

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: THE FRESH MEADOW SCHOOL
DBN (i.e. 01M001): 26Q173
Principal: MOLLY WANG
Principal Email: MWANG@SSCHOOLS.NYC.GOV
Superintendent: DANIELLE GIUNTA
Network Leader: MARYJO PISACANO

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Molly Wang	*Principal or Designee	
Kathy Muzyka	*UFT Chapter Leader or Designee	
Italia Augienello	*PA/PTA President or Designated Co-President	
Ray Nieves	Parent	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Meryl Dell Italia	Member/ Teacher	
Thomas Wiecezak	Member/ Teacher	
Georgia Chokas	Member/ Teacher	
Alan Ong	Member/ Parent	
Limor Brantz	Member/ Parent	
Wendy Lau	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 may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, 80% of eligible teachers will move at least 1 proficiency level in component 3C (Engaging students in learning) measured by the Danielson Framework. School administrators will provide effective feedback and support to improve instructional practices.

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 2013-14 formal and short visit observations of teachers' instruction by administrators yielded the following results: from looking at the data in the November 2013-May 2014 ADVANCE observation and rating distribution under component 3C, we found that 63% of our teachers scored an "Effective". 37% of the teachers are still planning lessons that may not provide students the time needed to be intellectually engaged. These teachers plan for tasks that require students to recall facts and/or procedures. This goal also addresses the 2014-15 Capacity Framework that called for rigorous instruction where students are actively engaged in ambitious intellectual activity and developing critical thinking skills. Teacher classroom practices will be improved to help move students toward meeting higher standards. A system to assess student learning, and review and reflect on teacher instructional practices will be set up.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers identified as having a rating below "effective" under component 3C will be provided with professional learning opportunities during the Monday 80 minutes PD as well as 35 minutes meeting on Tuesday.
2. Administrators will conduct informal/formal observation visits to all classes with an eye toward supporting and lifting the level of teachers' performance under component 3C to impact student learning, specifically those teachers rated "I" and "D" under component 3C.

B. Key personnel and other resources used to implement each strategy/activity

1. Cycles of professional learning on strengthening component 3C will be planned and collaboratively facilitated by administrators and teachers throughout the year. Network Talent Coach will work with Principal and Assistant Principals on calibrating teacher classroom practices using the Danielson Framework.
2. Inter-class visitations will be scheduled as needs arise from administrator's observation visit and feedback sessions. These inter-class visitations will give teachers the opportunity to share best practices in planning and delivery of instruction.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Administration will conduct informal observation visit to classrooms of teachers needing support in learning to become "effective" in Component 3 C.
2. Reflection and share time will be built into grade meeting once a month for teachers to do inquiry work in their own learning in becoming an effective teacher. We will use the "Tuning Protocol" mode for this work.

D. Timeline for implementation and completion including start and end dates

1. September 2014 – June, 2015
2. September 2014 – June, 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1..Use of Monday 80 minutes PD and 35 minutes on Tuesday to support the instructional strategies mentioned in A. Selected teachers will discuss the overview of component 3 C as it impacts on lesson plan, questioning, knowledge of students and assessment. On-going professional development is provided by administrators during: 1 grade conference per month; optional coaching sessions during lunch and learn held 1 X per month X 9 months between September 2014 and June 2015; new teacher mentoring scheduled for 1 period X 1 day per week between September 2014 and June 2015; Inter-visitations scheduled 1 period X 1 Day per week for targeted support as needed; 80 minutes of scheduled mandated professional learning for all teachers during Monday 80-minute PD September 2014 through June 2015.

2.Resources – articles and professional reading will be made available to support pedagogy used in Component 3 C.

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).

At set intervals throughout the year, parents will be surveyed to determine parent needs and interests so that appropriate workshops can be developed to address the unique needs of our parents and families. The survey will include questions to determine the best time of the day to schedule workshops. The Parent Coordinator will work with the principal and school leaders to design strategies and workshops that increase parent involvement and parent engagement. Parent involvement/engagement strategies aligned with this goal will include two parent workshops as indicated below.

- **Fall Parent Workshop:** Parents and families will become familiar with the new Advance, Teacher Evaluation System.
- **Spring Parent Workshop:** Parents and families will explore the ways in which the Danielson Framework supports improved teaching practices that increase student performance.
- Before each workshop, the PTA will give out flyers about the workshop translated into our parents' high frequency languages and the PTA President will read a description of the workshop (with translation services) and encourage parents to attend. At the bottom of the flyer there will be a raffle ticket indicating the prize. Parents will be encouraged to enter their raffle ticket when they attend the workshop. At each meeting, there will be a parent give-away raffle with prizes donated by local merchants.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy		Title IA		Title IIA	x	Title III	x	Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Fair student funding will be used to facilitate workshops and other activities.

