



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PUBLIC SCHOOL 173Q – THE FRESH MEADOW SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 26Q173

PRINCIPAL: MOLLY WANG

EMAIL: MWANG@SCHOOLS.NYC.GOV

SUPERINTENDENT: ANITA SAUNDERS

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
Molly Wang	*Principal or Designee	
Jean Regan	*UFT Chapter Leader or Designee	
Alan Ong	*PA/PTA President or Designated Co-President	
Ira Zaretsky	Assistant Principal	
--	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
--	CBO Representative, if applicable	
Ilene Savoy	Member/ Teacher	
Georgia Chokas	Member/ Teacher	
Meryl Dell Italia	Member/ Teacher	
Limor Brantz	Member/ Parent	
Suzanne Fariello	Member/ Parent	
Wendy Lau	Member/ Parent	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, all students in grades K-5 will meet grade level benchmark in reading and writing as measured by end of year Running Record Assessments given in every grade in reading, and an analysis of “on demand” writing, CCLS aligned literacy tasks, and end-of-unit writing pieces.. 86% of students on grades 3-5 will perform at or above grade levels as measured by the 2012-2013 NYS ELA.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

A review of grades 3-5 student performance on the 2011-2012 State ELA results shows overall student improvement, except for those students new to our school who are transfers from private, parochial and out of district schools who are generally 2-3 levels below grade standards on entry into PS173. These students will be given all available intervention services and will continue to be our focus for AIS in 2013-2013.

Year-long needs assessment at PS173 includes discussion with teachers at grade meetings that are built into the school day for one 50-minutes period weekly, and feedback from parents during “Back to School Night”, Parent Teacher Conferences and Program Night meeting such as the monthly Dual Language/ELL Program meetings for parents with administrators and teachers; discussions in SLT meetings; analysis of Learning Environment Survey; and quarterly cabinet meetings. In addition, to grade-level meetings, are vertical grade meetings to discuss coherence of teaching techniques, curriculum, assessment and student learning.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity1

Professional Development: Promoting effective techniques

PD will be planned around the following topics throughout the school year:

- Realigning units of study, balancing informational and literary text.
- Developing and embedding performance assessment tasks into units of study to enable students to experience two common core aligned units of study in ELA, social studies or science.
- Researching and analyzing texts for their complexity, and strengthening the practice of close reading, read-aloud and questioning techniques.
- Designing and planning coherent instruction and rigor in learning activities, lesson structure, and differentiated instruction and groupings.
- Analyzing student writing for coherence, text-based evidence, academic vocabulary and convention.

- Researching and practicing techniques for supporting growth in emergent and beginning readers.

Target population: Classroom teachers, SETSS cluster teachers, all students

Responsible Staff Members: TC Staff Developers (Literacy), Literacy Coach, Lead Teachers, Administration, Network Support (Literacy, Sp. Ed.)

Implementation Timeline: September 2012 through June 2013

Activity 2

Professional Development: Using data to drive and support instruction.

PD will be given on the following topics:

- Analyzing data to plan whole class, small group, individualized instruction, student goals and test preparation.
- Using of formal and summative assessments including the reading and writing continuum rubrics, and building assessment tasks into units of study to help move all students and inform Inquiry Work.
- Using student data to revise and map scope and sequence.
- Using student data to inform adult learning that focuses on supporting all students to meet CCLS.
- Looking at student work to indentify and inform staff support and learning about what quality teaching looks like.

Target Population: Classroom teachers, Data Specialist, AIS teachers, SETSS, ELL teachers and all students

Implementation Timeline: September 2011-June 2012

Responsible Staff Members: Staff developers (data specialist and literacy coach), Network Support, Literacy Coach, Data Specialist, Administration, and Lead Teachers.

Steps for including teachers in decision making process

- Teacher Instructional Leadership Team consisting of representatives from all grades establishes benchmarks of instructional effectiveness required to address areas of student need and makes recommendations on resources.
- Grade level teachers meet twice a week to review student data and other instructional related inquiry studies.
- Cross grade teams meet to review progress and determine next grade expectations for learning in literacy, math and science.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- Teachers and Administrators present at PTA monthly meeting on how parents can support student learning at home, and help prepare for assessments (standardized and classroom work).
- TC Data Specialist conduct workshop for parents on how to support student growth at home.
- School hosts music, dance and drama performances as well as family math nights for upper and lower grades.
- Dual language teachers and Administrators host bi-monthly parent meetings to provide updates on program, parent peer support and new initiatives from DOE, SED and 173.
- Parent Coordinator and Administrators attend all PTA meetings to keep community informed, address questions and provide support.
- Parent Coordinator provides assistance to parents on how to access ARIS Parent Link and conducts workshop on parenting skills.
- The Observer, the quarterly school newspaper, published by school and funded by the PTA provides letters from PTA, Parent Coordinator, Principal, Teachers, updates and mostly student work.
- Monthly grade newsletters inform parents of monthly unit of study and teaching points in literacy, math, social studies and science, as well list activities for the month.
- Notices sent home are translated into major home languages.
- PTA funded "Global Connect" communicates with all families via the telephone and email on all school relevant issues such as school closing, assemblies and special events.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
XX Tax Levy _____ Title I _____ Title IIA XX Title III _____ Grants XX Other

If other is selected describe here: PTA contributes toward purchasing of resources to support instructional goal.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Fair Student Funding (Tax Levy), ARRA, Title III, NYSTL text books and Human Resources were used to support achieving these goals:

- AIS/RTI Teacher 4-5 days a week
- Reading Recovery/Enrichment teacher 5 days a week
- Professional Development supported by ARRA and title III Funds
- Instructional resources funded by FSF
- Teacher persession/perdiem supported by FSF and Title III.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 - By June 2013, 80% of grades 1-5 ELLs will improve one level in their reading and writing performance in NYSESLAT, moving from beginner to intermediate, intermediate to advanced, and advanced to proficient.
 - By June 2013, 100% of grade K-5 ELLs will participate in at least two CCLS aligned literacy tasks for English Language Learners.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 - ELLs continue to stay stagnant in their proficiency level and acquisition of reading and writing skills as evidenced by the last three years of NYSESLAT results. While they did attain proficiency in listening and speaking after one or two years, the progress in reading and writing is small.
 - At least 45% of ELL services are pull-out program which may have contributed to the stagnant reading and writing scores of ELLs. This will continue to be our primary focus this school year.
 - Another need that contributed to this goal is budgetary constrain that does not permit hiring of an additional ELL teachers for supplementary services for at risk ELL as well as for an Adult ELL program that was instituted two years ago.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activities:

- a) ELLs on all levels will be taught using ESL strategies such as Total Physical Response, direct instruction, building vocabulary (particularly tier 2 vocabulary) and Shared Reading/Writing to address ELLs building BICS and CALP.
- b) ELL and classroom teachers will use both challenging and complex texts and technology to implement these strategies.
- c) Members of the Teacher Instructional Leadership Team including ELL teachers will attend workshops on CR Part 154 and ELL

methodologies.

