assistant Principal, Grade Leaders, Data Specialist and Core Data Team members.*
- *Implementation Timeline: September & October 2011 and through May 2012*

Activity#3

- *Structure of 37.5 Minutes – Teachers are assigned to students based on the student’s specific needs. Students who are at-risk have either 1:1, 1:2 or 1:3 ratio assignment. Teachers are responsible for assessing and targeting instruction, maintaining contact with families (daily or weekly), and tracking attendance. These are ongoing, daily and weekly activities made possible through scheduling and SBO dated June 2011.*
- *Close Monitoring of Extended Day Attendance – One teacher is assigned to monitor and track attendance of students at risk. Attendance teacher makes contact with the student immediately upon arrival to school and may outreach to families as needed – phone call as well as letters.*
- *Responsible Staff Members – Data team members; classroom, support and cluster teachers; assigned attendance teacher; pupil accounting secretary.*

Steps for Including teachers in the decision-making process

- *Teachers meet (2x) weekly in grade-level and cross functional data teams in order to review student data gathered from periodic assessments and other student work.*
- *Staff indicated that a 2% increase in student performance is the interim benchmark used by teacher teams to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiate instruction if needed.*
- *Periodic Assessment Dates: November 2011, January 2012 and March 2012*

Strategies to increase parental involvement

- *ELA and ELL teachers conduct training modules and host ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.*
- *Each grade in the school has curriculum meetings in September*
- *A parent resource library is part of our school library with user-friendly instructional materials and guides*
- *Parent Coordinator hosts family project workshops for parents – including parenting skills, card making, crafts, homework help, etc.*
- *The Parent Coordinator regularly attends scheduled parent meetings sharing information and responding to parent questions and inquiries.*
- *The school distributes a parent handbook/email that is translated in all the dominant languages.*
- *Parents will be trained on how to use ARIS Parent Link and ACUIITY website.*

Strategies for attracting Highly Qualified Teachers (HQT)

- *Administrative staff receives many resumes of teachers with the highest credentials. These resumes are reviewed and sorted according to certification areas. When a vacancy is identified, the appropriate resumes are pulled and candidates are called for an interview before the hiring committee. When the hiring committee is considering candidates to fill vacancies they only consider those who are highly qualified.*
- *The pupil personnel secretary works closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.*
- *Mentors are assigned to support new-hires as well as struggling and un-qualified teachers.*

Service and program coordination

- *The school has a Federally funded PreK Program that focuses on improving the oral language abilities, emergent literacy skills that all students, including ELLs, will need in order to ensure a successful transition to the lower elementary school grades.*
- *Book of the Month selections integrate literacy skills and social skills; supported by NYSTL and tax levy funds to purchase books and supplies for projects.*
- *Grade Advisory - Guidance Counselor, Social Worker, and Psychologist provide classroom support in the areas of socialization, anti-bullying, and other personal/social concerns that may impact on student achievement.*
- *Nutrition Committee – student leaders meet with our Food Services staff designing healthy eating programs and incentives for our school community.*

Budget and resources alignment

Funding Sources:

- *Professional instructional materials to support curriculum development during the regular school day. (Tax Levy and Title III)*
- *Consumable instructional materials for use during extended day programs. (Tax Levy and Title III)*
- *Student software licenses; web-based for home and school use. (Tax Levy, Title 1 STH for Non Title 1 Schools, and Title III)*
- *Technology hardware – 2 ipads; 2 Smartboards with projectors; 2 document cameras (Tax Levy, NYSTL Hardware)*

ANNUAL GOAL #2 AND ACTION PLAN
PUBLIC SCHOOL 174 – WILLIAM SIDNEY MOUNT

Annual Goal #2

By June 2012, the percent of students performing at Levels 3 and 4 measured by a 3% increase in those scoring at Level 3 & 4 on the NYS Mathematics assessment from 75.0% to 78%.

Comprehensive needs assessment

A three-year trend analysis of student performance data on state assessments determined that performance on the NYS Mathematics assessment declined from 2008-09 when it was 86.0% to 75.0% in 2010-11. This is due to the fact that the bar has been raised toward higher standards of performance for all students with a higher cut score needed to be a Level 3. As a result, we have made moving the number of students from Meets Basic Standards (Level 2) to Meets Proficiency Standards (Level 3) and Exceeds Proficiency Standards (Level 4) a priority for the school year.

Instructional strategies/activities

Activity #1

- *Professional Development: PD will be given on the following topics: Interim assessments to monitor and revise curriculum; use of math rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals in mathematics; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning. PD for Common Core Learning Standards and Performance Tasks in Mathematics.*
- *Target Population(s): All teachers; classroom, cluster and support; paraprofessionals assigned*
- *Responsible Staff Members: Assistant Principal; Network Support Specialists; Data Support Coach; Core Inquiry Team*
- *Implementation Timeline: September 2011 through May 2012*

Activity #2

- *Increase in access to technology - All staff has access to a hard-wired computer in each classroom. All support teachers have access to either a hard-wired or portable tablet/laptop for data collection and viewing. Teachers are being trained in the use of the data, as well as in the creation of and administration of web-based interim assessment in mathematics, as well as in the data collection of other software programs available to our students. All data inquiry teams meet at least twice weekly – at 8:02 a.m. in the IT format, as well as during their professional period (Circular 6.) Activities include setting initial goals for groups and individual students in Mathematics programmatic implications based on indicators of interim progress assessment results and follow-up activities. Responsible staff facilitates discussions of the students' progress and strategies for improved student outcomes, including L1-4 students.*
- *Target Population(s): Teams of Teachers working with students who are (but not limited to) - at and above proficiency level but failed*

to make 1 year progress; students who are at Basic Proficiency Levels; students at risk because of attendance issues, as well as ELLs, and former ELLs not making acceptable gains.

- Responsible Staff Members: Assistant Principal, Grade Leaders, Data Specialist and Core Data Team members.
- Implementation Timeline: September & October 2011 and through May 2012

Activity#3

- Structure of 37.5 Minutes – Teachers are assigned to students based on the student's specific needs. Students who are at-risk students have either 1:1; or very small groups 1:2 or 1:3 ratio assignment. Teachers are responsible for assessing and targeting mathematics instruction as well as maintaining contact with families (daily or weekly), including tracking attendance. These are ongoing, daily and weekly activities made possible through scheduling and SBO dated June 2011.
- Close Monitoring of Extended Day Attendance – One teacher is assigned to monitor and track attendance of students at risk. Attendance teacher makes contact with the student immediately upon arrival to school and may outreach to families as needed – phone call as well as letters.
- Responsible Staff Members – Data team members; classroom, support and cluster teachers; assigned attendance teacher; pupil accounting secretary.
- Programs to support math achievement –
 - Exemplars to increase higher level achievement on open ended math tasks
 - I-Ready to pinpoint weaknesses leading to more effective targeted instruction and effective test preparation
 - First in Math to increase student achievement at all levels.