Goal and Action Plan #2

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 2015, 85% of students in grades K-5 will meet grade level benchmarks in reading and writing as measured by end of year Running Record Assessments given in every grade in reading, and an analysis of "on demand" writing, and end-of-unit writing pieces.
80% of students on grades 3-5 will perform at or above grade levels as measured by the 2014-2015 NYS ELA.

Comprehensive Needs Assessment

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

A review of grades 3-5 student performance on the 2014 State ELA results show that our school is well above city averages and our peer groups' for student proficiency levels, except for those students new to our school who are transfers from private, parochial and out of district schools who are generally 2-3 levels below grade standards on entry into PS173. These students will be given all available intervention services and will continue to be our focus for AIS in 2014-15.

Year-long needs assessment at PS173 include analyzing data from Assessment Pro, looking at teacher's conference notes, using pre and post assessments in reading and writing, discussions with teachers at grade meetings that are built into the school day for one 40-minute period weekly, and feedback from parents during "Back to School Night", Parent Teacher Conferences and Program Night meetings such as the monthly Dual Language/ELL Program meetings for parents with administrators and teachers; discussions in SLT meetings; analysis of Learning Environment Survey; and quarterly cabinet meetings. In addition, to grade-level meetings, there are vertical grade meetings to discuss coherence of teaching techniques, curriculum, assessment and student learning.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Activity 1

Professional Development: Promoting effective techniques

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

Realigning units of study, balancing informational and literary text.

Developing and embedding performance assessment tasks into units of study to enable students to experience two common core aligned units of study in ELA, social studies or science.

Researching and analyzing texts for their complexity, and strengthening the practice of close reading, read-aloud and questioning techniques.

Designing and planning coherent instruction and rigor in learning activities, lesson structure, and differentiated instruction and groupings.

Analyzing student writing for coherence, text-based evidence, academic vocabulary and convention.

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

2. Activity 2

Professional Development: Using data to drive and support instruction.

PD will be given on the following topics:

Analyzing data to plan whole class, small group, individualized instruction, student goals and test preparation.

Using formal and summative assessments including the reading and writing continuum rubrics, and building assessment tasks into units of study to help move all students and inform Inquiry Work.

Using student data to revise and map scope and sequence.

Using student data to inform adult learning that focuses on supporting all students to meet CCLS.

Looking at student work to identify and inform staff support and learning about what quality teaching looks like.

B. Key personnel and other resources used to implement each strategy/activity

1. TC Staff Developers (Literacy), Literacy Coach, Lead Teachers, Network Support (Literacy, Sp. Ed.)
2. Classroom teachers, Data Specialist, AIS teachers, SETSS, Service Providers, ELL teachers and all students.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Evidence of customized, engaging planning in Units of Study.
2. TC Running Records and Conference Notes.

D. Timeline for implementation and completion including start and end dates

- 1. September 2014 through 2015
- 2. September 2014 through 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- 1. Per Diem monies to cover teachers for attending workshop and for assessing students.
- 2. Monday eighty minutes of Professional Learning will focus on moving students in their reading level and/or to improve quality of student writing.

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).

Teachers and Administrators present at PTA monthly meetings on how parents can support student learning at home, and help prepare for assessments (standardized and classroom work).

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

Tuesday Parent Engagement time allows teachers to communicate with families on specific needs of students.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy		Title IA		Title IIA	x	Title III	x	Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Fair student funding will be used to facilitate workshops and other activities.

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, 80% of K-5 students will improve their level of mathematical achievement in the area of problem solving by moving one level as measured by a pre and post assessments. The assessments will be graded using a rubric created by the Math Teacher Team. The Math Teacher Team will have a representative from each grade.

