



**Department of
Education**

Dennis M. Walcott, Chancellor



**2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

PUBLIC SCHOOL 174 – WILLIAM SIDNEY MOUNT

28Q174

PRINCIPAL KARIN KELLY

KKELLY8@SCHOOLS.NYC.GOV

SUPERINTENDENT DR. BEVERLY FOLKES-BRYANT

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Karin Kelly	*Principal	
Susan Hammer	*UFT Chapter Leader	
Kathleen Conte	*PA Designated Co-President	
Pat Evens	Member – Teacher	
Gina Mastrogiacomo	Member - Teacher	
Marie Russell	Member - Teacher	
Julie Miler	Member - Parent	
Tammy Brown	Member - Parent	
Nisren Ali	Member - Parent	
Geraldo Maldonado	Member - Parent	

** 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.
- PIP – not applicable for our school

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

- By June of 2013, Principal and AP conduct 4 formative observations for each teacher using selected components of Charlotte Danielson's "Framework for Teaching" using the technology program *Teachboost*, as well as other feedback letters and notes from informal meetings.

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.

The 2012-2013 Instructional Expectations from the DOE include use of a research based program to provide frequent cycles of feedback to teachers through visits and observations.

There are individual needs of our teaching staff – from novice through master teachers. Teachers have varied experiences, backgrounds, and education. Individual professional development plans for each teacher based on their next steps for progress and movement to the next level within the continuum.

Teacher self-assessments on selected components of the research-based rubric are established through our Inquiry Team and Professional Development plans.

Strategies to increase parental involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable.

- Parent information sessions and workshops on topics such as - CCLS, classroom instructional expectations, writing and reading workshop including celebrations of student work, and arts integration and student performances. Teachers and students share best practices; administrators and parents participate and provide feedback.

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).

Engage in short frequent cycles of classroom observation; providing feedback to the rubric including evidence and next steps.
UFT SBO for Thursday data teams meeting every week; teachers programmed to common Professional learning, one period each week; teachers programmed for common prep periods to facilitate collegial classroom visits as well as lesson study.

Teachers self-assess on selected components of the research-based rubric; examining the “*Frameworks*” and reading of the text.

Teachers participate in professional learning communities, through collaboration, planning periods, classroom visits, online learning, and (but not limited to) lesson study groups.

Administrators will attend professional development such as (but not limited to) – Summer Institutes, Principal and AP study groups on topics such as *Common Core Learning Standards*, and providing effective feedback to teachers through the use of the “*Framework for Teaching.*”

Budget reflects Principal and Assistant Principal salary, as well as *CFN 207 Services*

Budget includes funds for program *Teachboost.*

Timeline – from September 2012 through June 2013

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, staff of PS 174 will strengthen student work by examining and refining curriculum assessment and classroom instruction through data teams and performance tasks aligned to Common Core Learning Standards (CCLS) in ELA, Social Studies, Science as well as in Math.

95% of students will participate in (4) performance tasks aligned to the *Common Core Learning Standards*, two in ELA (with Social Studies and Science Content;) as well as in Math, by June 2013.

80% of students will effectively use evidence to support arguments across subject areas and grades.

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.

The School Leadership Team, teachers and administrators of our school have examined the school data including – the overall Progress Report, the % of students Proficient in ELA and Math, as well as the Math and ELA progress data for the years 2008-2009, 2009-10, 2010-2011 and 2011-2012. The School Data Inquiry Team and six teacher teams have drilled down the data from school to grade to class to individual student in order to locate particular student specific needs. Also reviewed are the research based data sources from programs such as: TenMarks Math, First in Math, Acuity, running records, Foundations, Mimeosprout, Wilson, etc.

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

Professional learning around *CCLSs* and tasks provided by administration, teacher leaders, and *Network Support Specialists*.

Teachers will develop a correlation between Units of Study and the *CCLS* incorporating opportunities for students to conduct research and use supporting evidence, in Science and Social Studies, through the English Language Arts; and to explain their tasks in math using pictures, numeric algorithms as well as visuals.

Teachers will design lessons infusing opportunities to read and respond to a combination of literary and information texts.

Teachers will develop collaborate lessons that incorporate oral and written skills needed for providing evidence to support arguments and explain mathematical concepts.