- d) 173 will host and serve as Lab-site for Network ELL Institute with consultant MaryAnn Cucchiara.
- e) Newly enrolled ELLs will be assessed with LAB-R for placement and service entitlement in September. From October to June, all above strategies will be implemented.

Target Population: Classroom teachers, Data Specialist, AIS teachers, SETSS, ELL teachers and all students

Implementation Timeline: September 2011-June 2012

Responsible Staff Members: Staff developers (data specialist and literacy coach), Network Support, Literacy Coach, Data Specialist, Administration, and Lead Teachers.

Steps for including teachers in decision making process

- Teacher Instructional Leadership Team consisting of representatives from all grades establishes benchmarks of instructional effectiveness required to address areas of student need and makes recommendations on resources.
- ELL and Dual Language teachers meet twice a week to review student data and other instructional related inquiry studies.
- ELL and classroom teachers meet twice a month to collaborate and study ELLs progress and plan next step.
- Cross grade teams meet to review progress and determine next grade expectations for ELL learning in literacy, math and science.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Teachers present at PTA monthly meeting on how parents can support good studying habits at home.
 - Classroom and ELL teachers conduct workshops on helping ELLs prepare for assessments (standardized and classroom).
 - Translators will be present at all parent meetings.
 - ELL parents encouraged to attend TC parent workshops in the fall and spring.
 - School hosts numerous evening programs in the Arts and content areas for parents and students.
 - Dual language teachers and Administrators host bi-monthly parent meetings to provide updates on progress, new initiatives from DOE, SED and 173.
 - Parent Coordinator provides assistance to ELL parents on how to access ARIS Parent Link and conducts workshop on parenting skills. The Observer, the school quarterly newspaper, published by school and funded by the PTA provides letters from PTA, Parent Coordinator, Principal, Teachers, updates and mostly student work.
 - Monthly grade newsletters inform parents of monthly unit of study and teaching points in literacy, math, social studies and science, as well as list activities for the month.
 - PTA funded "Global Connect" communicates with all families via the telephone and email on all school relevant issues such as school closing, assemblies and special events. All memos are translated into major home languages.

- Bilingual parents are encouraged to share their culture during holiday events and demonstrate their talents in the classroom with students in various subjects such as Art, Music, Dance, Technology, Math and Language.

Budget and resources alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) XX Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

XX Tax Levy Title I Title IIA XX Title III XX Grants Other

If other is selected describe here:

Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Fair Student Funding (Tax Levy), ARRA, Title III, NYSTL text books and Human Resources were used to support achieving these goals:

- AIS/RTI Teacher 4-5 days a week
- Reading Recovery/Enrichment teacher 5 days a week
- Professional Development supported by ARRA and title III Funds
- Instructional resources funded by FSF
- Teacher persession/perdiem supported by FSF and Title III.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- By June 2013, 80% of preK-5 students will improve their level of mathematics achievement by moving one level in at least one mathematical strand (such as numbers & operations, probability and statistics, geometry and measurement) as per the Exemplar's Problem Solving Rubric.

By June 2013, all students from PreK-5 will participate in at least one math task aligned to strategically selected Common Core Standards

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Data from Progress Report on 2011 NYS Math Assessment show that 92% of students across all test grades are performing on or above grade level standards; the average proficiency of all students grades 3-5 in math is 4.03, and the percentage of students in grades 4 and 5 making at least one year's progress is 93%. The data also show a need for students' increased application of strategies and techniques in order to deepen their understanding of number sense and operations, estimation, measurement and geometry.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- All teachers will participate in workshops on:-
 - A focused study of the Common Core Learning Standards in Mathematics across grades on Election Day and Chancellor PD days in the spring.
 - Re-aligning the Math pacing calendar and teaching points to the CCLS facilitated by Network Achievement Specialist and/or Lead Teachers.
 - Network Achievement Math Specialist will facilitate teacher workshop on analyzing data and developing appropriate assignments and assessments on problem solving and constructing viable arguments to problem solving.
- Teacher Math Team, consisting of cross grade teachers will continue to meet to discuss and study student work in order to ensure rigor in the teaching of mathematics and turnkey to colleagues on grade.
- All students will be engaged in at least one task embedded in a Math unit aligned to the Common Core.
- Grades 4-5 teachers will attend workshops to support their teaching in the before and after-school Enrichment Program for students in the

level 4 NYS Math Assessment group.

- Two exemplars a month will be administered on each grade to enable teachers to graph and study student progress and address gaps. Math Coach continues to organize Family Math Night with Parent Coordinator and PTA.

Target Population: Classroom teachers, Data Specialist, AIS teachers, SETSS, ELL teachers and all students

Implementation Timeline: September 2012 - June 2013

Responsible Staff Members: Staff Developers, Data Specialist, Math Coach, Network Support, Literacy Coach, Administration, and Lead Teachers.

Steps for including teachers in decision making process

- Teacher Instructional Leadership Team consisting of representatives from all grades establishes benchmarks of instructional effectiveness required to address areas of student need and makes recommendations on resources.
- Teacher Math Team, Math Coach and administration meet monthly to review student data and other instructional related inquiry studies.
- Lead teachers attend monthly Network Math workshop and turnkey to whole school at monthly faculty meeting.
- Cross grade teams meet to review study work/progress and determine next grade expectations.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Teachers present at PTA monthly meeting on how parents can support good studying habits at home.
 - Math Coach, Network Specialist and Classroom teachers conduct workshops on helping all students prepare for assessments (standardized and classroom).
 - Parent rep invited to attend conferences and math institute outside of district with teachers.
 - Translators will be present at all parent meetings and workshops.
 - School hosts numerous evening programs in Math, Finances and other content areas for parents.
 - Dual language teachers and Administrators host bi-monthly parent meetings to provide updates on program, new initiatives from DOE, SED and 173.
 - Parent Coordinator provides assistance to parents on how to access ARIS Parent Link and conducts workshop on parenting skills. The Observer, the quarterly school newspaper, published by school and funded by the PTA provides letters from PTA, Parent Coordinator, Principal, Teachers, updates and student work.
 - Monthly grade newsletters inform parents of monthly unit of study and teaching points in literacy, math, social studies and science, as well as list activities for the month.
 - Notices sent home are translated into major home languages.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) XX Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 XX Tax Levy Title I Title IIA XX Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Fair Student Funding (Tax Levy), ARRA, Title III, NYSTL text books and Human Resources were used to support achieving these goals:

- AIS/RTI Teacher 4-5 days a week
- Reading Recovery/Enrichment teacher 5 days a week
- Professional Development supported by ARRA and title III Funds
- Instructional resources funded by FSF
- Teacher persession/perdiem supported by FSF and Title III.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> - Foundation - Reading Recovery - Interactive Reading/writing - Wilson - Words Their Way 	<ul style="list-style-type: none"> - Small group - One-to-one - Tutoring afterschool - Guided Reading small group instruction. 	<ul style="list-style-type: none"> - Extended day - During school day - Afterschool - Saturday Academy
Mathematics	<ul style="list-style-type: none"> - Interactive math - Exemplars Math - Digital games/manupilative 	<ul style="list-style-type: none"> - Small group - One-to-one - Tutoring afterschool 	<ul style="list-style-type: none"> - Extended day - During school day - Afterschool - Saturday Academy
Science	<ul style="list-style-type: none"> - Interactive Reading/writing - Shared Reading in small group 	<ul style="list-style-type: none"> - Small group - One to one 	<ul style="list-style-type: none"> - During school day - Extended Day
Social Studies	<ul style="list-style-type: none"> - Interactive Reading/writing - Shared Reading in small group 	<ul style="list-style-type: none"> - Small group - One to one 	<ul style="list-style-type: none"> - During school day - Extended Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> - Role Play - Games - Discussions 	<ul style="list-style-type: none"> - One to one - Small group 	<ul style="list-style-type: none"> - During school day - Extended Day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Strategies for attracting Highly Qualified Teachers

- As a Blue Ribbon and a high performing school, we continually receive resumes of highly qualified teachers desiring to join our staff. Those are the candidates the interview committee and administration actively seeks during June-August when vacancies occur.
- Candidates are given rounds of questions unique to 173, followed by a demo if candidate is deemed viable and highly qualified at first round of interview.
- Administration works closely with HR to ensure that potential hires are highly qualified.
- Aside from the attraction of Blue Ribbon and high performing school status, we provide: new teachers with one to one mentors, coaching and onsite TC trainer support; differentiated professional development based on areas of need; grade level teachers with common planning periods; opportunities for new teachers to attend summer institute for beginners; Lead and master teachers are assigned to leadership roles; administration encourages teachers to facilitate and participate in study groups and alternative observation studies.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 CFN-205 26Q173	District 26	Borough Queens	School Number 173
School Name The Fresh Meadow School			

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

Principal Molly Wang	Assistant Principal Ira Zaretsky
Coach Kathleen Muzyka	Coach
ESL Teacher Joanne Wang/ESL	Guidance Counselor Francine Tapp
Teacher/Subject Area Pei-yu Chang/ESL	Parent Stephen Chow
Teacher/Subject Area Terri Maillard/ ELA	Parent Coordinator Jean Mendler
Related Service Provider Terry Hornung-Rudolph, OT	Other Kathleen Muzyka/Test Coord.
Network Leader Mary Jo Pisacano	Other Richard Schnabel/Data Spec.

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	6	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	3
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	1	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	829	Total Number of ELLs	99	ELLs as share of total student population (%)	11.94%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

The procedure for the initial identification of possible ELL students is conducted by a team consisting of licensed pedagogues (ESL teachers) and our Pupil Accounting Secretary. The secretary provides all paperwork required for a new admit, but the teachers will assist the family in their understanding and completion of the Home Language Survey, and also conduct the oral interview necessary to determine the language spoken at home. These teachers, who are bilingual, will explain the steps in filling out the Home Language Survey Form, as well as the procedures for administering the LAB-R, the viewing of the video, the Parent Choice form, the entitlement letter and the final placement of students in program during the intake process. Additionally, if a student speaks Spanish, ELL teachers who also speak Spanish will administer the Spanish LAB-R.

Once it is determined that the home language is other than English, a Lab-R is administered by an ESL teacher within 10 days of the student's date of admission. If the student does not pass, parents are notified in writing to come to our school so the ESL teachers can describe in detail, including a multi-language video, the three kinds of ESL programs (TBE, Dual Language and ESL Free-Standing) available in NYC, in order for the parent to select their program of choice for their child. ELL teachers will reach out to those parents who choose a program that is not currently available to let them know should it become available later. The Parent Coordinator also works with the ESL teachers to ensure that Entitlement Letters are distributed and that Parent Survey and Program Selection Forms are completed in their native languages and returned to the school within the required time limit. If a parent fails to return the program selection form by the return date indicated, a second form is sent home. If the second form is not returned on time the placement instructions on the form regarding placement in such instances are followed. Every effort is made to translate all oral and written information provided, including the distribution of a brochure in the appropriate required languages. If their choice is a program we do not currently have (i.e. TBE) we explain we can help them find a school that has that program, or they can remain here and choose from one of our available programs.

In the spring a RLER report is generated to identify those students eligible to take the NYSESLAT. For those eligible, we schedule and administer the NYSESLAT in accordance with the DOE timeframe, testing guidelines and procedures. The Speaking section is scored as it is administered. Upon completion, the tests are packaged and delivered as per directions provided in the test administration manual and all relevant memoranda.

Upon review of the Parent Survey and Program Selection forms of the past few years, the trend presented is that the vast majority of parents prefer our ESL program (90 + %) with occasional requests for Dual Language. This year 31 of 33 parents chose ESL; the other 2 chose Dual Language. Therefore, our program models offered are quite well aligned with parent requests. We currently have a Dual Language class on four of our six grade levels, which basically accommodates the few requests made for that model. We expect to have on Dual Language on every grade from first through fifth by the 2012-2013 school year.

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 <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Mandarin

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%)		1	1	1	1									4
Freestanding ESL														
Self-Contained	1													1
Push-In	4	5	4	3	4	4								24
Total	5	6	5	4	5	4	0	0	0	0	0	0	0	29

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	99	Newcomers (ELLs receiving service 0-3 years)	91	Special Education	14
SIFE	0	ELLs receiving service 4-6 years	8	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0									0
Dual Language	26	0	0	0	0	0	0	0	0	26
ESL	65	0	11	8	0	3				73
Total	91	0	11	8	0	3	0	0	0	99

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP
Spanish																			0	0
Chinese			6	14	9	8	5	14	6	12									26	48
Russian				1															0	1
Korean																			0	0
Haitian																			0	0
French																			0	0
Other <u>English</u>				5		9		6		10									0	30
TOTAL	0	0	6	20	9	17	5	20	6	22	0	26	79							

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	1	4		1	1								12
Chinese	16	15	13	9	12	4								69
Russian	3	2	1	1		1								8
Bengali														0
Urdu		1												1
Arabic														0
Haitian														0
French														0
Korean	2													2
Punjabi														0
Polish														0
Albanian														0
Other	1	3	1	2										7
TOTAL	27	22	19	12	13	6	0	0	0	0	0	0	0	99

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

At PS 173 we utilize a variety of organizational models to provide ESL services in the most effective formats possible for our students. These include a self-contained Kindergarten class, push-in and pull-out ESL instruction in grades K-5, and a Dual Language on each of grades one through four. While the students in the Dual Language and self-contained classes remain in class together, the services the students receive will vary according to their mandated requirements; just as the ESL students in the same general education classes may receive varying amounts of push-in or pull-out support.