Comprehensive Needs Assessment

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

Data from the 2014 NYS Math Assessment indicates that 63% of students, including SWDs and ELLs in grade 3 struggled with algebraic thinking and operations within two-step word problems, and 56% of grades 4 & 5 students, including SWD and ELL struggled with number and operations – fractions and multiplication within word problems. The common thread for improvement needed across all testing grades is word problems specifically dealing with subcategories of algebraic thinking, multiplication and fractions. Lower grade teachers also indicate problem solving as an area of need as evidenced by problem solving questions included in Envision unit tests.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Professional Learning:
 - PL will be provided implementing the CCLS, instructional shifts and incorporating the mathematical practices.
 - Teachers will be provided PL in the use of the 4-step method to solving problems.
 - CFN Achievement Coach, Principal and Assistant Principals will provide staff with support as necessary on the CCLS math methodologies in support of problem solving.
 - Teachers will participate in deeper study of math problem solving in a variety of Professional Learning study group cycles on Monday.
 - Teachers will be supported in using higher order questioning and discussion techniques throughout all lessons and units of study.
 - Teachers will incorporate graphic organizers in order to solve and explain mathematical reasoning and thinking.
2. Math Tasks:
 - K-5 teachers will administer differentiated math tasks using common core aligned tasks and rubrics in order to create math goals for their students and provide differentiated mathematics instruction indicative of the CCLS.
 - Differentiated instruction will be given to all students according to individual math problem solving needs in small groups and one on one as necessary.
 - Differentiated instruction includes but is not limited to strategy lessons, conferences, the use of manipulatives, differentiated math tasks, and incorporations of technology tools.
3. Math Teacher Team:
 - Create rubrics to assess and measure student growth in problem solving.
 - Will work on problem solving instruction and planning across all grades to ensure all teachers use common strategies, routines and mathematical vocabulary.
 - Develop strategies to increase student stamina.
 - Present parent workshops on Key Instructional Shifts in CCLS and components of the Envisions Math Program

B. Key personnel and other resources used to implement each strategy/activity

1. Professional Learning Team members will facilitate cyclical math study groups.
2. CFN 205 Achievement Coach Mathematics, Data Specialist and Administration will meet with the Math Teacher Team and Grade Level Teams to analyze and review math data.
3. Math Teacher Teams will turnkey to their colleagues on their grade and support them with math strategies / assessments.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers will track the percentage of students who have achieved one level of growth from pre to post math assessments.
2. Evidence of enhancements to the Envisions math curriculum to reflect the current needs of the students.
3. Specific math benchmarks will be established to progress monitor student achievement in each grade.

D. Timeline for implementation and completion including start and end dates

1. September 2014 – June 2015
2. September 2014 - June 2015
3. September 2014 – June 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. The 80 minutes of Professional Learning time will include math study groups. The 40 minutes of Parent Engagement will include workshop sessions and meetings on math topics.
2. Per Diem coverage for teachers to attend training meeting $1 \times \$150 = \$150 \times 4 \text{ days} = \600 . Scoring assessment – 10 sub days = \$1500.
3. Interclass visitations will be scheduled to provide teachers with instructional support. Additional related math materials and resources for the Envisions math program will be ordered.

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).

Principals will present the Framework at SLT and Executive Board Meeting; Teachers and administrators will conduct workshops on the Envision program, the use of Exemplars, and on the math shifts and the elements of engaging.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy		Title IA		Title IIA	x	Title III	x	Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Fair student funding will be used to facilitate workshops and other activities.

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

4.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Reading Recovery, Guided Reading, Tutoring and Repeated Reading	Small group, 1:1	During school, Saturdays
Mathematics	Re-teach, guided practice	Small group, 1:1	During school, Saturday
Science	Tutoring, guided practice, repeated teaching	Small group, 1:1	During school, Saturday
Social Studies	Tutoring, guided practice, repeated teaching	Small group, 1:1	During school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling	Small group, 1:1	During school

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	x Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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)

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
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 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: PS173q	DBN: 26Q173
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 45
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: _____

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: The majority of ELLs at PS173 are in Kindergarten, 1st and 2nd grades. Based on the Chancellor's vision in building a strong foundation of learning in the lower primary, we are taking the initiative of servicing our K-2 grade ELL as our priority. The results from the survey sent to ELL parents in grades K-2, indicated that the preference is for a supplementary program on Saturday morning (9-12 noon) starting October 25 through May 30, 2015.

From the classroom and ELL teachers point, K-2 ELL identified for the supplementary program will benefit from:

1.A program where there's an abundance of speaking opportunities as well as multiple opportunities for the students to listen to English language native speakers model the language in such activities as Read Aloud and Shared Reading. Teachers will use ELL methodology such as TPR, visual, music, plays and Big Book reading. Some materials recommended for the program are: Steps to Literacy - "Eyewitness Readers" level 1-3; National Geographic news, Rigby Lighthouse Guided Reading sets and Non fiction sets by Joy Crowley (Shared Reading sets). Suggestions for the 3- hour program schedule tentatively reads:

9-9:30 Morning routines with greetings, calendar, reviews of previous lessons using chants, echo read, TPR and music.

9:30 - 10:15 Shared Reading and writing/ phonics, foundations, and other small group work.

10:15 - 10:30 Snack/PE

10:30-11:30 Learning centers alternating with neighborhood walk to bakery, fire house and supermarket.