UFT SBO for Thursday data teams meeting every week; teachers programmed to common Professional learning 1 period each week; teachers programmed for common prep periods to develop a rubric to assess the evidence, to facilitate collegial classroom visits as well as to provide opportunities for lesson study.

- a) Budget reflects Principal and Assistant Principal salary, Inquiry Team per session, Teacher Leader Per session, and *CFN 207* Services, as well as 25 per diem days for professional development.

Objective evidence:

- Classroom visits
- Students work products, projects and displays using rubrics
- Attendance at PD sessions
- Sign in sheets and agendas
- Grade meeting minutes
- Data team minutes
- Student work collected
- IT Artifacts
- IT *ARIS* page

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.

Strategies to increase parental involvement

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

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).

Budget and resources alignment**Funding Sources:** Fair Student Funding; Title III

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

✓

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.

Goal – By June 2013, parent involvement and school engagement will increase from: 7.7 in 2012 to 7.9 in 2013 in Communication as measured by the Learning Environment Survey Report.

From the results of the *Learning Environment Survey Report* dated 2012, the score for *Communication* will increase from 7.7 in 2012 to 7.9 in 2013. Parent participation in accessing our school website, use of social media such as Twitter and providing feedback to our information sessions will increase from .00 to .05.

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.

Implement the web-based software program, *Global Connect*, in order to communicate more effectively with our parents.

Email monthly goals in all subject areas and post on ps174.org

Conduct workshops specialized for *ARIS Parent Link*, the *NYS Assessments*, *MS Choice Process* (among others) during varied times of the day/evening and use feedback forms.

Translate major school correspondence into our dominant languages (Russian, Spanish, and Chinese) to meet the needs of our families. Use free translation services of the *DOE*, as well as paid use of oral interpreters when necessary for parent meetings, conferences, workshops, scoring, newsletters, enrollment documents.) We use all of our funds available *Title 3*.

Use of *Title 3* funds for Library Tuesdays where parents can receive support from teachers in the library, receive training on *ARIS Parent Link*, and use the computers to review the PS174 website.

Review all emergency contact “blue cards” and enter data for *H-LIS Home Language Identification Survey* into *ATS*.

Make use of the system – *Wake Up NY* – to increase the punctuality rate and attendance rate of students during the school day as well as Extended Day.

Continue to update the websites– *ps174.org* and *ps174pa.com*

Participate in *Twitter for our [ps174pa@twitter.com](https://twitter.com/ps174pa)*
Review of attendance rate for Extended Day (at-risk) students

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). N/A
 - School Tours
 - Attendance at workshops, Parent meetings and Parent/Teacher Conferences
 - Agendas and minutes for *Parents Association* meetings
 - Attendance, agenda and minutes for *School Leadership Meetings*
 - Translated documents
 - Presentation agendas, handouts, and sign in sheets
 - Attendance at *Library Tuesdays*
 - *PS174.org* – our school website
 - Parent email distribution list.

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).
- Fund the School website
- Fund the communication system – Global Connect
- Fund the parent coordinator
- Schedule per session for teachers for parent information sessions
- Schedule per session for teacher for afterschool programs



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.

To support academic initiatives, for diverse learners, through the application and use of technology. Measurable target: 95% of our students will have the opportunity to participate in technology applications, programs and projects using technology.

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

The School Leadership Team, teachers and administrators of our school have examined the school data including – the overall Progress Report, the % of students Proficient in ELA and Math, as well as the Math and ELA progress data for the years 2008-2009, 2009-10, 2010-2011 and 2011-2012. The School Data Inquiry Team and six teacher teams have drilled down the data from school to grade to class to individual student in order to locate particular student specific needs. Also reviewed are the research based data sources from programs such as: TenMarks Math, First in Math, Acuity, running records, Foundations, Mimeosprout, Wilson, etc.

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 Fiscal resources, including legislative grants (*Reso A*), private grants (*Donors Choose*), and tax levy funds will support technology purchases, training and staffing of programs. Resources are allotted for the purchase of software (individual subscriptions, bulk subscriptions, and site licenses) of software for differentiation of instruction, including meeting diverse needs ranging from Students with IEPs, students at-risk, *RTI* as well as *Gifted and Talented students*.

Students in Grades 3 through 6 have the opportunity to take all *Interim Assessments* online. Parents will be invited to enroll in parent *ARIS* during library and computer room open access times during and after school. Workshops and information sessions for parents are conducted during and after school.