It is in this manner that we ensure that the mandated number of instructional minutes are provided according to proficiency levels in each program. For example, in classes where ESL students are at varying proficiency levels (I and A), the ESL teacher may push-in daily to meet the mandated minutes of the advanced students, and then also pull out the intermediate students to complete the provision of their mandated requirements. The total weekly mandated minutes are 360 for Beginning and Intermediate, and 180 for Advanced in Freestanding ESL. In Dual Language classes the Beginners require 60-95 minutes per day, and Advanced 45 minutes per day. The goal of our Freestanding ESL program is to accelerate the rate of English language acquisition and content area subject matter, and “test out.” To accomplish this end, our ESL teachers are placing increased emphasis upon pushing into rather than pulling out of the classroom. By pushing in they can observe the general education teacher’s method of instruction as well as the content being taught, and they can apply ESL strategies and methodologies to both accelerate their rate of English language acquisition as well as reinforce the lesson. They accomplish this by working with their small group of students directly within the classroom setting. At other times they may determine that pulling them out to work on specific areas of need in a separate location may be more effective.

NYSESLAT and Lab-R results are used to guide flexible grouping and instruction. Content area instruction is aligned with the core curriculum and taught to ELLs using ESL methodology. Academic language is developed concurrently with linguistic instruction. The Rosetta Stone Language Learning Success computer software is optimal for targeting newcomers. TESOL techniques such as Total Physical Response and the use of visuals help students to conceptualize the information they need to learn. Mainstream teachers scaffold academic language in order to support student participation in content area lessons. Comprehension is enhanced through the use of technology, especially the SMARTBoard. There is ongoing articulation between the classroom and ESL teachers in order to provide simultaneous support. Classroom teachers receive training and support throughout the year to enrich their knowledge of ESL methodology in order to further second language acquisition. Some of the resources provided include the Rosetta Stone software, and the Oxford Picture Dictionary for Kids, and the SRA Photo Library. ESL teachers also provide professional development.

Our self contained Kindergarten class has students speaking primarily Chinese, with some Russian, and other languages. The certified

A. Programming and Scheduling Information

ESL teacher assumes the role of both a general education teacher (following the Kindergarten curriculum) and ESL teacher applying ESL techniques and strategies throughout the course of the entire day. The goals are the same as our common branch and ESL teachers.

In our Dual Language classes on grades 1-4, all content areas are taught in English and the target language which is Mandarin. Instruction is provided equally in both languages by certified common branch and Mandarin language teachers, and mandated ESL is provided for the most part by certified ESL teachers pushing in to support their students within their classroom settings; some ESL students are also pulled out based on mandated minutes and areas of need. The teachers basically follow the same curriculum as their grade level counterparts. The goal of this program is for all students to become competent in both languages; however, once an ESL student becomes proficient and tests out of ESL he does not exit the Dual Language program.

The Dual Language program, which has expanded from three to four grades this year, offers the side by side model of instruction. The target language, Chinese, is used 50% of the time for EPs and ELLs in each grade. The students are integrated all day. Content areas are not taught separately. Instruction is separated by time and teacher. Both languages are taught simultaneously. Expectations for our dual language program are that all students will develop into bilingual speakers.

Highlights of our English/Chinese Dual Language model are the following:

Language is taught day by day, classrooms are side by side, and both languages are used equally. During writing workshop students follow grade appropriate Columbia Teachers College Units of study, task based instruction (students learn language by performing authentic tasks such as shopping or planting seeds), mini lessons followed by independent and small group work. Paper choice is determined by writing level and language (differentiation). Technology used included computers, Smartboards, and document cameras. The reading workshop also follows Teachers College Units of study (character study, Non-fiction books, reading with partners in book clubs, poetry, tackling tricky parts, etc.) mini-lessons are followed by guided reading or small group work, while the rest of class is reading independently. Students are assessed for reading levels (differentiation). The students use Words Their Way for English-word study of phonics, vocabulary and spelling instruction. There are 3 groups per class, groups are determined by spelling assessment, follows a weekly schedule, teacher works with one group while the other two groups work with a partner, go on a work hunt or play word games. Technology used: smartboards and document cameras. Pin Yin and radical Study is used for Chinese Word Study.

During math, students follow their respective grade curricula taught simultaneously in both languages, using the workshop model and mini-lessons followed by activities and practice. In Social studies students learn about each other's families, county of origin, map skills, and other countries (e.g. China). Social Studies also incorporates songs and dance performances. Students learn the art of Chinese Calligraphy with Mrs. Yee and learn how to write correct Chinese characters. All students attend the extended Day Program. ELL support includes TPR story telling, using songs and poems to improve fluency, and task-based instruction. Technology is used to enhance learning cultural similarities and differences by using websites like Google Earth, Better Chinese, and Brainpop, Jr. Rosetta Stone is also used for English and Chinese. The first grade EPs are assessed in their target language, Mandarin, using a 150 word assessment list, similar to that used by their common branch teacher to assess their reading progress in English. If they know less than 50 words they are given Better Chinese books to read; if they know more, then they are given higher level books for independent reading.

The second, third and fourth graders are assessed in Chinese using teacher made materials, grade /content appropriate materials that are similar to the Teachers College running records. The teacher has the children read aloud and then asks questions to assess comprehension.

Besides running records, all the students are assessed in Chinese writing. Throughout the grades, teachers use the same rubrics to assess each child's work. Beginning with second year EPs, teachers use the same standards and materials to assess both ELLs as well as EPs. Throughout all four grades, most of our EPs were assessed at second language proficiency levels of 3 or 4.

95% of our EPs scored level 3 or above on the ELA test. In Math 100% of the EPs scored level 3 or above, with 57 % scoring on level 4. It shows that EPs are able to flourish in English and Chinese.