11:30-12 Read Aloud

2. This year we are focusing on building vocabulary in the content area in grades K-2. This is also true for English-proficient students in the Dual Language program. This program will build on student's knowledge in social studies, science, PE and the Arts to increase vocabulary learning even further.

Part B: Direct Instruction Supplemental Program Information

Teachers will plan trips around the neighborhood, invite parents of ELL students as speakers on related topics as well as working on hands on activities such as cooking and dancing. Teachers will also assess for growth in student language acquisition using leveled books and teacher created assessment.

In order to maximize and move ELL learning in writing and content knowledge, these students will get at least an hour of writing instruction during the 3-hour program. The language of instruction will be English supported by the use of either Chinese or Spanish with some students. All ELLs will be using computer/notebook as part of their learning.

Part C: Professional Development

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

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

Begin description here: It is the belief of our school that the success of ELLs is the responsibilities of ALL teachers, not just the ESL or bilingual teachers. As a result, all teachers must be able and willing to serve this population as best they can. This year as part of the Monday 80-minutes professional learning, 173 has incorporated a study group on "Tips for working with ELLs ". This is a 3-session workshops for all teachers conducted by 2 ELL teachers (Chang Pei yu and Joanne Wang) and a general education teacher (Terry Maillard). Topics include:

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

Network 205.2 has scheduled PD for its principals with Consultant MaryAnn Cucciara. PS 173 will send 3 ELL, 2 Dual Language teachers with the principal, and has agreed to be the ELL Labsite for the Network's ELL training program. Additionally, the Network ELL Achievement Coach has scheduled monthly visits to work with ELL and general ed. teachers in the building to strengthen services to ELLs. Teachers will also attend workshops given by OELL, Cluster 205 and NYS TESOL as well as National TESOL pending availability of funds.

Part D: Parental Engagement Activities

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: Starting in September, our Parent Coordinator and administration have planned several workshops throughout the year for ELL parents. Parent workshops varied in time, topics and presenters. Workshops are scheduled for early morning hours (8-9:30 a.m.), evening hours for working parents (7-8:30 p.m.) and on Saturday morning in conjunction with PTA weekend activities such as "It's my Park Day". Presenters are Administrators, parents from PTA Executive Board, Parent Coordinator, School Nurse, teachers and members of the Community Based Organization. ELL parents will get an invitation (translated into their Native language) 2-3 weeks before the workshop to inform them of the upcoming event.

Some topics we plan to organize workshops around are:

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

Since many of our parents are new immigrants, there is a need for workshops that deal with understanding the City public school system to understanding the Mission Statements of PS173. After each workshop, all attendees will be given an evaluation form to rate the workshop, as well as give feedback on other matters of interest for future workshops. We will continue to monitor ELL parent needs through meetings and looking at their requests for assistance. We continue to involve these parents in their children's education by organizing trips that involve parents. At the same time, we will provide translation and interpretation assistance with all school matters.

Part E: Budget

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

Allocation Amount: \$13868

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)	\$13,761.36 Direct instruction - Four teachers and one administrator	\$13,761.36 18 sessions x 3hours per session=54hours x 4 teachers =216

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$13868

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> Per session Per diem 		hours total $216 \text{ hours} \times \$50.50 = \$10,908$ $18 \text{ sessions} \times 3 \text{ hours per session} = 54$ $\text{hours} \times 1 \text{ supervisor} = 54 \times$ $52.84 = \$2,853.36$
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	N/A	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	N/A	N/A
Travel	N/A	N/A
Other	\$106.64	\$106.64 Supplies and food for 2 parent workshops
TOTAL	\$13,868	\$13,868

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 26	Borough Queens	School Number 173
School Name The Fresh Meadow School		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Molly Wang	Assistant Principal Ira Zaretsky
Coach Kathleen Muzyka	Coach Kathleen Muzyka
ESL Teacher Joanne Wang	Guidance Counselor Aimee Winick
Teacher/Subject Area Joanna Chang/ ESL	Parent Alan Ong
Teacher/Subject Area Terri Maillard/ ELA	Parent Coordinator Jean Mendler
Related Service Provider Terry Hornug-Rudolph, OT	Other Denise Gilrane
Network Leader(Only if working with the LAP team)	Other

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 currently teaching in the ESL program.	8	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	887	Total number of ELLs	106	ELLs as share of total student population (%)	11.95%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)		1	1	1	1	1								5
Freestanding ESL														
self-contained	1													1
Push-In	1	5	5	5	1	4								21
Total	2	6	6	6	2	5	0	27						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	106	Newcomers (ELLs receiving service 0-3 years)	95	ELL Students with Disabilities	24
SIFE	0	ELLs receiving service 4-6 years	10	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 SWD. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language	18		0	7		2	0			25
ESL	77		22	4		0	0			81