Teachers are provided with additional professional development opportunities in the use of online programs and *Smartboards*.

Teachers are formulating collaborative projects using technology and sharing technology experiences with their classes, on their grade levels and

through the school.

Activity #1

- **Professional Development**: PD will be given on the following topics: Interim assessments to monitor and revise curriculum; use of writing rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals in literacy – reading, speaking, listening and writing; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning. PD for Common Core Learning Standards and Performance Tasks.
- **Target Population(s)**: All teachers; classroom, cluster and support; paraprofessionals assigned
- **Implementation Timeline**: September 2012 through May 2013

Activity #2

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

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). N/A

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

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).

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

Funding Sources:

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

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	<i>Wilson Groups</i> <i>Headsprout Comprehension</i> <i>Headsprout Early Literacy</i> <i>Simple Solutions</i> After School ELA Program Library Mondays	<i>Extended Day 37.5 minutes of small group instruction.</i> <i>Wilson Reading</i> is a multi-sensory approach to phonics instruction <i>Headsprout</i> is a web-based computer phonics program ELA Afterschool program provides remediation and test practice. PS 174 Library is available for books and computer access on Mondays each week; parent/child activity <i>Simple Solutions Grammar and Writing</i> is daily reinforcement of specific skills	Before During After School Extended Day
Mathematics	Extended Day <i>Math Steps</i> <i>Simple Solutions</i> <i>First in Math</i> <i>Ten Marks Math</i>	<i>Extended Day 37.5 minutes of small group instruction.</i> Mathematics Afterschool program provides test remediation and practice. <i>Math Steps</i> provides re-teaching and basic skills instruction daily <i>Simple Solutions</i> is daily reinforcement and mastery of	Before During school hours After School Extended Day

		skills already taught	
Science	After School Science Program Science Cluster Program	<i>Extended Day 37.5 minutes of small group instruction.</i> Science Saturday and Afterschool program provides test remediation and practice. Content area books in classroom and library Hands-on materials for student use	During School hours After School Extended Day
Social Studies	Extended Day Library Mondays Enrichment Cluster Program	<i>Extended Day 37.5 minutes of small group instruction.</i> Social Studies content area fiction and non-fiction books in classroom and library Social studies reports, projects and presentations	During School hours After School Extended Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	School Psychologist Social Worker Guidance counselor SETSS	Pull out Push in services Small group Individual as needed 10 week cycle of individual and small group sessions targeting school related issues. Grade Advisor Respect for All Advisor	During School hours 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.

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

**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 – N/A FOR PS 174 AS NON TITLE 1 SCHOOL

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 2 CFN 207	District 28	Borough Queens	School Number 174
School Name William Sidney Mount			

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

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

Part II: ELL Identification Process

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

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

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

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

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

During the orientation meetings, conducted by Ms. Bernfeld and Mr. Romano, the parents are informed that they have a choice of the type of program they prefer for their child. The three program choices, transitional bilingual, dual language and English as a second language, are explained by ESL staff in great detail. The ELL program requirements, expectations, assessments and standards are also explained. Parent surveys and selection forms are available in English and the home language. At the meeting, parents have an opportunity to view the video, in their native language and English, about transitional bilingual, dual language and freestanding ESL programs. Parents are given the opportunity to ask questions about these programs and anything else they may be unclear about. Additionally, parents are offered strategies they can use to help their child with homework and ways to increase their child's English abilities away from school. Our parent coordinator is actively involved in improving communication with parents and families of ELLs. Many parent letters, forms and flyers from the Department of Education are now available in languages other than English.

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

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

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

Entitlement letters are sent home with entitled students at the conclusion of Lab- R testing, and throughout the school year for newly admitted children. These letters are sent in English and the native language. Our ESL staff and Parent Coordinator are always available to meet with parents to answer questions and insure completion of the survey. Parents who attend the orientation session generally return the Parent Survey and Program Selection form at that time. As described above, parents are given window of 10 working days in which to return the survey. Those parents who do not return the survey are sent a second entitlement letter and survey, in their native language and English, with an invitation to attend a subsequent parent meeting. If the form is still not returned, we call the parents and/or speak with them at Parent Teacher conferences explaining that it is a requirement that they complete the survey.