Steps for Including teachers in the decision-making process

- Teachers meet (2x) weekly grade-level and cross functional data teams reviewing student data gathered from periodic assessments and other student work.
- Staff indicated that a 2% increase in student performance is the interim benchmark used of by teacher teams to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.
- Periodic Assessment Dates: November 2011, January 2012 and March 2012

Strategies to increase parental involvement

- Classroom and ELL teachers conduct training modules and host workshops and information sessions with parents. The workshop materials used is translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- Each grade in the school has curriculum meetings in September
- A parent resource library is part of our school library with user-friendly instructional materials and guides
- Parent Coordinator hosts family project workshops for parents – including parenting skills, card making, crafts, homework help, etc.
- The Parent Coordinator) regularly attends scheduled parent meetings sharing information and responding to parent questions and

inquiries.

- *The school distributes a parent handbook/email that is translated in all the dominant languages.*
- *Parents are trained on how to use ARIS Parent Link and ACUITY website.*

Strategies for attracting Highly Qualified Teachers (HQT)

- *Administrative staff receives many resumes of teachers with the highest credentials. These resumes are reviewed and sorted according to certification areas. When a vacancy is identified, the appropriate resumes are pulled and candidates are called for an interview before the hiring committee. When the hiring committee is considering candidates to fill vacancies they only consider those who are highly qualified*
- *The pupil personnel secretary works closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.*
- *Mentors are assigned to support new-hires as well as struggling and un-qualified teachers.*

Service and program coordination

- *The school has a Federally funded PreK Program that focuses on improving the oral language abilities, emergent language and academic skills that all students, including ELLs, need in order to ensure a successful transition to the lower elementary school grades.*
- *Books on math topics are purchased for classroom libraries, supported by NYSTL and tax levy funds to and supplement classroom activities that integrates math into literacy and the arts.*
- *Grade Advisory - Guidance Counselor, Social Worker, and Psychologist provide classroom support in the areas of socialization, anti-bullying, and other personal/social concerns that may impact on student achievement.*
- *Nutrition Committee – student leaders meet with our Food Services staff designing healthy eating programs and incentives for our school community.*

Budget and resources alignment

Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources were used to implement this action plan to target at-risk students from Sept. 2011-June 2012 as indicated below:

Funding Sources:

- *Tax Levy funds support a part time data and instructional coach*
- *Professional instructional materials to support curriculum development during the regular school day. (Title III and Tax Levy)*
- *Consumable instructional materials for use during extended day programs. (Title III and Tax Levy)*
- *Student software licenses; web-based for home and school use; First in Math; iReady Math. (Title III and Tax Levy)*
- *Technology hardware – 2 ipads; 2 Smartboards with projectors; 2 document cameras. (Tax Levy)*

ANNUAL GOAL #3 AND ACTION PLAN
PUBLIC SCHOOL 174 – WILLIAM SIDNEY MOUNT

Annual Goal #3

Closing the Achievement Gap - By June 2012, the percent of Special Education students at Level 3 or 4 will increase 5% from 21.1% to 26.1% in ELA and from 36.7% to 41.7% in Mathematics.

Comprehensive needs assessment

A three-year trend analysis of student performance data on state assessments determined that noting exceptional gains by students with disabilities and English Language Learners is important to identify trends and needs for our small group populations. As a result, we have made moving the number of students from this subgroup from Meets Basic Standards (Level 2) to Meets Proficiency Standards (Level 3) and Exceeds Proficiency Standards (Level 4) a priority for the school year.

Instructional strategies/activities

Activity #1

- *Professional Development: PD will be given on the following topics: Interim assessments to monitor and revise curriculum; use of writing rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals in literacy – reading, speaking, listening and writing; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning. PD for Common Core Learning Standards and Performance Tasks in ELA.*
- *Target Population(s): All teachers; classroom, cluster and support; paraprofessionals assigned*
- *Responsible Staff Members: Assistant Principal; Network Support Specialists; Data Support Coach; Core Inquiry Team*
- *Implementation Timeline: September 2011 through May 2012*

Activity #2

- *Increase in access to technology - All staff has access to a hard-wired computer in each classroom. All support teachers have access to either a hard-wired or portable tablet/laptop for data collection and viewing. Teachers are being trained in the use of the data, as well as in the creation of and administration of web-based interim assessments, as well as in the data collection of other software programs available to our students. All data inquiry teams meet at least twice weekly – at 8:02 a.m. in the IT format, as well as during their professional period (Circular 6.) Activities include setting initial goals for groups and individual students in ELA, programmatic implications based on indicators of interim progress assessment results and follow-up activities. Responsible staff facilitates discussions of the students' progress and strategies for improved student outcomes, including L1-4 students.*
- *Target Population(s): Teams of Teachers working with students who are (but not limited to) - at and above proficiency level but failed to make 1 year progress; students who are at Basic Proficiency Levels; students at risk because of attendance issues, as well as ELLs, and former ELLs not making acceptable gains.*
- *Responsible Staff Members: Assistant Principal, Grade Leaders, Data Specialist and Core Data Team members.*
- *Implementation Timeline: September & October 2011 and through May 2012*

Activity#3

- *Structure of 37.5 Minutes – Teachers are assigned to students based on the student’s specific needs. Students who are at-risk students have either 1:1; or very small groups 1:2 or 1:3 ratio assignment. Teachers are responsible for assessing and targeting instruction as well as maintaining contact with families (daily or weekly), as well as tracking attendance. These are ongoing, daily and weekly activities made possible through scheduling and SBO dated June 2011.*
- *Close Monitoring of Extended Day Attendance – One teacher is assigned to monitor and track attendance of students at risk. Attendance teacher makes contact with the student immediately upon arrival to school and may outreach to families as needed – phone call as well as letters.*
- *Responsible Staff Members – Data team members; classroom, support and cluster teachers; assigned attendance teacher; pupil accounting secretary.*

Steps for Including teachers in the decision-making process

- *Teachers meet (2x) weekly grade-level and cross functional data teams reviewing student data gathered from periodic assessments and other student work.*
- *Staff indicated that a 2% increase in student performance is the interim benchmark used of by teacher teams to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.*
- *Periodic Assessment Dates: November 2011, January 2012 and March 2012*