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	95	0	22	11	0	2	0	0	0	106
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Chinese			9	17	5	21	2	27	7	21	1	25							24	111
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	9	17	5	21	2	27	7	21	1	25	0	0	0	0	0	0	24	111

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>1</u>	Asian: <u>128</u>
Hispanic/Latino: <u> </u>	Other: <u>5</u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u>3</u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	1	2	3										7
Chinese	18	21	12	7	10	5								73
Russian		3	3	3		1								10
Bengali		1	1											2
Urdu						1								1
Arabic														0
Haitian														0
French														0
Korean	1		1											2
Punjabi														0
Polish														0
Albanian														0
Other	3	1	2	3		2								11
TOTAL	23	27	21	16	10	9	0	106						

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	12	6	1	2	1	1								23
Intermediate(I)	4	8	5	3		3								23
Advanced (A)	7	13	15	11	9	5								60
Total	23	27	21	16	10	9	0	106						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	6	1	0	7
4	3	3	1	0	7
5	2	7	0	1	10
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0		3		3		1		7
4	3		3		2		0		8
5	1		3		3		5		12
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		3		4		1		8
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									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								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 Our school uses the Teacher's College Reading and Writing Program to assess the early literacy levels of our ELLs. The data shows what reading levels the children have accomplished. This assessment is performed at four different periods throughout the year. According to the data, the ELL average reading level as of September 2013, was around a Level 1 .

- 56.06% of ELL students are reading at a Level 1
- 30.30% of ELL students are reading at a Level 2
- 10.61% of ELL students are reading at a Level 3
- 3.03% of ELL students are reading at a Level 4

One trend that is very evident from the data is that from the April 2013 assessment to the June 2013 assessment, 56.72% of ELL students made no change in their reading levels. These students consisted mainly of Kindergarten and First Grade students. From the June 2013 to September 2013 assessment, 40.2% made no change in their reading levels, while 4.02% have regressed in their reading levels over the summer.

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

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

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

NYSESLAT modalities revealed that students in grades K-2 (less than 3 years of ESL instruction) lack listening and speaking skills in their native language and second language. The instructional goals for these students is to speak, and have conversations in the second language. In grades 3-5, based on data, the focus is reading and writing. This includes sentence structure, grammar and using text based evidence.

4. For each program, answer the following:

- a. 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?

Paste response to questions here:

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Based on proficiency level in the lower grades, the focus is on speaking and listening by providing authentic learning context. Visuals such as videos and pictures are used to guide instruction. On the upper grades the focus is on reading and writing by carefully choosing the texts which are compelling, complex and rich with vocabulary while providing scaffolding support. Preview vocabulary, reconstruct sentences and provide language structures for them to use when they write about what they read.

6. How do you make sure that a child's second language development is considered in instructional decisions?

To ensure that a student's second language development is considered in instructional decisions, planning includes scaffolding, the use of visuals using TPR (total physical response).

7. 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?

The first grade EPs are assessed in their target language, Mandarin, using a 150 word assessment list, similar to that used by their

common branch teacher to assess their reading progress in English. If they know less than 50 words they are given Better Chinese books to read; if they know more, then they are given higher level books for independent reading.

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

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

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Success is evaluated by ongoing observations, performance on ELA and NYSSELAT, and also by their ability to answer the questions from the authentic texts. Another consideration is how much growth is achieved by students from the instruction of content knowledge.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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

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.

Once it is determined that the home language is other than English, a Lab-R is administered by an ESL teacher within 10 days of the student's date of admission. If the student does not pass, parents are notified in writing to come to our school so the ESL teachers can describe in detail, including a multi-language video, the three kinds of ESL programs (TBE, Dual Language and ESL Free-Standing) available in NYC, in order for the parent to select their program of choice for their child. ELL teachers will reach out to those parents who choose a program that is not currently available to let them know should it become available later.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

The Parent Coordinator works with the ESL teachers to ensure that Entitlement Letters are distributed and that Parent Survey and Program Selection Forms are completed in their native languages and returned to the school within the required time limit. If a parent fails to return the program selection form by the return date indicated, a second form is sent home. If the second form is not returned on time, the placement instructions on the form regarding placement in such instances are followed. Every effort is made to translate all oral and written information provided, including the distribution of a brochure in the appropriate required languages. If their choice is a program we do not currently have (i.e. TBE) we explain we can help them find a school that has that program, or they can remain here and choose from one of our available programs.

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.