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

This school offers (check all that apply):

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

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

refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	1	1	4			1							9
Chinese	4	1	1	4	1	1	1							13
Russian	3	1	3	2		1	1							11
Bengali	1	1												2
Urdu														0
Arabic			1		1									2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian			1											1
Other	4	4	2	1	4		1							16
TOTAL	14	8	9	11	6	2	4	0	0	0	0	0	0	54

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

Our program models are varied to ensure appropriate service is provided to each child. Kindergarteners at all proficiency levels attend heterogeneous grade classes for their 180 minutes of mandated service. These classes are often project/activity driven, allowing each student to produce work at his/her appropriate level. Beginner and intermediate level kindergarteners receive an additional 180 minutes of

A. Programming and Scheduling Information

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

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

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

Third and fourth grade students are served using a mixture of homogeneous and heterogeneous models. These students, of all levels, are grouped by grade and receive their mandated 180 minutes of ESL. Beginner and intermediate students in third grade receive their mandated additional 180 minutes of ESL using a combination of push-in and pull-out periods. The fourth grade beginner and intermediate students receive their additional mandated 180 minutes of ESL instruction primarily using the push-in model.

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

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

In the content areas, language, instructional approaches and methods used to make content comprehensible and to enrich language development include CALLA methodologies, picture support, vocabulary pre-teaching, scaffolding and the use of sheltered English. To teach content areas in the grade K through 2 pull-out program, we use the Rigby Animals Theme Packs for ELLs which focuses on science and social studies lessons. We also use the Hampton Brown Avenues program in these grades. This program contains lessons in math, science, and social studies.

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

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

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

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

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

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

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

The needs of newcomers in the early stages of language acquisition will be addressed by utilizing the following instructional methodologies: use of pictures and other visuals; Total Physical Response; listening comprehension activities to build receptive

A. Programming and Scheduling Information

vocabulary; chants, songs and other repetitive whole-group activities; language chunking; and personal experience charts and stories. Test preparation materials are individualized and modified in order to be comprehensible to these students on their level.

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

For ELL-SWDs, we find that TPR activities and chants/songs aid in making important vocabulary, phonics and grammar easier to remember. Once these basic tools to academic success have been absorbed, students are ready to learn to use them to create oral and written language and to comprehend content-area text, as well as fiction. The use of realia and hands-on activities makes the comprehension of academic vocabulary easier, and provides the opportunity for real usage of specific technical language that best accommodates development of permanent, retrievable knowledge.

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

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

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	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

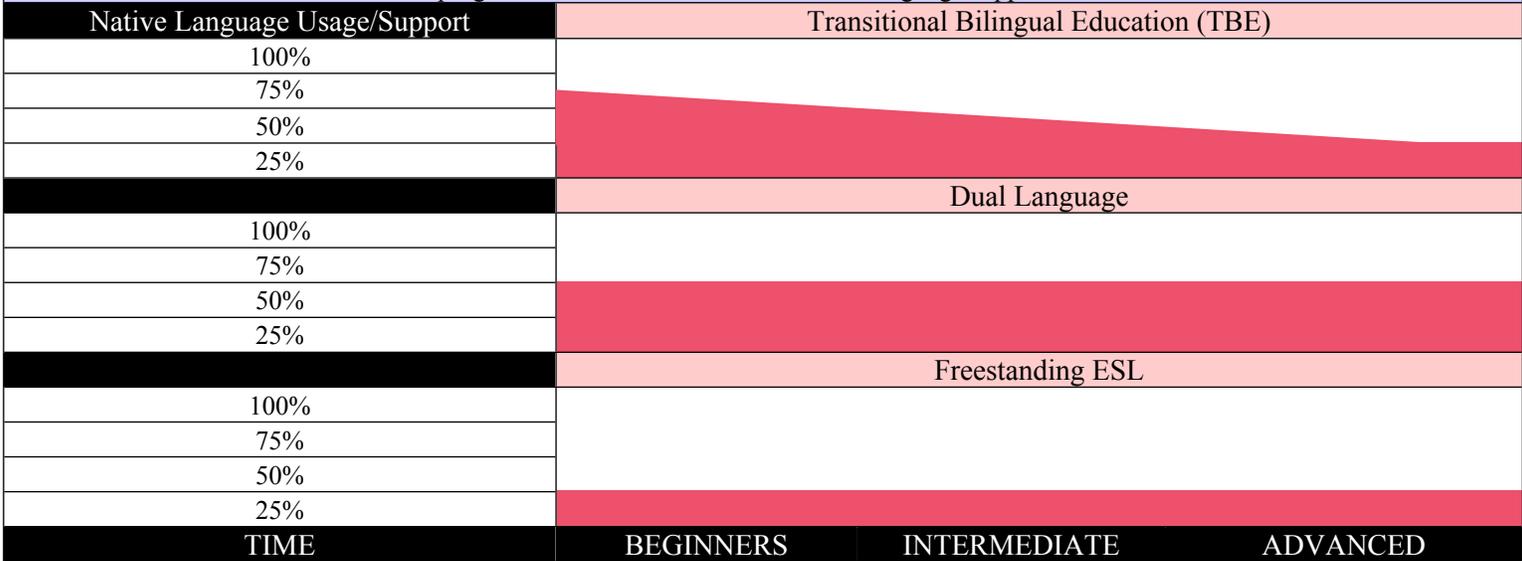
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