Strategies to increase parental involvement

- *ELA and ELL teachers conduct training modules and host ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.*
- *Each grade in the school has curriculum meetings in September*
- *A parent resource library is part of our school library with user-friendly instructional materials and guides*
- *Parent Coordinator hosts family project workshops for parents – including parenting skills, card making, crafts, homework help, etc.*
- *The Parent Coordinator) regularly attends scheduled parent meetings sharing information and responding to parent questions and inquiries.*
- *The school distributes a parent handbook/email that is translated in all the dominant languages.*
- *Parents are trained on how to use ARIS Parent Link and ACUITY website.*

Strategies for attracting Highly Qualified Teachers (HQT)

- *Administrative staff receives many resumes of teachers with the highest credentials. These resumes are reviewed and sorted according to certification areas. When a vacancy is identified, the appropriate resumes are pulled and candidates are called for an interview before the hiring committee. When the hiring committee is considering candidates to fill vacancies they only consider those*

who are highly qualified

- *The pupil personnel secretary works closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.*
- *Mentors are assigned to support new-hires as well as struggling and un-qualified teachers.*

Service and program coordination

- *The school has a Federally funded PreK Program that focuses on improving the oral language abilities, emergent literacy skills that all students, including ELLs, will need in order to ensure a successful transition to the lower elementary school grades*
- *Book of the Month selections integrate literacy skills and social skills; supported by NYSTL and tax levy funds to purchase books and supplies for projects*
- *Grade Advisory - Guidance Counselor, Social Worker, and Psychologist provide classroom support in the areas of socialization, anti-bullying, and other personal/social concerns that may impact on student achievement.*
- *Nutrition Committee – student leaders meet with our Food Services staff designing healthy eating programs and incentives for our school community.*

Budget and resources alignment

Funding Sources:

- *Professional instructional materials to support curriculum development during the regular school day. (Title III, Tax Levy and NYSTL Library)*
- *Consumable instructional materials for use during extended day programs. (Tax Levy)*
- *Student software licenses; web-based for home and school use. (Title III, Tax Levy, NYSTL Software, and Title 1 STH for Non Title 1 Schools)*
- *Technology hardware – 2 ipads; 2 Smartboards with projectors; 2 document cameras (NYSTL Hardware)*

ANNUAL GOAL #4 AND ACTION PLAN
PUBLIC SCHOOL 174 – WILLIAM SIDNEY MOUNT

Annual Goal #4

Closing the Achievement Gap - By June 2012, the percent of English Language Learners at the 75th Growth Percentile or Higher will increase 3% from 36.7% in ELA to 39.7% and from 43.1% to 46.1% in Mathematics

Comprehensive needs assessment

A three-year trend analysis of student performance data on state assessments determined that exceptional gains by English Language Learners is important to identify trends and needs for our small group populations. As a result, we have made moving the number of students from this subgroup from Meets Basic Standards (Level 2) to Meets Proficiency Standards (Level 3) and Exceeds Proficiency Standards (Level 4) a priority for the school year.

Instructional strategies/activities

Activity #1

- *Professional Development: PD will be designed to reflect current strategies addressing the needs of newcomers, beginning and intermediate learners, and ELLs who are here for 4-6 years.*
- *Target Population(s): All teachers; ESL teachers, classroom, cluster and support; paraprofessionals assigned*
- *Responsible Staff Members: Assistant Principal; Network Support Specialist for English Language Learners; ESL Teachers; Data Support Coach*
- *Implementation Timeline: September 2011 through May 2012*

Activity #2

- *Increase in access to instructional strategies for ELLs- Supplemental, push-in AIS for ELLs is designed into programs to service clusters of students in literacy, mathematics, science and social studies instruction. ESL teachers and Network Support Specialist in ESL support instructional initiatives for classroom and cluster teachers by supplying and suggesting instructional materials specific to teaching English as a Second Language.*
- *Target Population(s): Teams of Teachers, ESL and Classroom teachers, working with students who are (but not limited to) – ELLs at and above proficiency level but failed to make 1 year progress; ELL students who are at Basic Proficiency Levels; ELL students at risk because of attendance issues, and former ELLs not making acceptable gains.*
- *Responsible Staff Members: Assistant Principal; Network Support Specialist for English Language Learners; ESL Teachers; Data*

Support Coach

- Implementation Timeline: September 2011 and through May 2012

Activity#3

- Extended Day for ELLs - All ELLs are mandated to attend Extended Day. Teachers are assigned to students based on the student's specific needs including – in class, grade level for students who are approaching standards; small groups with ESL teachers using ESL methodologies; technology for all students available on their level, in all classrooms and at home, with use of Imagine Learning Software for all ELL students. Teachers are responsible for assessing and targeting instruction as well as maintaining contact with families (daily or weekly), as well as tracking attendance. These are ongoing, daily and weekly activities made possible through scheduling and SBO dated June 2011.
- Responsible Staff Members –ESL as well as classroom, support and cluster teachers.

Steps for Including teachers in the decision-making process

- Teachers meet (2x) weekly grade-level and cross functional data teams reviewing student data gathered from periodic assessments and other student work.
- Staff indicated that a 2% increase in student performance is the interim benchmark used of by teacher teams to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.
- ESL Periodic Assessments – ESL October 2011 and March 2012
- Classroom Periodic Assessments – ELA and Mathematics - November 2011, January 2012 and March 2012

Strategies to increase parental involvement

- ELA and ELL teachers conduct training modules and host ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- Each grade in the school has curriculum meetings in September
- Library Tuesdays attract families to come to our school library beyond the school day (1x week with 2 teachers)
- A parent resource library is part of our school library with user-friendly instructional materials and guides
- Parent Coordinator hosts family project workshops for parents – including parenting skills, card making, crafts, homework help, etc.
- The Parent Coordinator) regularly attends scheduled parent meetings sharing information and responding to parent questions and inquiries.
- The school distributes a parent handbook/email that is translated in all the dominant languages.
- Hire of oral interpreters for major parent events/meetings.
- Parents are trained on how to use ARIS Parent Link and ACUITY website throughout the year, during workshops as well as on Library Tuesdays.