If the student does not pass the Lab-R, parents are notified in writing to come to our school so the ESL teachers can describe in

detail, including a multi-language video, the three kinds of ESL programs (TBE, Dual Language and ESL Free-Standing) available in NYC, in order for the parent to select their program of choice for their child. ELL teachers will reach out to those parents who choose a program that is not currently available to let them know should it become available later.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *①*

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

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

It is in this manner that we ensure that the mandated number of instructional minutes are provided according to proficiency levels in each program. For example, in classes where ESL students are at varying proficiency levels (I and A), the ESL teacher may push-in daily to meet the mandated minutes of the advanced students, and then also pull out the intermediate students to complete the provision of their mandated requirements. The total weekly mandated minutes are 360 for Beginning and Intermediate, and 180 for Advanced in Freestanding ESL. In Dual Language classes the Beginners require 60-95 minutes per day, and Advanced 45 minutes per day.

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)?

We ensure that the mandated number of instructional minutes are provided according to proficiency levels in each program. For example, in classes where ESL students are at varying proficiency levels (I and A), the ESL teacher may push-in daily to meet the mandated minutes of the advanced students, and then also pull out the intermediate students to complete the provision of their mandated requirements. The total weekly mandated minutes are 360 for Beginning and Intermediate, and 180 for Advanced in Freestanding ESL. In Dual Language classes the Beginners require 60-95 minutes per day, and Advanced 45 minutes per day.

The goal of our Freestanding ESL program is to accelerate the rate of English language acquisition and content area subject matter, and “test out.” To accomplish this end, our ESL teachers are placing increased emphasis upon pushing into rather than pulling out of the classroom. By pushing in they can observe the general education teacher’s method of instruction as well as the content being taught, and they can apply ESL strategies and methodologies to both accelerate their rate of English language acquisition as well as reinforce the lesson. They accomplish this by working with their small group of students directly within the classroom setting. At other times they may determine that pulling them out to work on specific areas of need in a separate location may be more effective.

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 foster language development and meet the demands of the Common Core Learning Standards.

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

The determination that a student requires an evaluation initiates from a concern by a teacher or parent that is brought to the attention of our pupil personnel team. Discussion follows and interventions are recommended where appropriate. It is eventually determined that an evaluation is in order and the student is an ELL, the evaluation will be conducted by bilingual professionals (e.g., social work and psychologist from the School Assessment Team), who speak the student's native language. If no bilingual professional is available, the case will be contracted out through a private agency that provides evaluation services. The bilingual evaluation covers the ELL student's family/background/information, medical/developmental history, cognitive functions, achievement abilities, learning style, etc. Scores are presented, based upon Chancellor's recommendations for testing of Limited English Proficient students, in ranges rather than in specific scores. Findings are also interpreted in a descriptive and qualitative manner, and the ELL student's social, cultural and linguistic content, so as to determine if the student's presenting problems or learning difficulty is associated with the second language acquisition or true disability.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Techniques and strategies for teaching reading, writing, listening and speaking include careful selection of content texts and the creation of instructional materials for various levels of proficiency and teaching situations. Evaluation and assessment of written and oral language proficiency is achieved through formal and informal assessment tools in the classroom, such as pre and post assessments in reading and writing and creating small groups to practice strategies of speaking through prompts and student led conversations.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

- Although we do not presently have any SIFE students, if we did we would give the LAB-R and upon findings formulate a student specific plan for intense support. Being at least two years behind academically we would focus on the skills of language acquisition in an authentic learning environment. ESL teachers would work very closely with classroom teachers to provide intensive instruction with all ESL teaching strategies and scaffolding.

- ELLs in school less than three years but more than one will have to take the ELA. Therefore, vocabulary, grammar, reading and writing skills will be emphasized. ESL Teachers use on-line ESL interactive learning programs to familiarize them with the type of questions they will encounter on the ELA. Both push-in and pull-out instruction will reinforce their content and language learning at their respective grade levels.

- Students receiving service for 4-6 years will usually show evidence of a particular area of need that is preventing them from passing the NYSESLAT. We provide intensive focus on those areas including but not limited to the provision of ESL support beyond their mandated requirements. We also recommend that they attend our afterschool ELA test preparation club.

- While we do not have any long term ELLs, if we did we would have to work as a group of common branch and ESL teachers, parents, and possibly our school based support team to examine whether their difficulties go beyond that which ESL services alone can address. We would also look closely at our instructional approaches to see why we have not been more successful with this student.

7. 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?