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?

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

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

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

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

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

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

In order to improve service to our ELLs we are doing more push-in and less pull-out this year. In addition, we are once again using the Interim Assessments for ELLs. We are looking into purchasing computer software to build language development for ELLs in the lower grades. We are continuing all programs for ELLs that we had last year including Library Tuesdays and AIS. No programs have been discontinued.

ELLs are afforded access to all school programs by sending home informational flyers in the native language and English. Bilingual support services are provided to ELLs in our school. We have the following bilingual support service personnel: A bilingual Russian/English physical therapist and occupational therapist and bilingual Chinese/English parent coordinator. We also have

paraprofessionals who speak Spanish, Russian, Chinese and Indonesian. In addition, our school utilizes certified translation services for parent/teacher conferences on an as needed basis. After-school and supplemental services offered to ELLs in our school include enrichment programs, test preparation classes, extended day, AIS and Library Tuesdays.

Teaching materials include a wide range of print, visual and digital resources designed for increasing English language proficiency. In the lower grades, K through 2, our ESL teacher uses Hampton Brown's Alphachants and the Addison Wesley Amazing English program to develop literacy skills and phonics in kindergarten and for beginner and intermediate level students in the other grades. Our lower grades teacher also uses the Hampton-Brown Avenues programs and the Rigby Animal Theme Packs for English Language Learners to teach science and social studies. The LeapFrog Learning system is used for newcomers in all grades both in the regular classroom and the ESL classroom to develop language and phonics and concepts in the content areas. In the upper grades, our teacher works with newcomers and beginning and intermediate level students using the Addison Wesley ESL program. This program is used to teach language and grammar and to develop concepts in literacy as well as social studies, math, science and geography. She also uses the Scott Foresman ESL series and the Hampton Brown Into English program with ELLs on all levels, providing differentiated instruction to beginner/intermediate students and advanced students. These programs develop language and concepts in literacy, math, social studies and science. In addition, we have purchased classroom libraries and multiple copies of books for specific units of study to expand the choice of materials for K through 6. Technological programs for ELLs also include the Headsprout program which provides lessons in phonics and reading and which has been of great value to our ELLs in the past few years.

Native language support is delivered in each program model at our school. Content area glossaries are distributed to our ELLs, literate in their home language, in the subjects of math, science and social studies. Bilingual dictionaries and bilingual picture dictionaries are available for their use as well. Our library and classrooms contain close to two hundred books in Russian, Spanish, Chinese, Korean, Polish, Indonesian and several other languages. ELLs are encouraged to read and borrow books in their native language from the library. In addition, they can read native language books in their regular classroom during ESL push-in periods and during reading periods. They also can read their native language books in the ESL classroom during pull-out as they transition from the native language to English. Our upper grade ESL teacher speaks Spanish and uses it to communicate with Spanish-speaking newcomers.

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

So far, the only program model we have been able to provide in our school has been the ESL program due to having less than 15 students in contiguous grades who want a bilingual program. As stated above, as part of the ESL program, we provide our students with bilingual content area glossaries in math, science and social studies, as well as bilingual dictionaries and bilingual picture dictionaries. Students, particularly newcomers in the mid to upper grades, are encouraged to read and write in their native language. As described above, many bilingual and native language books are available for their use in classrooms, the school library and the ESL classroom.