The determination that a student requires an evaluation initiates a concern by a teacher or parent that is brought to the attention of our pupil personnel team. Discussion follows and interventions are recommended where appropriate. If it is eventually determined that an evaluation is in order and the student is an ELL, the evaluation will be conducted by bilingual professionals (e.g., social work and psychologist from the School Assessment Team), who speak the student's native language. If no bilingual professional is available, the case will be contracted out through a private agency that provides evaluation services. The bilingual evaluation covers the ELL student's family/background/information, medical/developmental history, cognitive functions, achievement abilities, learning style, etc. Scores are

A. Programming and Scheduling Information

presented, based upon Chancellor's recommendations for testing of Limited English Proficient students, in ranges rather than in specific scores. Findings are also interpreted in a descriptive and qualitative manner, and the ELL student's social, cultural and linguistic content, so as to determine if the student's presenting problems or learning difficulty is associated with the second language acquisition or true disability.

We differentiate instruction for our ELL subgroups in the following ways:

- Although we do not presently have any SIFE students, if we did we would give the LAB-R and upon findings formulate a student specific plan for intense support. Being at least two years behind academically we would focus on the skills of language acquisition in an authentic learning environment. ESL teachers would work very closely with classroom teachers to provide intensive instruction with all ESL teaching strategies and scaffolding.
- ELLs in school less than three years but more than one will have to take the ELA. Therefore, vocabulary, grammar, reading and writing skills will be emphasized. ESL Teachers use on-line ESL interactive learning programs to familiarize them with the type of questions they will encounter on the ELA. Both push-in and pull-out instruction will reinforce their content and language learning at their respective grade levels.
- Students receiving service for 4-6 years will usually show evidence of a particular area of need that is preventing them from passing the NYSESLAT. We provide intensive focus on those areas including but not limited to the provision of ESL support beyond their mandated requirements. We also recommend that they attend our afterschool ELA test preparation club.
- While we do not have any long term ELLs, if we did we would have to work as a group of common branch and ESL teachers, parents, and possibly our school based support team to examine whether their difficulties go beyond that which ESL services alone can address. We would also look closely at our instructional approaches to see why we have not been more successful with this student.

Special education and ESL teachers, as well as service providers, employ a vast array of instructional strategies and grade level materials to both provide access to academic content areas and accelerate the English language development of ELL-SWD students.

In math, differentiated workbooks are used to provide different approaches to master topics, along with manipulatives which provide for hands-on and visual practice. Curriculum software programs projected from Smartboards facilitate interactive learning and foster increased student engagement. Grade level literacy units of study and lessons, along with comprehensive classroom libraries including numerous picture books provide materials appropriate to meet diverse interests, learning styles and ability levels, as well as IEP goals. Decoding and word work is supported by highly effective programs such as Words Their Way, and listening centers work on matching print to speech. Social studies materials include geography packets with visual cues, Scholastic News on Smartboards, picture cards and vocabulary. Science involves hands-on, multi-sensory inquiries and includes review and repeated activities when required. Technology provides access to Brainpop, My Capstone Library, and a variety of interactive reteaching and engaging activities.

Speech teachers provide valued support to classroom instruction in many manners. Vocabulary intervention takes the form of three tiers: tier 1 is commonly used words, tier 2 is highly functional, and tier 3 focuses on content area words. They use wordless books with pictures for sequencing, interactive writing, practice patterns in sentences, scaffold word learning across modalities and contexts, self talk strategies, and oral language practice to encourage classroom discussion. Additional scaffolds integrated throughout the school day include: graphic organizers, rhymes, poems, charts, songs, journal writing, Rosetta Stone, tiered word walls and TPR (total physical response).

There is ongoing communication between ESL teachers, service providers and classroom teachers. Providers make every effort to coordinate the time of their service with the classroom flow of the day to be most effective. ESL teachers collaborate with and support classroom teachers by aligning their instruction with the standards and incorporating social studies, science and math on each grade level. Classroom teachers provide communication sheets providing ELA and math skills to be targeted. Speech teachers and ESL teachers push in to deliver services and support teachers within the classroom setting, sometimes co-teaching. Small group instruction also reinforces support in areas of need.

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				
Gr 1-4 Dual Language	English and Chinese			

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

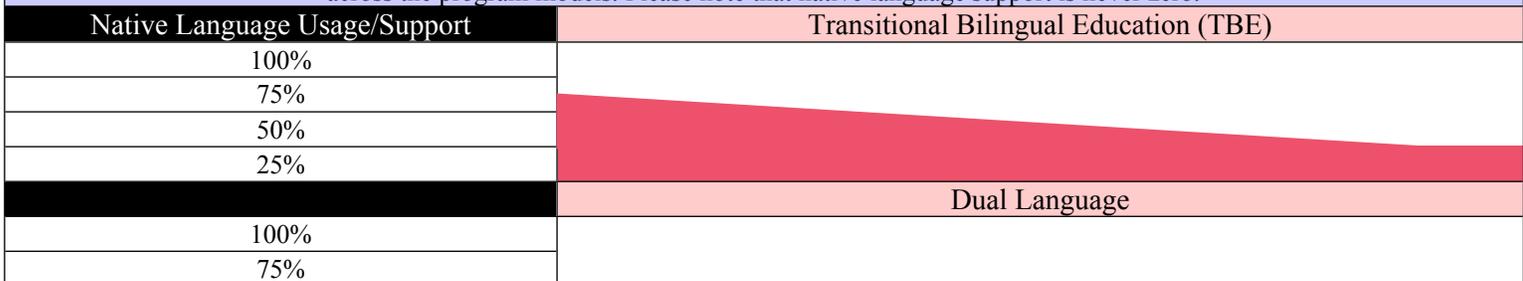
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language 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.



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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?

Our targeted intervention programs for ELLs in ELA, math and other content areas focus on those students receiving services for more than three years. This is the subgroup of students who have not tested out yet and for whom we have submitted a Request for Extension of Services. Because the NYSESLAT becomes increasingly more difficult as the students progress from grade to grade, these are the students who face the possibility of becoming LTEs if they are not able to test out by the end of their sixth year. Additional support for these students comes in the form of additional programs and additional instructions. Programs to provide additional support outside of the regular school day will be offered to these students either after school or on Saturdays or both (when budget or grants permit). Both programs are aimed to support language acquisition, content areas and test preparation.

Additional instructional support in content areas including literacy, math, science and social studies will be provided via a collaborative effort among our classroom, ESL and science and math teachers, as well as our literacy coach and reading specialist. They will work together to provide more types of hands-on learning experiences, and use engaging forms of literature such as Readers Theater to improve student fluency and related reading skills. Furthermore, additional services (over and above mandated requirements) will be provided during the regular school day according to the needs specific to each student.