Strategies for attracting Highly Qualified Teachers (HQT)

- *Administrative staff receives many resumes of teachers with the highest credentials. These resumes are reviewed and sorted according to certification areas. When a vacancy is identified, the appropriate resumes are pulled and candidates are called for an interview before the hiring committee. When the hiring committee is considering candidates to fill vacancies they only consider those who are highly qualified*
- *The pupil personnel secretary works closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.*
- *Mentors are assigned to support new-hires as well as struggling and un-qualified teachers.*

Service and program coordination

- *The school has a Federally funded PreK Program that focuses on improving the oral language abilities, emergent literacy skills that all students, including ELLs, will need in order to ensure a successful transition to the lower elementary school grades*
- *Book of the Month selections integrate literacy skills and social skills; supported by NYSTL and tax levy funds to purchase books and supplies for projects*
- *Grade Advisory - Guidance Counselor, Social Worker, and Psychologist provide classroom support in the areas of socialization, anti-bullying, and other personal/social concerns that may impact on student achievement.*
- *Nutrition Committee – student leaders meet with our Food Services staff designing healthy eating programs and incentives for our school community.*

Budget and resources alignment

Funding Sources: *Fair Student Funding; Title III*

- *2 full time ESL teachers (FSF) as well as supplemental instruction from F-Status Teacher (Title III)*
- *Title III and Tax Levy Funds support interpreter and printed translations of major school documents into all languages*
- *Title III supports purchase of books in dominant languages*
- *Library Tuesdays (1 ESL and 1 CB teacher; 1x each week (Title III)*
- *Test Sophistication Skills after school program (ESL teacher 1x week for 10 sessions); (Tax Levy and Title III)*
- *Professional instructional materials to support curriculum development during the regular school day.(FSF and Title III)*
- *Consumable instructional materials for use during extended day programs. (NYSTL and Title III)*
- *Student software licenses; web-based for home and school use (Title III, Tax Levy, NYSTL Software, and Title 1 STH for Non Title 1 Schools)*
- *Technology hardware – 2 ipads; 2 Smartboard with projectors; 2 document cameras(NYSTL Hardware and Tax Levy)*

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	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	0	0	N/A	N/A	0	0	0	0
1	14	9	N/A	N/A	0	0	0	0
2	28	4	N/A	N/A	0	0	1	0
3	23	12	N/A	N/A	0	0	2	0
4	15	14	0	0	0	0	3	0
5	22	17	0	0	0	0	1	0
6	19	18	7	0	0	0	0	0
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA Extended Day <i>Wilson</i> Groups <i>Headsprout</i> Comprehension <i>Headsprout</i> Early Literacy <i>Simple Solutions</i> After School ELA Program Library Mondays	<i>Extended Day 37.5 minutes of small group instruction.</i> <i>Wilson Reading</i> is a multi-sensory approach to phonics instruction <i>Headsprout</i> is a web-based computer phonics program ELA Afterschool program provides remediation and test practice. PS 174 Library is available for books and computer access on Mondays each week; parent/child activity <i>Simple Solutions Grammar and Writing</i> is daily reinforcement of specific skills
Mathematics Extended Day <i>Math Steps</i> <i>Simple Solutions</i>	<i>Extended Day 37.5 minutes of small group instruction.</i> Mathematics Afterschool program provides test remediation and practice. <i>Math Steps</i> provides re-teaching and basic skills instruction daily <i>Simple Solutions</i> is daily reinforcement and mastery of skills already taught
Science After School Science Program Science Cluster Program	<i>Extended Day 37.5 minutes of small group instruction.</i> Science Saturday and Afterschool program provides test remediation and practice. Content area books in classroom and library Hands-on materials for student use
Social Studies Extended Day Library Mondays Enrichment Cluster Program	<i>Extended Day 37.5 minutes of small group instruction.</i> Social Studies content area fiction and non-fiction books in classroom and library Social studies reports, projects and presentations
At-risk Services provided by the Guidance Counselor Pull out-Push in services	10 week cycle of individual and small group sessions targeting school related issues. Grade Advisor for Grades 5 and 6 Respect for All Advisor
At-risk Services provided by the School Psychologist Pull out-Push in services	10 week cycle of individual and small group sessions targeting school related issues. Grade Advisory Coordinator Respect for All Coordinator and presenter

**At-risk Services provided by the
Social Worker**

Pull out-Push in services

10 week cycle of sessions targeting issues outside of school affecting school performance.

Liaison with outside agencies

Grade Advisor for Grades 3 and 4

Respect for All Advisor

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader 2 CFN 207	District 28	Borough Queens	School Number 174
School Name William Sidney Mount			

B. Language Allocation Policy Team Composition [?](#)

Principal Karin Kelly	Assistant Principal Cindy Galloway O'Connor
Coach Pearl Romero, Math Coach	Coach type here
ESL Teacher Eileen Bernfeld	Guidance Counselor Carleen Jean-Felix
Teacher/Subject Area Phil Romano, ESL	Parent type here
Teacher/Subject Area K. Mahadeo, Kgn. Teacher	Parent Coordinator Laura Hui
Related Service Provider Joanne O'Hearn, Speech	Other type here
Network Leader Peggy Miller	Other Giuvella Leisengang

C. 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	3	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	622	Total Number of ELLs	54	ELLs as share of total student population (%)	8.68%
------------------------------------	------------	----------------------	-----------	---	--------------

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, assisted by a pedagogue, who then conducts an informal oral interview in English or the native language. The persons responsible for conducting the initial interviews are Eileen Bernfeld and Phil Romano, two of our full-time certified ESL teachers. Bilingual paraprofessionals and bilingual school aides assist them for translation purposes only. This is followed by a formal initial assessment to determine which students are eligible for Lab R testing. The formal initial assessment of Lab R eligibility is made by the same two full-time certified ESL teachers. The LAB-R is administered, within 10 days of enrollment, by Mr. Romano and Ms. Bernfeld, ESL teachers. The Spanish LAB is then administered to Spanish-speaking ELLs, within 10 days of enrollment, by Giuvela Leisengang, ELL Network Support Specialist.

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 newly enrolled ELLs are invited to attend an orientation session that takes place within 10 days of enrollment. Additional orientation sessions are held throughout the school year. The invitation sent to these parents includes a letter, in English and the native language, which describes the three program choices: transitional bilingual education, dual language, and freestanding English as a second language. A parent survey and selection form, in English and the home language, and a parent brochure, in the native language, are also included in our invitation packet. Copies of all these materials sent to parents are maintained in the ESL office. Parents who cannot attend the initial meeting are asked to call or write to our parent coordinator, Laura Hui, who passes these messages on to our ESL teachers. ESL teachers, Ms. Bernfeld and Mr. Romano, respond to such a messages immediately and schedule another meeting at a time more convenient for the parent.