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

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Professional development is ongoing in PS 174 as per CR 154 regulations. A need exists for us to address the academic deficiencies of our ELL students and to support their learning by developing the teachers in best instructional practices for ELLs. Our CEP provides for intensive professional development for teachers in specialized strategies to meet the needs of ELLs at different levels of English language acquisition, as well as addressing the specific needs of individual teachers. Staff development for SY11-12 is for new teachers as well as experienced staff members. Our plan ensures the receipt of 7.5 hours of professional development in the strategies for teaching ELLs for general education staff and 10 hours for special education teachers and special education paraprofessionals, as per Jose P.

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

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

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

The topics for professional development include acceptance and use of native language writing with upper-grade new arrivals, availability and use of native language and bi-lingual texts, Leap Frog Learning and other available ESL software programs for students, online resources for ELL students and their teachers, scaffolding instruction and differentiation of instruction for ELLs. These last two topics will prepare all staff to assist our ELLs as they progress from the elementary to the middle school grades. Dates for ELL professional development are: September 7, November 8, and June 7.

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

E. Parental Involvement

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

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

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

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

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

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

All parental involvement activities address the needs of our parents. These workshops create a welcoming environment for parents to become more involved in their child's school, as well as, exposing them to activities that can be done with their child at home. Participation in these activities also provides a stress-free opportunity for parents of ELLs to practice and improve their English skills.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5	0	1	1	0	1	1							9
Intermediate(I)	4	6	3	1	0	3	3							20
Advanced (A)	2	5	7	4	4	6	3							31

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3		2	5		7
4	1	4	4		9
5	4	6	1		11
6	5	1	1		7
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3		1	2	2	3	1	2		11
4		1	3		3		2		9
5	4		6	1	1				12
6	1		2	2	2			1	8
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			2		2		3		7

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

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

Early literacy skills of our ELLs are assessed using the Teachers' College Reading and Writing Workshop assessment tools. We looked at our kindergarteners, first, second and third graders. In a typical kindergarten class, about half the students are pre-readers, at this time of year, and the other half read on level A. The majority of ELLs, as one might expect, fall into the prereader category. By the time they get to first grade, most students are on grade level with the exception of newcomers and one child with special needs. This is a change from what we have seen in the past, when only about half the students were on level, with no clear explanation for the ones who were not. In second grade, similar to last year and the year before, we see a real decline with only 33% reading on grade level compared to 37% in 2010. It is still higher than 2009, when only 30% were on grade level. We do have some newcomers in second grade and another possible explanation for this drop is that 41% of last year's first graders passed the NYSESLAT, leaving our remaining ELLs who are basically struggling readers and writers.

By third grade, 50% of our ELLs are reading on grade level. Although this is an improvement over second grade scores, it does not even approach the numbers we saw in 2010 when 90% of our ELLs were reading on grade level in the third grade.

NYSESLAT and/or LAB-R results for P.S. 174 have been reviewed in the four modalities of listening, speaking, reading and writing. It should be noted that the percentage of students attaining proficiency on the NYSESLAT has been steadily increasing each year. On the Spring 2011 NYSESLAT, 31 of the 87 students tested, or 37% of our ELLs, were found to be English proficient. On 2010's NYSESLAT, just short of one-third of our ELLs were found to be English proficient. On 2009's NYSESLAT, similar to earlier years, only 13% of our students attained proficiency. So tremendous growth is evident for the past two years.

There are only nine beginner level ESL students, four of whom entered our school late in the school year and one who has since been transferred to a more restrictive environment. Examining the school as a whole, we are just about evenly divided between beginner/intermediate level students and advanced students. When examining the combined modalities, we see that there are more advanced and proficient students in listening and speaking across all grades than in reading and writing. Looking at individual scores, the majority of students continue to improve going from beginner, to intermediate level, then advanced level and ultimately, proficient.

Patterns across the NYSESLAT modalities of reading/writing and listening/speaking affect our instructional decisions. Although we certainly have students with a variety of needs that require differentiated instruction, based on the results of the NYSESLAT and Lab R, it is clear that we need to continue addressing all four modalities in our teaching with an emphasis on reading and writing. Instructional decisions based on NYSESLAT results include focusing on specific skills in the content areas. Students are encouraged to use their subject specific bilingual dictionaries, and, in class, we use sheltered English versions of non-fiction text in addition to lower grade level trade books. We continue to work on the literacy skills of defining unknown words using contextual and picture clues, identifying the main idea and eliciting story details, understanding sequence and cause and effect, comparing and contrasting, and making inferences and predictions. Through both reading and writing, we will strive to improve the understanding and usage of grammar and syntax in our ELLs, specifically exploring the use of pronouns, prepositions, superlatives, homophones, conjunctions, plurals and verb conjugations.