- For students who have not met the listening standard, an additional period will be devoted specifically to developing skills with teacher/student read aloud and student-partner conferencing taught by an ESL teacher.
- For students who have not met the performance standard in reading, an extra period will be devoted to further develop reading strategies and comprehension skills such as inferencing and envisioning. Leveled books will be used to reinforce reading strategies. ESL reading techniques supplemented by ELA skills such as retelling, summarizing, choral and group reading will be used to strengthen reading skills.
- For students who have not met the performance standard in writing, an additional period will be scheduled by the ESL teacher to focus on writing skills using student writing responses to read alouds in their writers' notebooks. Writing process will be taught and scaffolding in content area writing will be implemented using prompts and graphic organizers. The students will also use Netbooks to research and publish their completed pieces.

Our plan for continuing transitional support for ELLs who reach proficiency on the NYSESLAT, and have exited out of the ESL program is to continue to provide: academic intervention services during the school day, after school and Saturday ELA and Math test preparation programs; and to continue the same testing accommodations that they were previously entitled to for a period of two years following their testing out. Classroom teachers will also continue to provide these accommodations where they appear to be in the student's best interest, and will continue to differentiate instruction for these students through the content, process, and product related to their teaching as well as in accordance with their students' readiness skills, interests and learning profiles.

While we do not plan to discontinue any of our ELL programs or services, we certainly do plan to expand our Dual Language program to include a fifth grade class. We also intend to continue in our efforts to form a self-contained Kindergarten ESL class (if the numbers so provide), and to cluster our ESL students into one or two classes on each grade to enable ESL teachers to push in rather than pull out students from various classes when providing their mandated services.

ELLs are provided equal access to all school programs by their placement in general education classrooms, and by attending all specialty classes such as physical education, music, art, technology, theater and science along with the rest of their classmates. They also participate in all school afterschool programs, band, ballroom dance, glee club, school performances, violin, sports teams and Citizen of the Month

Assemblies.

The instructional materials including technology used to support ELLs include but are not limited to:

Smartboards
Desktop computers
Document Cameras
Netbook/Laptops
Rosetta Stone Language Learning Success
The Oxford Picture Dictionary for Kids
Foreign language glossaries for Math and Science
Math for the Real World
Phonics for the Real World
SRA Photo Library
Better Chinese Books on Software
Teachers College Reading and Writing Units of Study
Big Books

Native language support is provided in each program model. Dictionaries, content area glossaries, and texts are available in the students' native languages whenever possible to scaffold transition to higher levels. To the extent possible ESL classrooms contain books in our students' native languages, and ESL teachers deliver limited instruction in native languages to support understanding in content and informational areas.

In our Dual Language classes instruction is delivered equally in both languages throughout the entire week.

All required services and resources correspond to our ELLs age and grade levels. For lower grades we provide more visual and hands-on resources. For higher grades the focus is more on reading and writing exercises and materials. If an upper grade student cannot read we provide picture books that correspond to grade appropriate content, but emphasize pictures and more simple text.

We use Title III funding to plan a week of orientation for newly enrolled ELL students shortly before the beginning of the school year. It includes a walkthrough of the building, an introduction to some of the teachers, and a question and answer session for parents. Our goal is to acclimate the students to our school environment so that they are comfortable and familiar with the setting on opening day.

We do not offer any language electives to our ELLs.

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)?

Our Dual Language program instructional time is divided equally between English and Mandarin. The students are integrated all day. Content areas are not taught separately. Instruction is separated by time and teacher, and both languages are taught simultaneously. We follow the side-by-side model and teachers alternate days with the classes (one day English instruction, the next day Chinese).

*for additional information see Part IVA. Programming and Scheduling Information.

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.

Administration, all licensed ESL teachers, and common branch teachers pursuing ESL certification attend workshops presented by the Office of English Language Learners as well as Columbia Teachers College, and then turnkey their training to staff at grade level and faculty meetings. These presentations both serve to enable staff to assist ELLs as they transition from our school on to middle school, as well as provide the minimum 7.5 hours of ELL training for all staff requirement. Some Professional Development and workshops for ELL teachers are:-

1. A series of ELL workshops titled "Compelling curriculum and the Common Core Standards; Charting the course for ELLs and all learners." Presenter- MaryAnn Cucchiara on 5/16/11, 9/19/11, 11/21/11; 1/23/12; 3/19/12 (tent.), 5/21/12
2. "Small group instruction to support assesment-based reading and language development for ELL" Presenter - Enid Martinez on Ocotber 13; first of 2 workshops on supporting ELL's reading comprehension.

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?

There are numerous and varied opportunities for the parents of all of our students to become and remain actively involved with our school. Parent involvement directly correlates to student academic achievement. All parents are asked to join the PTA, a group that holds monthly meetings with guest speakers (often our teachers or administration) whose presentations are usually about ways that parents can help their students succeed in school. There are fundraisers, movie nights, and after school performances that occur continually throughout the school year. For non-English speaking parents, translators are usually in attendance so they can understand the content presented at workshops. Parent workshops are given both during school hours and in the evenings. Our Parent Coordinator also reaches out to parents to see what topics of interest they would like to learn more about. Bi-monthly meetings for the parents of our dual language students are held to provide information and updates as well as provide a feeling of camaraderie among them. The director of ALBETAC and the principal of another dual language program represent some of the outside agencies and speakers that have attended and presented at our parent meetings.

In order to determine the general needs as well as the translation needs of our parents we look at data from the following areas: ATS School Reports with Ethnic Data, New Admission Surveys, Parent Coordinator's Language Interest Survey, ESL Program enrollments, and PTA suggestions, input and surveys. We look for trends as to which languages are being spoken in the homes of our ELLs, in order to evaluate the needs of our parents. By getting parents involved in the stated activities it broadens their school related social circles and helps us to know them better. We have been fortunate to be able to offer free Saturday ESL classes for adults in previous years, which were conducted at the same time that their children were attending a Saturday program for ELL students. The adult classes were intended to enable them to support their children's English language learning.

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)	0	8	1	0	2	1								12
Intermediate(I)	3	9	5	5	2	1								25
Advanced (A)	13	5	13	7	9	3								50
Total	16	22	19	12	13	5	0	0	0	0	0	0	0	87

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	2	0	0	1	0	1							
	I	5	12	0	0	0	1							
	A	10	17	9	9	3	2							
	P	11	4	9	2	5	9							
READING/ WRITING	B	10	0	0	1	0	1							
	I	8	6	7	2	1	1							
	A	2	8	7	9	4	3							
	P	8	9	4	0	3	8							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3		5	3		8
4		6	2		8
5	2	3	5		10
6					0
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			2		8		2		12
4			2		4		2		8
5			2		3		9		14
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1		3				4
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

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

Our school uses the Teacher's College Reading and Writing Program to assess the early literacy levels of our ELLs. The data shows what reading levels the children have accomplished. This assessment is performed at four different periods throughout the year. According to the data, the ELL average reading level as of September 2011, was around a Level 2.