During the orientation meetings, conducted by Ms. Bernfeld and Mr. Romano, the parents are informed that they have a choice of the type of program they prefer for their child. The three program choices, transitional bilingual, dual language and English as a second language, are explained by ESL staff in great detail. The ELL program requirements, expectations, assessments and standards are also explained. Parent surveys and selection forms are available in English and the home language. At the meeting, parents have an opportunity to view the video, in their native language and English, about transitional bilingual, dual language and freestanding ESL programs. Parents are given the opportunity to ask questions about these programs and anything else they may be unclear about. 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.

If a parent fails to attend our initial meeting and does not return the parent selection form within 10 working days of the meeting, they are invited to attend another meeting. A complete invitation packet, including the invitation letter and parent survey and selection form, in English and the native language, as well as the parent brochure, in the home language, are once again included. If a parent still fails to respond, classroom teachers speak to them at dismissal and ESL teachers make phone calls to the parents. If that fails, classroom and ESL teachers speak to parents, who have not responded, at Parent/Teacher conferences. This year all parents responded and completed the survey and selection form after the invitation to a second meeting was distributed and/or attended.

Due to the diversity of native languages among our ELLs, we have, thus far, been unable to form bilingual classes. Parents who request bilingual programs for their children are informed, on the placement confirmation letter, that we do not have enough children, in contiguous grades, whose parents have requested a bilingual program, to form such a class. We tell them that there may be a bilingual program available for their child at another school in the area and, if they are interested, they should call us and we will advise them

about where such programs are and how to go about requesting a transfer for their child to their preferred school. These placement confirmation letters are sent home, including the explanation regarding bilingual placement (where warranted), in English and the home language. Those parents, who have requested a bilingual program for their child, and for whom we do not have a translated version of our explanation regarding bilingual programs, are called, with the aid of translation services, by Mr. Romano, to make sure they understand their choices.

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. As described above, parents are given window of 10 working days in which to return the survey. Those parents who do not return the survey are sent a second entitlement letter and survey, 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:

1. Based on the HLIS and informal oral interviews in English and in the native language, a determination of LAB-R eligibility is made
2. Based on the results of the LAB-R, Entitlement Letters are distributed
- 3 .Parents are contacted, via the Entitlement Letter/Parent Invitation, in both English and their native language, to attend a Parent Orientation Session
4. Parents select a program of their choice after confirming that they have received and understood all the information necessary to make an informed decision.
5. Placement confirmation letters are sent to parents.

This year, seven parents, over one-third of our parents of new ELLs, requested a bilingual or dual language program for their children. In the past few years, prior to this one, very few parents requested a program other than ESL. After a review of the Parent Selection and Survey forms for the past few years, we can say that most parents are still requesting ESL for their children. But this year definitely indicates a marked increase in parents requesting other programs. The parent requests for transitional bilingual or dual language programs are as follows: Three kindergarten parents requested transitional bilingual programs. Their languages are Cantonese, Bengali and Tagalog. Three kindergarten parents requested dual language programs. Their languages are Cantonese, Mandarin and Spanish. A first grade parent requested a bilingual program for a Bengali speaker. Due to the diversity of languages in our school, we have been unable to meet the criteria necessary for forming bilingual or dual language classes. See above for a description of how requests for bilingual programs are handled. Because we have not met the minimum number of students necessary, in contiguous grades, to form a bilingual class, programs in our school are aligned with parent requests.

Placement confirmation letters are sent, as described above, in English and the native language, after the parents have made their selection. Copies of these letters are maintained in the ESL office. Continued entitlement letters are distributed, in September, based on NYSESLAT results, to students who continue to meet eligibility requirements as ELLs. These letters are sent in English and the home language and copies are maintained in the ESL office.

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●

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	2	2	1	2	1	1	1							10
Push-In		1	2	1	1		1							6
Total	2	3	3	3	2	1	2	0	0	0	0	0	0	16

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	54	Newcomers (ELLs receiving service 0-3 years)	49	Special Education	9
SIFE	0	ELLs receiving service 4-6 years	5	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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	49	0	9	5	0	0	0	0	0	54
Total	49	0	9	5	0	0	0	0	0	54

Number of ELLs in a TBE program who are in alternate placement: 5

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

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
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	
	EL L	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	2	1	1	4			1							9
Chinese	4	1	1	4	1	1	1							13
Russian	3	1	3	2		1	1							11
Bengali	1	1												2
Urdu														0
Arabic			1		1									2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian			1											1
Other	4	4	2	1	4		1							16
TOTAL	14	8	9	11	6	2	4	0	0	0	0	0	0	54

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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 second grade and one period per day in first, third, fourth 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 are often project/activity driven, allowing each student to produce work at his/her appropriate level. Beginner and intermediate level kindergarteners receive an additional 180 minutes of

A. Programming and Scheduling Information

instruction usually focused on practice in basic skills and vocabulary. We use the pull-out model of instruction for all ESL students from our five kindergarten classes.

Six of our eight first grade students are at the Beginner/Intermediate level as indicated by their NYSESLAT scores. They receive instruction predominantly in pull-out model classes for their mandated 360 minutes of instruction. The two remaining ESL students are on the Advanced level based on the level one LAB-R exam. These students receive ability appropriate instruction with others for the required 180 minutes per week.

To better support content area study, our second grade students are serviced almost equally through push-in and pull-out model ESL instruction. Advanced level students are pulled out with Beginner/Intermediate students for project driven instruction 3 periods per week, in addition to their period of push-in service. Our five Beginner/Intermediate students are serviced with 4 periods of push-in ESL with the remainder pull-out model instruction to make up the balance of their 360 minutes of mandated service.

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 grade receive their mandated additional 180 minutes of ESL using a combination of push-in and pull-out periods. The fourth grade beginner and intermediate students receive their additional mandated 180 minutes of ESL instruction primarily using the push-in model.

In fifth and sixth grade, students on all levels are grouped together and receive their mandated 180 minutes of ESL instruction in a pull-out program. There are no beginner/intermediate students in fifth grade and only one such student in sixth grade. He receives his additional mandated services via a push-in program. All ELLs receive an additional 180 minutes per week of ELA instruction as required under Part CR 154.

Instruction is delivered to all ELLs using explicit and differentiated ESL strategies in ELA and the content areas. All students receive scaffolded instruction in support of their classroom curriculum. Instructional approaches and methods used 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. To teach content areas in the grade K through 2 pull-out program, we use the Rigby Animals Theme Packs for ELLs which focuses on science and social studies lessons. We also use the Hampton Brown Avenues program in these grades. This program contains lessons in math, science, and social studies.

In the grades three through six pull-out classes, we teach content area using the following programs: Scott Foresman ESL, Hampton Brown Into English, and Addison Wesley ESL. All of these programs contain lessons in social studies, science, and math.