We examined New York State test scores for students in grades four through seven, last year's third through sixth graders. We know that the scoring for the 2010 ELA was reconfigured and in 2011 the test became more difficult and the 2010 scoring system was continued. Our results varied from our 2010 ELA results. This year 32% of our ELLs scored a Level 3, meeting grade level standards. This is an increase over 2010, when only 24% met ELA standards. However, in 2010, 75 % of our ELLs scored a level two or three, which meant they had

basic ELA skills or were meeting grade level standards. This year, only 70% scored a level two or three. It should also be noted that students in the lower grades had a greater percentage of Level three scores and students in the higher grades had a greater number of level 1 scores.

Our ELLs fared much better in math than they did in literacy. Eighty-three percent of them scored a level two or higher. Only seven ELLs scored a level one. Six of them were special education students and one was a newcomer. The need for native language testing in our school in the content areas was once again validated with most students who took the test in their native language scoring a level two or above.

ELLs were provided with exams in their first language as well as in English where warranted. This was the case for the NY State examinations in math and science, as well as for the interim assessments in math. All ELLs, literate in their first language, were allowed to use dictionaries and were provided with glossaries to use in class and when taking state exams. The children requiring native language testing in Math last year were Russian, Spanish, Arabic, Tagalog, Indonesian and Farsi speakers. For our Russian and Spanish speaking students, translated tests were available. We hired oral translators for the NYS Mathematics exam for the other languages. For the Science exam, we had one Spanish speaking student who used a translated version.

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

The Periodic Assessments are somewhat predictive for ELLs, as they are for our other students, as to how they will do on the actual State assessments. Interestingly, there is a wide spectrum of ELL scores, similar to their scores on the final assessments. The Mathematics interim assessments are provided to ELLs in their native language, as well as English, where warranted.

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: PS 174		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Karin Kelly	Principal		1/1/01
Cindy Galloway O'Connor	Assistant Principal		1/1/01
Laura Hui	Parent Coordinator		1/1/01

School Name: PS 174**School DBN:****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Eileen Bernfeld	ESL Teacher		1/1/01
	Parent		1/1/01
Phillip Romano, ESL	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Pearl Romero	Coach		1/1/01
	Coach		1/1/01
Carleen Jean-Felxi	Guidance Counselor		1/1/01
Peggy Miller	Network Leader		1/1/01
Joanne O'Hearn	Other <u>Related Svce Provid</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 2 **Network:** CFN207

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

Part A: Needs Assessment Findings

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

Staff reviews Home Language Survey

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

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

In our school, we need the following languages:

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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

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

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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: PS 174	DBN: 28Q174
Cluster Leader: Despina Zaharakis	Network Leader: Danielle Giunta
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 checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: Push-in
Total # of ELLs to be served: 60
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 checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" 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: 3
of certified ESL/Bilingual teachers: 2
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Public School 174 is located in the Rego Park section of Queens, New York. This prekindergarten to sixth grade school serves a population of students from culturally diverse backgrounds. The community is home to new immigrants from Asia, Latin America and the Middle East. Our ESL program is freestanding serving 60 of the 634 total students in both General and Special Education.

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

According to the PS174 Comprehensive Educational Plan, a concerted effort and specific plan to address the needs of our ELL students will be continued. First grade is a time when children are beginning to emerge as literate human beings. Our first grade contains 17 ELLs, a larger number of ELLs than in any other grade and double the number of ELLs in most grades. In addition, there are more newcomers in first grade than in any other grade, and 11 of our 17 first grade ELLs are beginner or intermediate level learners.