- 14.58% of ELL students are reading at a Level 3
- 27.08% of ELL students are reading at a Level 2
- 58.33% of ELL students are reading at a Level 1

One trend that is very evident from the data is that from the March 2011 assessment to the June 2011 assessment, 54.93% of ELL students made no change in their reading levels. These students consisted mainly of Kindergarten and First Grade students. From the June 2011 to September 2011 assessment, 71.05% made no change in their reading levels, while 26.32% have regressed in their reading levels over the summer.

This information can help our school's ELL progression by looking into ways to help our ELL's reading practices and strategies improve. Strategies need to be improved especially at the end of the year in order to maintain or increase their reading levels over the summer. This would amount to a strong effort to reduce the amount of students who regress from the June assessment to the September assessment. Although it is not uncommon for students to drop in their reading levels over the summer, it is highest among ELLs. One strategy to reduce the extent of regression would be their attendance in summer school programs in addition to increased parent support for students to read more over the summer months.

The data from the NYSESLAT and the LAB-R relative to proficiency levels shows that 25% of our students have been in the ESL program for at least 3 years. Most of the students who are still receiving services for at least three years are on the Advanced Level. They have only tested Advanced on the Listening/Speaking and the Reading/Writing portions of the NYSESLAT, not reaching proficient and therefore not "testing out." These students mainly consist of students from grades 3-5.

The NYSELAT Modality Analysis by grade is presented below.

Listening / Speaking

GRADE	B	I	A	P
K	2	5	10	11
1	0	2	17	4
2	0	0	9	9
3	1	0	9	2
4	0	0	3	5

5 1 1 2 9

Reading / Writing

GRADE B	I	A	P
K	10	8	2
1	0	6	8
2	0	7	7
3	1	2	9
4	0	1	4
5	1	1	3

After examining the data across all grade proficiency levels, it is evident that it takes longer for ELLs to achieve higher proficiency levels in the domain of reading and writing than it does in the domain of listening and speaking. This also coincides with the fact that it takes longer for ELLs to learn and to obtain CALPS which is the domain of reading and writing in NYSESLAT than BICS which is the domain of listening and speaking in NYSESLAT. Research has shown us that it takes about 2 to 3 years for ELLs to obtain BICS; however, it takes 5-7 years for ELLs to obtain CALPS. AS ELLs moved to intermediate and advanced levels of proficiency, they improved their listening and speaking skills. However, at these levels they still need extra help and support to help them to move to higher levels. Therefore, we know that most of the second through fifth graders in our program need additional support in helping them to improve their reading and writing skills in order for them to achieve the proficient level, and this data will be used to help us in determining our instructional focus.

During the 2010-2011 school year, we had no students take New York State tests in their Native languages.

On the New York State English Language Arts test:

- In Grade 3, 38% of Limited English Proficient scored a level 3 or above
- In Grade 4, 25% of Limited English Proficient scored a level 3 or above
- In Grade 5, 50% of Limited English Proficient scored a level 3 or above.

On the New York State Mathematics tests:

- In Grade 3, 83% of Limited English Proficient scored a level 3 or above
- In Grade 4, 75% of Limited English Proficient scored a level 3 or above
- In Grade 5, 86% of Limited English Proficient scored a level 3 or above

Most students scored a 3 or above on the New York State Science and Social Studies Test.

This is consistent with the previous year's data. The students who are limited English proficient routinely score better in Mathematics than on the English Language Arts Test. This is also evident in their Periodic Assessment, which are also analyzed and used to drive class, small group, and individualized instruction, just as we do for all of our students.

The first grade EPs are assessed in their target language, Mandarin, using a 150 word assessment list, similar to that used by their common branch teacher to assess their reading progress in English. If they know less than 50 words they are given Better Chinese books to read; if they know more, then they are given higher level books for independent reading.

The second, third and fourth graders are assessed in Chinese using teacher made materials , grade /content appropriate materials that are similar to the Teachers College running records. The teacher has the children read aloud and then asks questions to assess comprehension.

Besides running records, all the students are assessed in Chinese writing. Throughout the grades, teachers use the same rubrics to assess each child's work. Beginning with second year EPs, teachers use the same standards and materials to assess both ELLs as well as EPs.

Throughout all four grades, most of our EPs were assessed at second language proficiency levels of 3 or 4.

95% of our EPs scored level 3 or above on the ELA test. In Math 100% of the EPs scored level 3 or above, with 57 % scoring on level 4. It shows that EPs are able to flourish in English and Chinese.

Research shows that it takes about 3 to 5 years to develop BICS, but 5 to 7 years to develop CALP. A review of our 2010 – 2011 NYSELAT results indicates that 40% of our ELLs tested at proficiency in listening /speaking, and 31% tested at proficiency in reading/writing. It also indicates that more than 50% of our ELLs moved up at least one level, and 20 students “tested out” of the program. Additionally, 50% of our 5th graders “tested out” in time to transition to middle school. Further to note is that our third grade dual language class took standardized tests for the first time last year. We are pleased to report that 92% of the class performed on level 3 or above in ELA, and 100% of the class scored on level 3 or above in math. They were the class with the highest test performance on the grade.

We are pleased with the success of our ELL programs and will continue our initiative of clustering ELLs on the same grade level into one or two classes to enable our ESL teachers to push-in rather than pull-out when providing mandated support. It is a more cohesive and collaborative manner of delivering services. Our self-contained Kindergarten, now in its third year is also proving to provide a positive learning environment for these students who have actually been featured on the front page of the DOE website when they used a snowman as an authentic environment to build a snowman and write a “How-To” about the experience. Our dual language program now in its fourth year continues on its path to produce a community of bright, hardworking, cooperative students capable of speaking proficiently in two languages. Parental support for this program is stronger than ever, and last year the first graders performed at our Lunar New Year Multicultural Celebrations, and our second graders were invited to perform at the New York Mets Holiday Party. With the initiation of the new Common Core State Standards, which emphasize increased support ELLs, we look forward to further improvement in the upcoming years to come.

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: The Fresh Meadow School

School DBN: 26Q173

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Molly Wang	Principal		10/14/11
Ira Zaretsky	Assistant Principal		10/14/11
Jean Mendler	Parent Coordinator		10/14/11
Pei Yu Chang	ESL Teacher		10/14/11

School Name: The Fresh Meadow School

School DBN: 26Q173

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Stephen Chow	Parent		10/14/11
JoAnne Wang	Teacher/Subject Area		10/14/11
Terri Maillard	Teacher/Subject Area		10/14/11
Kathleen Muzyka	Coach		10/14/11
	Coach		
Francine Tapp	Guidance Counselor		10/14/11
Mary Jo Pisacano	Network Leader		10/14/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 26q173 **School Name:** The Fresh Meadow School

Cluster: 205 **Network:** 205.2

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.