For our push-in periods, we use the Microsoft Word application for grades K through 2 to teach computer technology skills. We use the texts, Science Grade 2 and Science Grade 3, New York City Edition, published by Harcourt Brace, for push-in in grades 2 and 3 science, respectively. For third grade push-in in math, we use Everyday Mathematics published by McGraw Hill.

Students who can read and write in their native languages, are given subject specific native language glossaries, downloaded from the BETAC website, in math, social studies and science. In addition, we supply them with word for word bilingual dictionaries as well as the Bilingual New Oxford Picture Dictionaries. They also use the Oxford Picture Dictionary for the Content Areas. In addition, there are bilingual books, in the ESL classroom as well as the school library, in social studies and historical fiction.

Ms. Bernfeld, who teaches ELLs in grades three through six, can speak Spanish and uses it, along with English translation, to help her Spanish speakers.

Our ESL teachers provide content area support for ELLs by conferencing with classroom teachers during common preparation periods. In this way, we ensure that content covered in ESL classes is congruent with the content being taught in the regular classroom. Key content area vocabulary is pre-taught and ELLs get prior exposure to concepts to be taught, in the content areas, in their regular classroom, through the use of pictures, realia, sheltered English, TPR, songs and chants, and acting out.

New Spanish-speaking ELLs are given the Spanish LAB in order to appropriately assess them in their native language.

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. 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

B. Programming and Scheduling Information--Continued

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

There are targeted intervention programs in the content area for all ELLs. In 2nd grade, an ESL teacher pushes in during science and in 3rd grade, an ESL teacher pushes in during both math and science. During our AIS periods, certified ESL teachers push in during science, social studies and math in the other grades. A special science field trip is being planned to the Museum of Natural History for second grade ELLs. ESL and classroom teachers provide small group instruction with flexible skill-based groupings in the areas of science, math and social studies for all ELLs.

Targeted interventions using the native language are also offered in the content areas. Some of our students work with bilingual paras in lieu of a bilingual class as per their IEPs. These paras help other ELLs in the class who speak the same language as the student with the IEP, particularly during content area instruction where subject-specific terminology may be difficult for our ELLs to comprehend. In addition, ELLs in grades 3 through 6 are provided with bilingual glossaries, downloaded from the BETAC website, for math, science, and social studies. Students are also provided with bilingual dictionaries and The New Oxford Picture Dictionary (bilingual.) The bilingual picture dictionaries, in particular, provide support in the content areas of science, social studies and geography. In addition, our ESL classrooms and the school library contain many bilingual books in social studies and historical fiction.

Our school makes staff available to help ELLs as they transition from the elementary grades to the middle grades. Our fifth grade is departmentalized for reading and math and our sixth grade is departmentalized for reading, writing, math and social studies. An ESL teacher pushes in during subject areas in sixth grade. 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 must attend our extended day sessions and they 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. 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 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.

B. Programming and Scheduling Information--Continued

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

There are targeted intervention programs in the content area for all ELLs. In 2nd grade, an ESL teacher pushes in during science and in 3rd grade, an ESL teacher pushes in during both math and science. During our AIS periods, certified ESL teachers push in during science, social studies and math in the other grades. A special science field trip is being planned to the Museum of Natural History for second grade ELLs. ESL and classroom teachers provide small group instruction with flexible skill-based groupings in the areas of science, math and social studies for all ELLs.

Targeted interventions using the native language are also offered in the content areas. Some of our students work with bilingual paras in lieu of a bilingual class as per their IEPs. These paras help other ELLs in the class who speak the same language as the student with the IEP, particularly during content area instruction where subject-specific terminology may be difficult for our ELLs to comprehend. In addition, ELLs in grades 3 through 6 are provided with bilingual glossaries, downloaded from the BETAC website, for math, science, and social studies. Students are also provided with bilingual dictionaries and The New Oxford Picture Dictionary (bilingual.) The bilingual picture dictionaries, in particular, provide support in the content areas of science, social studies and geography. In addition, our ESL classrooms and the school library contain many bilingual books in social studies and historical fiction.

Our school makes staff available to help ELLs as they transition from the elementary grades to the middle grades. Our fifth grade is departmentalized for reading and math and our sixth grade is departmentalized for reading, writing, math and social studies. An ESL teacher pushes in during subject areas in sixth grade. 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 must attend our extended day sessions and they 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. 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 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. In

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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.

Professional development is ongoing in PS 174 as per CR 154 regulations. 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 SY11-12 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.

ESL personnel provide assistance to staff to help their ELLs as they transition from one school level to another. Classroom teachers are advised about the ELLs in their classes, in terms of their ESL levels and their number of years in an English language school system. By conferring with classroom teachers, ESL teachers provide them with an understanding of each student's strengths and weaknesses, and expectations, from an ESL perspective. These exchanges of information take place during common preparation periods, as well as informally throughout the school year. Teachers also receive support from our network ESL specialist.

The topics for professional development include acceptance and use of native language writing with upper-grade new arrivals, availability and use of native language and bi-lingual texts, Leap Frog Learning and other available ESL software programs for students, online resources for ELL students and their teachers, scaffolding instruction and differentiation of instruction for ELLs. 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 8, and June 7.

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.

Native Language Usage and Supports

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



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, Laura Hui, is actively involved in maintaining and improving communication with all parents, including parents of ELLs, and engaging them in school activities. Parents of ELLs and former ELLS volunteer at lunch and at fundraisers including the book fair, plant sale, and candy sale. A variety of parent workshops in academics: ARIS training, information on NYS assessments, information on Reading Just Right Books. Learning Leaders training, and information on middle school choices are widely attended by the parents of ELLs. In addition, many parents of ELLs attend our culinary classes and crafting classes in beading, knitting and crocheting, scrap booking, and origami. Some of our parents of ELLs have become Learning Leaders, certified parent volunteers.

Translation services are available to assist these parents as they participate in our school activities. We use the Department of Education contracted telephone services as well as Lingualinx and Legal Interpreting Services who provide translated versions of materials distributed to parents. This is particularly useful during academic workshops. Oral translation services are also available through Lingualinx and the Department of Education interpreting service.

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.

As stated above, parents attend academic workshops as well as workshops in the culinary arts and crafting. These activities are widely by all our parents including the parents of ELLs. Oral Translation services are available during these sessions through the Department of Education Interpreting Service and Lingualinx. Written materials to be distributed at these sessions are translated beforehand by Lingualinx or Legal Interpreting Services.