According to our Teachers College assessments, most of these ELLs are reading below grade level and show difficulties in comprehension and phonics during weekly conferencing. They also score low on Everyday Math monthly assessments, Words Their Way assessments and weekly spelling tests. Analyzing this data, our struggling ELLs have been identified. Therefore, a certified ESL teacher will serve ELL students in our three first grade classes, one day per week for push-in supplemental services, over and beyond their mandated services. Each ELL will be served for two additional periods per week during literacy, because that is the area where our ELLs show many deficiencies. Words Their Way, TC minilessons, and Imagine Learning are the programs that we will utilize to improve the language skills of our ELLs. Scaffolding and differentiation of instruction will be emphasized. The language of instruction is English. The program will begin in December and continue for ten weeks. Students to be served include newcomers, and beginning and intermediate level students.

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

Part B: Direct Instruction Supplemental Program Information

will be used to engage our students.

We also serve our ELLs using the Imagine Learning software, a proven research-based computer program for ELLs that we use to provide service in a supplementary manner. We have 29 licenses for this program, servicing the majority of our ELLs in grades two thru five. ESL teachers utilize this program during push-in and co-teaching periods to provide supplemental language support.

Another way we serve our students is: Our library and classrooms contain close to two hundred books in Russian, Spanish, Chinese, Korean, Polish, Indonesian and several other languages. Additionally, we have many books representing the people of various cultures. These books are available to our students in the school library, classrooms and ESL classrooms.

Our school library is open for After-School Tuesday every week during the hours of 3:00 PM to 4:30 PM. During this time, parents and students visit the library together to read and select books. They also have access to computer technology and programs at that time. The library is open to all students in grades prekindergarten through fifth, and their parents.

After-school Tuesday staff includes a certified ESL teacher and our school librarian. Our ESL teacher instructs students in the lower grades by doing read-alouds. Both the ESL teacher and the librarian assist ELL students and parents in finding appropriate literature, including bilingual and native language books. In addition, both pedagogues assist parents by helping them sign up for ARIS. They teach parents how to navigate ARIS in order to obtain vital information regarding their children.

Part C: Professional Development

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

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

Begin description here: A need exists for us to address the academic deficiencies of our ELL students and to support their learning by developing the teachers in best instructional practices for ELLs. Our CEP provides for intensive professional development for teachers in specialized strategies to meet the needs of ELLs at different levels of English language acquisition, as well as addressing the specific needs of individual teachers.

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

Staff development is for new teachers as well as experienced staff members. Our plan ensures the

Part C: Professional Development

receipt of 7.5 hours of professional development, in the strategies for teaching ELLs, for general education staff and 10 hours for special education teachers and special education paraprofessionals, as per Jose P.

The topics for professional development include aligning curriculum for ESL students to the Common Core Learning standards, conducting reading assessments for ELLs, training in the use of Imagine Learning and other new ESL software programs for students, scaffolding instruction and differentiation of instruction for ELLs. These last two topics will prepare all staff to assist our ELLs as they progress from the elementary to the middle school grades. In our comprehensive professional development program, we strive to maximize the talents of teachers who have Title III served students in their classes. Dates for ELL professional development include all of the citywide professional development days, in early September, early November and early June.

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

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

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

Activities for parents of ELLs are held each month throughout the school year. Parents of ELLs have already attended academic workshops. From early to mid-September, curriculum workshops were held for each grade. In late November, we will be conducting a workshop on RTI and Special Education Reform. In early November, parents will attend a workshop on the the New York State Common Core Learning Standards.

In future months (dates not set yet), through our partnership with Learning Leaders, a nonprofit organization of trained volunteers, we will be having workshops for our Learning Leaders in order to develop their reading and math skills. In the past, parents of ELLs have attended and become Learning Leaders in our school. We will continue to provide Learning Leaders training.

Part D: Parental Engagement Activities

Future workshops are also being planned on various topics including information on NYS assessments, additional information on the Common Core Learning Standards, strategies parents can use to help their children with homework, ways to increase their children's English abilities away from school, ARIS training, information on reading Just Right books, and information on middle school choices.

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

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

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

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	F-Status \$3316.60 Per Session \$3463.34	10 days @ F-status rate of \$331.66 per day - 1 Certified ESL teacher - Supplemental Services Library Tuesdays - 23 sessions (2 teachers) \$50.19 hourly rate \$150.58 per session Supplemental Services
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, 		

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. <ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)	\$4350.00	29 student users for Imagine Learning Renewal of Imagine Learning License
Travel		
Other	\$70.06	Parent Involvement Consumables - paper, postage, envelopes
TOTAL	\$11,200.00	