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

In math, differentiated workbooks are used to provide different approaches to master topics, along with manipulatives which provide for hands-on and visual practice. Curriculum software programs projected from Smartboards facilitate interactive learning and foster increased student engagement. Grade level literacy units of study and lessons, along with comprehensive classroom libraries including numerous picture books provide materials appropriate to meet diverse interests, learning styles and ability levels, as well as IEP goals.

Decoding and word work is supported by highly effective programs such as Words Their Way, and listening centers work on matching print to speech. Social studies materials include geography packets with visual cues, Scholastic News on Smartboards, picture cards and vocabulary. Science involves hands-on, multi-sensory inquiries and includes review and repeated activities when required. Technology provides access to Brainpop, My Capstone Library, and a variety of interactive reteaching and engaging activities.

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

Courses Taught in Languages Other than English

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

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	45 minutes per day	45 minutes per day	45 minutes per day

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

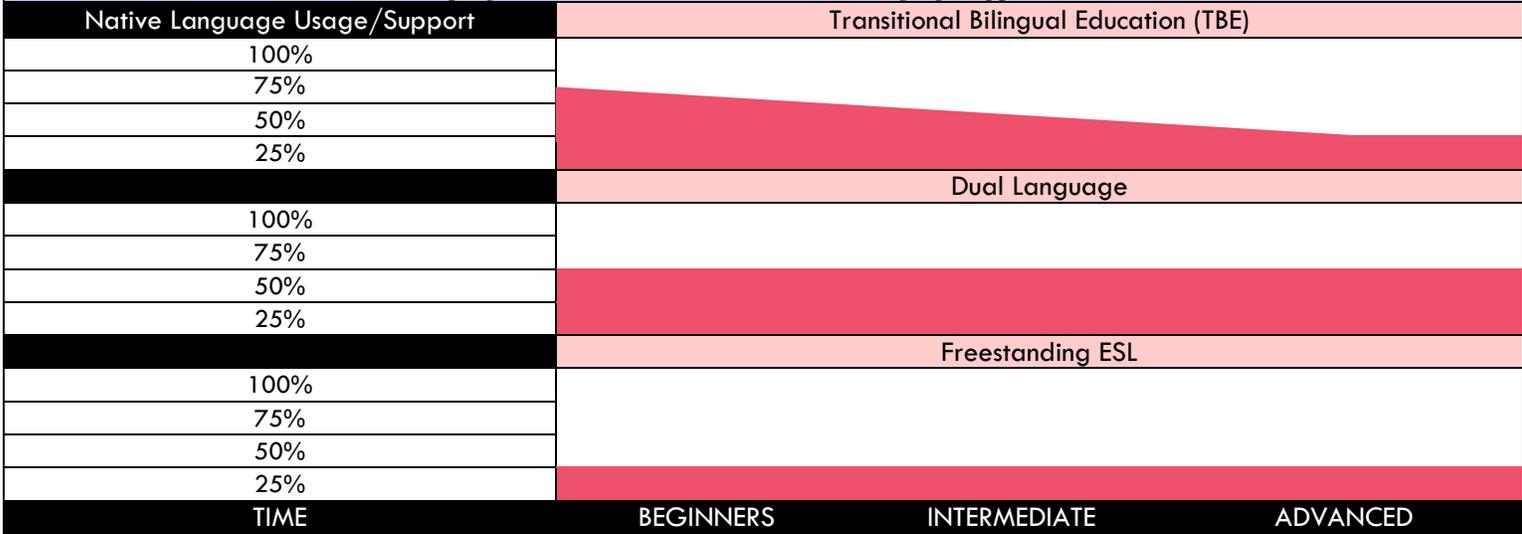
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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

9. 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.

Our targeted intervention programs for ELLs in ELA, math and other content areas focus on those students receiving services for more than three years. This is the subgroup of students who have not tested out yet and for whom we have submitted a Request for Extension of Services. Because the NYSESLAT becomes increasingly more difficult as the students progress from grade to grade, these are the students who face the possibility of becoming LTEs if they are not able to test out by the end of their sixth year. Additional support for these students comes in the form of additional programs and additional instructions. Programs to provide additional support outside of the regular school day will be offered to these students either after school or on Saturdays or both (when budget or grants permit). Both programs are aimed to support language acquisition, content areas and test preparation. Additional instructional support in content areas including literacy, math, science and social studies will be provided via a collaborative effort among our classroom, ESL and science and math teachers, as well as our literacy coach and reading specialist. They will work together to provide more types of hands-on learning experiences, and use engaging forms of literature such as Readers Theater to improve student fluency and related reading skills. Furthermore, additional services (over and above mandated requirements) will be provided during the regular school day according to the needs specific to each student.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

We are pleased with the success of our current ELL program and will continue to use our initiative of clustering ELLs on the same grade level into one or two classes to enable our ESL teachers to push-in rather than pull-out when providing mandated support. It is a more cohesive and collaborative manner of delivering services. Our self-contained Kindergarten, now in its fifth year is also proving to provide a positive learning environment for these students. Our dual language program now in its sixth year continues on its path to produce a community of bright, hardworking, cooperative students capable of speaking proficiently in two languages. Parental support in this program continues to strengthen. Last year the first through fifth grade dual language classes performed at our Lunar New Year celebration. The finale included all five classes performing a song in English and Chinese. With the new Common Core State Standards, which emphasize increased support for ELLs, we look forward to further improvement in the years to come.