Using the Parent Home Language Survey form and data from ATS, we are able to identify the different languages spoken by families of students at our school. From the data we count the number of families who would need interpretation and translation services. In addition, the Parent Coordinator sends home a letter school wide to get a more accurate count of families throughout the school who would need translation. Every piece of information that goes out to families are translated by our bilingual Chinese and Spanish teachers. Oral translation is also provided by bilingual teachers and some members of PTA at parent meetings. Collection of such data is done at least 10 days after enrollment and translation and interpretation services are put in place immediately to insure timely services.

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.

From the data collected from ATS and HLS forms of students in our school, the results indicated that over 71% of our English as a second language learners come from homes where only Chinese is spoken resulting in the need for all school memos and meetings to be translated into Chinese. Another group of ELL amounting to about 30% speak Spanish that requires us to provide translation and interpretation in their native language. This finding was conveyed to the community via Principal's report at PTA meetings and the school newsletters.

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.

The school is fortunate to have 5 bilingual teachers and 2 bilingual paras who are very qualified to do any translation at any time of the day. These teachers have access to translation program in their classrooms that permit immediate response. Using the Title III translation fund, sometime these teachers will be paid per sessions to translate before and/or after school. In most cases, memorandum are written and prepared well before deadline to enable accurate and timely translation and dissemination. There is no need for an outside vendor translator.

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.

Like written translation, oral translation is provided by the bilingual teachers and paras in the school at PTA meetings, Parent Teachers' conferences, one on one teacher parent meeting, EPC meetings and parent orientations. Interpretation services are done in house by school staff and volunteer parents and community residents. At times, parents will bring an adult volunteer with them to these meetings.

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>.

PS173 inform the community of the availability and accessibility of translation and interpretation services at the start of the school year at Parent Orientation, PTA meetings and through individual classroom teachers and grade level monthly newsletters once the school has determined the primary language spoken by the parent of each student enrolled in the school, and if the language is not English, and whether the parent requires translation assistance to communicate with school personnel (currently 85% parents of students schoolwide need translation assistance in Chinese, and 30% need translation assistance in Spanish). Translated letters and interpretation services cover, but not limited to, such areas as registration procedures of prek-5 students, selection of parent choice program, LAB-R and NYESELAT and ELA/Math standardized tests, safety and health, conduct and disciplines, special education meeting and placement and open school night. Bilingual signs are posted around the school informing parents of the availability of translation assistance and indicating the different locations of offices and

personnel. Additionally, parents are provided with a translated copy of "Parent Bill of Right" and "Guide to NYC Schools".

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: PS173Q	DBN: 26q173
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> 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 type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: Push-in& Afterschool
Total # of ELLs to be served: 51
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5
<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 3
of content area teachers:

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: In studying the data of the results of the 2011-12 NYESELAT, the TC Reading Assessment Pro and student writing, we found the following trends in ELL work in grades 1-4:-

1. Lack of cohesiveness in ELL writing in grades 1-3; this is prevalent in the writing of ELL in the Intermediate group. Beginning ELLs need work on identifying Main idea in the story.
2. This year we are focusing on building vocabulary in the content area in grades 1-5. This is also true for English-proficient students in the Dual Language program.

Consequently, we have grouped some of ELLs by needs as indicated above, and will schedule supplementary instruction for the same students during literacy and Content periods to give them the extra help they need in the classroom. These services will be provided by an ESL certified teacher. All ELLs in grades K, 1,2 and 4 will be served in this program.

In order to maximize and move ELL learning in writing and content knowledge, these students will get at least 3 periods three days a week of supplementary push in instruction to reinforce, scaffold and co-teach. Most of this instruction will take place during the literacy and content periods in social studies, and math. The language of instruction will be English supported by the use of either Chinese or Spanish with some students. ELLs will also have an opportunity to extend their language learning using technology.

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: It is the belief of our school that the success of ELLs is the responsibilities of ALL teachers, not just the ESL or bilingual teachers. As a result, all teachers must be able and willing to serve this population as best they can. This requires administration to survey the needs of the general education teachers and pin point their needs for professional development. Looking at the results of the survey, the following are culled for more assistance with the staff:-

1. Cultural understanding of ELL background.

Part C: Professional Development

2. Strategies to incorporate the BICS and CALPs into their daily instruction.
3. The essentials of teaching writing to a beginner ELL.
4. Techniques to use differentiated instruction and incorporate CCLS into ESL instruction.
5. Strategies to use in planning content teaching for ELL.

Network 205.2 has scheduled PD for its principals with Consultant MaryAnn Cucciara. PS 173 will send 3 ELL teachers with the principal, and has agreed to be the ELL Labsite for the Network's ELL training program. In addition, teachers will attend workshops given by OELL, Cluster 205 and NYS TESOL as well as National TESOL pending availability of funds.

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

Begin description here: Continuing with what we started last year, we will provide translation and interpretation assistance with all school matters. Since many of our parents are newly arrived immigrants, there is a need for workshops that deal with understanding the City public school system to understanding the Mission Statements of PS173.

Parent workshops varied in time, topics and presenters. Workshops are scheduled for early morning hours (8-9:30 a.m.), evening hours for working parents (7-8:30 p.m.) and on Saturday morning in conjunction with PTA weekend activities such as "English for Beginners", "Accessing ARIS" and "Shopping for a middle school". Presenters are Administrators, parents from PTA Executive Board, Parent Coordinator, School Nurse, teachers and members of the Community Based Organization. ELL parents will get an invitation (translated into their Native language) 2-3 weeks before the workshop to inform them of the upcoming event.

Some topics we plan to organize workshops around are:

1. "Helping your students with homework"
2. Reading and understanding Student Report Card and asking smart questions at Parent Teachers Conference
3. "School-wide activities and your participation".

After each workshop, all attendees will be given an evaluation form to rate the workshop, as well as give

Part D: Parental Engagement Activities

feedback on other matters of interest for future workshops. We will continue to monitor ELL parent needs through meetings and looking at their requests for assistance.

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Part E: Budget

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

Allocation Amount: \$12244

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 	39 F-Status Days of supplementary services : 39 x \$307.00 = \$11,973.00	Supplementary ELL push-in services for intermediate and Advanced ELLs provided by licensed ELL teacher in grades K, 1, 2 and 4 to co-teach and instruct in small group and/or individual setting.
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$ 270.00	100 double pocket folders for students in the program- \$70.00 15 non-fiction paperbags books on Animals by Everbest Publishers- \$200.00
Educational Software (Object Code 199)	?????	
Travel		
Other		
TOTAL	\$12, 243	