All parental involvement activities address the needs of our parents. 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. Participation in these activities also provides a stress-free opportunity for parents of ELLs to practice and improve their English skills.

B. Programming and Scheduling Information--Continued

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

B. Programming and Scheduling Information--Continued

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

There are targeted intervention programs in the content area for all ELLs. In 2nd grade, an ESL teacher pushes in during science and in 3rd grade, an ESL teacher pushes in during both math and science. During our AIS periods, certified ESL teachers push in during science, social studies and math in the other grades. A special science field trip is being planned to the Museum of Natural History for second grade ELLs. ESL and classroom teachers provide small group instruction with flexible skill-based groupings in the areas of science, math and social studies for all ELLs.

Targeted interventions using the native language are also offered in the content areas. Some of our students work with bilingual paras in lieu of a bilingual class as per their IEPs. These paras help other ELLs in the class who speak the same language as the student with the IEP, particularly during content area instruction where subject-specific terminology may be difficult for our ELLs to comprehend. In addition, ELLs in grades 3 through 6 are provided with bilingual glossaries, downloaded from the BETAC website, for math, science, and social studies. Students are also provided with bilingual dictionaries and The New Oxford Picture Dictionary (bilingual.) The bilingual picture dictionaries, in particular, provide support in the content areas of science, social studies and geography. In addition, our ESL classrooms and the school library contain many bilingual books in social studies and historical fiction.

Our school makes staff available to help ELLs as they transition from the elementary grades to the middle grades. Our fifth grade is departmentalized for reading and math and our sixth grade is departmentalized for reading, writing, math and social studies. An ESL teacher pushes in during subject areas in sixth grade. 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 must attend our extended day sessions and they 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. 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 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.

B. Programming and Scheduling Information--Continued

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

There are targeted intervention programs in the content area for all ELLs. In 2nd grade, an ESL teacher pushes in during science and in 3rd grade, an ESL teacher pushes in during both math and science. During our AIS periods, certified ESL teachers push in during science, social studies and math in the other grades. A special science field trip is being planned to the Museum of Natural History for second grade ELLs. ESL and classroom teachers provide small group instruction with flexible skill-based groupings in the areas of science, math and social studies for all ELLs.

Targeted interventions using the native language are also offered in the content areas. Some of our students work with bilingual paras in lieu of a bilingual class as per their IEPs. These paras help other ELLs in the class who speak the same language as the student with the IEP, particularly during content area instruction where subject-specific terminology may be difficult for our ELLs to comprehend. In addition, ELLs in grades 3 through 6 are provided with bilingual glossaries, downloaded from the BETAC website, for math, science, and social studies. Students are also provided with bilingual dictionaries and The New Oxford Picture Dictionary (bilingual.) The bilingual picture dictionaries, in particular, provide support in the content areas of science, social studies and geography. In addition, our ESL classrooms and the school library contain many bilingual books in social studies and historical fiction.

Our school makes staff available to help ELLs as they transition from the elementary grades to the middle grades. Our fifth grade is departmentalized for reading and math and our sixth grade is departmentalized for reading, writing, math and social studies. An ESL teacher pushes in during subject areas in sixth grade. 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 must attend our extended day sessions and they 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. 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 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. In

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

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.

Professional development is ongoing in PS 174 as per CR 154 regulations. 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 SY11-12 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.

ESL personnel provide assistance to staff to help their ELLs as they transition from one school level to another. Classroom teachers are advised about the ELLs in their classes, in terms of their ESL levels and their number of years in an English language school system. By conferring with classroom teachers, ESL teachers provide them with an understanding of each student's strengths and weaknesses, and expectations, from an ESL perspective. These exchanges of information take place during common preparation periods, as well as informally throughout the school year. Teachers also receive support from our network ESL specialist.

The topics for professional development include acceptance and use of native language writing with upper-grade new arrivals, availability and use of native language and bi-lingual texts, Leap Frog Learning and other available ESL software programs for students, online resources for ELL students and their teachers, scaffolding instruction and differentiation of instruction for ELLs. 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 8, and June 7.

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

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.

Professional development is ongoing in PS 174 as per CR 154 regulations. 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 SY11-12 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.

ESL personnel provide assistance to staff to help their ELLs as they transition from one school level to another. Classroom teachers are advised about the ELLs in their classes, in terms of their ESL levels and their number of years in an English language school system. By conferring with classroom teachers, ESL teachers provide them with an understanding of each student's strengths and weaknesses, and expectations, from an ESL perspective. These exchanges of information take place during common preparation periods, as well as informally throughout the school year. Teachers also receive support from our network ESL specialist.

The topics for professional development include acceptance and use of native language writing with upper-grade new arrivals, availability and use of native language and bi-lingual texts, Leap Frog Learning and other available ESL software programs for students, online resources for ELL students and their teachers, scaffolding instruction and differentiation of instruction for ELLs. 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 8, and June 7.

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, Laura Hui, is actively involved in maintaining and improving communication with all parents, including parents of ELLs, and engaging them in school activities. Parents of ELLs and former ELLs volunteer at lunch and at fundraisers including the book fair, plant sale, and candy sale. A variety of parent workshops in academics: ARIS training, information on NYS assessments, information on Reading Just Right Books. Learning Leaders training, and information on middle school choices are widely attended by the parents of ELLs. In addition, many parents of ELLs attend our culinary classes and crafting classes in beading, knitting and crocheting, scrap booking, and origami. Some of our parents of ELLs have become Learning Leaders, certified parent volunteers.

Translation services are available to assist these parents as they participate in our school activities. We use the Department of Education contracted telephone services as well as Lingualinx and Legal Interpreting Services who provide translated versions of materials distributed to parents. This is particularly useful during academic workshops. Oral translation services are also available through Lingualinx and the Department of Education interpreting service.

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

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, Laura Hui, is actively involved in maintaining and improving communication with all parents, including parents of ELLs, and engaging them in school activities. Parents of ELLs and former ELLS volunteer at lunch and at fundraisers including the book fair, plant sale, and candy sale. A variety of parent workshops in academics: ARIS training, information on NYS assessments, information on Reading Just Right Books. Learning Leaders training, and information on middle school choices are widely attended by the parents of ELLs. In addition, many parents of ELLs attend our culinary classes and crafting classes in beading, knitting and crocheting, scrap booking, and origami. Some of our parents of ELLs have become Learning Leaders, certified parent volunteers.

Translation services are available to assist these parents as they participate in our school activities. We use the Department of Education contracted telephone services as well as Lingualinx and Legal Interpreting Services who provide translated versions of materials distributed to parents. This is particularly useful during academic workshops. Oral translation services are also available through Lingualinx and the Department of Education interpreting service.

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.

As stated above, parents attend academic workshops as well as workshops in the culinary arts and crafting. These activities are widely by all our parents including the parents of ELLs. Oral Translation services are available during these sessions through the Department of Education Interpreting Service and Lingualinx. Written materials to be distributed at these sessions are translated beforehand by Lingualinx or Legal Interpreting Services.

All parental involvement activities address the needs of our parents. 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. Participation in these activities also provides a stress-free opportunity for parents of ELLs to practice and improve their English skills.

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)	5	0	1	1	0	1	1							9
Intermediate(I)	4	6	3	1	0	3	3							20

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)	2	5	7	4	4	6	3							31
Total	11	11	11	6	4	10	7	0	0	0	0	0	0	60

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3		2	5		7
4	1	4	4		9
5	4	6	1		11
6	5	1	1		7
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	2	2	3	1	2		11
4		1	3		3		2		9
5	4		6	1	1				12
6	1		2	2	2			1	8
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	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			2		2		3		7
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
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								

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:

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

School Name: <u>PS 174</u>		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Karin Kelly	Principal		1/1/01
Cindy Galloway O'Connor	Assistant Principal		1/1/01
Laura Hui	Parent Coordinator		1/1/01
Eileen Bernfeld	ESL Teacher		1/1/01
	Parent		1/1/01
Phillip Romano, ESL	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Pearl Romero	Coach		1/1/01
	Coach		1/1/01
Carleen Jean-Felxi	Guidance Counselor		1/1/01
Peggy Miller	Network Leader		1/1/01
Joanne O'Hearn	Other <u>Related Svce Provid</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 28Q174 **School Name:** PS174

Cluster: 2 **Network:** CFN207

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

Part A: Needs Assessment Findings

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

Staff reviews Home Language Survey

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

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

In our school, we need the following languages:

- Predominant languages: Chinese, Russian, and Spanish
- Additional languages: Indonesian, Korean, Japanese, Arabic, Hindi, Romanian
- In total, there are 26 different languages spoken at home.

Parent Coordinator and ESL teachers advise parents during orientations and meetings that translated documents are available in the native languages. All memos advise parents that translated documents are available in the main office. School staff (Spanish, Russian, Mandarin Chinese, Indonesian, Hebrew, Hindi, Italian and Greek) is available for oral interpretation and they also advise families that translated written materials are also available. Written materials are printed on goldenrod colored paper in order to distinguish them from English only versions.

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, Chinese and Indonesian. 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.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: PS174	DBN: 28Q174
Cluster Leader: Charles A. Amundsen	Network Leader: Peggy Miller
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other: Pushin
Total # of ELLs to be served: 56 Grades to be served by this program (check all that apply): <input type="radio"/> K <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Public School 174 is located in the Rego Park section of Queens, New York. This prekindergarten to sixth grade school serves a population of students from culturally diverse backgrounds. The community is home to new immigrants from Asia, Latin America and the Middle East. Our ESL program is freestanding serving 56 of the 528 total students in both General and Special Education.

In order to address the low academic achievement of our ELL students, to increase parental involvement, and to provide access to our many bilingual materials, we serve these students in several ways.

According to the PS174 Comprehensive Educational Plan for SY11-12, a concerted effort and specific plan to address the low academic achievement of our ELL students (as measured by a review of RMSR reports of results of standardized assessments in literacy, math and science) will be implemented. A certified ESL teacher will serve clusters of ELL students, in grades three through six, one day per week for push-in Academic Intervention Services during literacy, mathematics, science and social studies instruction. The language of instruction is English. The program will run from December until the end of the school year. Students to be served include newcomers, beginning and intermediate level students and students in the program for 4 to 6 years. We have no long term ELLs at the present time.

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.

Another way we serve our students is: 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 Tuesday 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. After-school Tuesday staff includes a certified ESL teacher and our school librarian. The library is open to all students in grades prekindergarten through sixth, and their parents.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: 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.

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. Most professional development will be delivered in the teacher's classroom.

Staff development for SY11-12 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.

The topics for professional development include acceptance and use of native language writing with upper-grade new arrivals, availability and use of native language and bi-lingual texts, Leap Frog Learning and other available ESL software programs for students, online resources for ELL students and their teachers, scaffolding instruction and differentiation of instruction for ELLs. 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 8, and June 7.

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.

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered

Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here: Our parent coordinator and ESL teachers are actively involved in maintaining and improving communication with parents of ELLs and engaging them in school activities. Parents of ELLs are targeted in order to facilitate higher achievement for ELLs. These activities are in addition to mandated orientations for the parents of ELLs.

Activities for parents of ELLs are held each month throughout the school year. We have already conducted workshops on 9/13, 10/5 and 11/16.

Parents of ELLs attend a variety of parent workshops in academics. Topics include information on NYS assessments, information on the Common Core Standards, strategies they can use to help their children with homework, ways to increase their children's English abilities away from school, ARIS training, information on reading Just Right books, Learning Leaders training, and information on middle school choices.

In addition, we partner with Learning Leaders, a nonprofit organization of trained volunteers. They provide math and reading workshops for our parents.

Non-academic crafting and culinary workshops are also offered in order to create a welcoming environment for parents to become more involved in their child's school, as well as, to expose them to activities that can be done with their child at home.

Parent workshops are conducted by our ESL teachers, Eileen Bernfeld and Phil Romano, our Network Support Specialist, Giuvela Leisengang, our Parent Coordinator, Laura Hui, our Learning Leaders and our lead teachers for each grade.

Workshops for parents of ELLs are listed on our monthly calendars which are sent home with each student. Additional copies are available in the school lobby. Our Parent Coordinator, Mrs. Hui, sends out a "save the date" email, about one month before each workshop. Then, one to two weeks before the workshop, a flyer is sent home with each student, reminding the parents about the upcoming event. Lingualinx is used to provide translated versions of these materials.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
-----------------	-----------------	---

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	Per Diem \$3680.40 Per Session \$1243.25	12 days @ F-status rate of \$306.70 per day - 1Certified ESL teacher - Supplemental Svces. Library Tuesdays - 10 sessions (2 teachers) 25 @ \$49.73 hours per session Supplemental Services
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	Included in Educational Software - Object Code 199	On site professional development for Imagine Learning for all teachers
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)	\$6000.00	25 student users for Imagine Learning Imagine Learning license
Travel		
Other	\$276.35	Parent Involvement Consumables - paper, postage, envelopes
TOTAL	\$11,200.00	