11. What new programs or improvements will be considered for the upcoming school year?

At this time, we do not have plans to implement any new programs.

12. What programs/services for ELLs will be discontinued and why?

We do not plan to discontinue any of our ELL programs or services.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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

Smartboards-used for all subgroups to provide curriculum content and visuals.

Desktop computers-used in the classrooms for research and for use of Rosetta Stone Language Learning.

Document Cameras-used for all subgroups to display exemplar student work, shared writing, close reading.

Netbook/Laptops-used in the classroom for research as well as for use of Better Chinese software.

Rosetta Stone Language Learning Success-used in the classrooms for further enhance students' understanding of the English

language.

The Oxford Picture Dictionary for Kids-used in Dual Language classes as well as for beginner, intermediate and advanced subgroups for use during writing and speaking.

Foreign language glossaries for Math and Science-used in the upper elementary grades to gain understanding of content and vocabulary.

Math for the Real World

Phonics for the Real World

SRA Photo Library-used to further enhance vocabulary through the use of visuals.

Better Chinese Books on Software-used for all Dual Language students to further enhance their understanding of the language.

Teachers College Reading and Writing Units of Study-used in the classroom for all subgroups-differentiated by need.

Big Books-used in lower elementary grades for comprehension, grammar and vocabulary.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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

In our Dual Language classes instruction is delivered equally in both languages throughout the entire week. Materials used in the Dual Language classes are content specific books in social studies and science, fiction and nonfiction texts.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

18. What language electives are offered to ELLs?

We do not offer any language electives to our ELLs.

19. For schools with dual language programs:

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

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

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

1. A series of ELL workshops that focused on "Literacy, Language and Content in Teaching ESL"

Presenter- MaryAnn Cucchiara

The dates of these workshops: 10/23/12, 11/08/12, 11/20/12 1/15/13, 4/4/13

P.S. 173 was used as a labsite on grades one through five. With Maryanne Cucchiara's assistance, teachers were able to utilize the strategies she highlighted.

2. Teachers attended a workshop related to analyzing data for ELL students.

Presenter-Gary Goldenback

Date of workshop: 5/2013

Specific activities that have grown from these professional development opportunities are as follows:

-The focus of vocabulary (tier two words) through use of vocabulary cards, TPR, talk it out, act it out, using word arrays.

Teachers also use strategies of sentence deconstruction and reconstruction and identifying the leading sentence, which could be complex, compelling and compound. It is through identifying the leading sentence that the essential questions are answered.

Records are maintained on professional development through meeting minutes and turnkey training. Teachers maintain student records of growth through planning and conference notes.

D. Parental Involvement

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

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

In order to determine the general needs as well as the translation needs of our parents, we look at data from the following areas: ATS School Reports with Ethnic Data, New Admission Surveys, Parent Coordinator's Language Interest Survey, ESL Program enrollments, PTA suggestions, input and surveys. We look for trends as to which languages are being spoken in the homes of our ELLs, in order evaluate the needs of our parents. By getting parents involved in the stated activities it broadens their school related social circles and helps us to know them better. We have been fortunate to be able to offer free Saturday ESL classes for adults in previous years, which were conducted at the same time that their children were attending a Saturday program for ELL students. The adult classes were intended to enable them to support their children's English language learning. xperiences, and use engaging forms of literature such as Readers Theater to improve student fluency and related reading skills. Furthermore, additional services (over and above mandated requirements) will be provided during the regular school day according to the needs specific to each student.

E. Additional Information

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

Part VI: LAP Assurances

School Name: P.S. 173

School DBN: Q26173

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Molly Wang	Principal		11/5/13
Ira Zaretsky	Assistant Principal		11/5/13
Jean Mendler	Parent Coordinator		11/5/13
Joanne Wang	ESL Teacher		11/5/13
Alan Ong	Parent		11/5/13
	Teacher/Subject Area		11/5/13
	Teacher/Subject Area		
Kathleen Muzyka	Coach		11/5/13
	Coach		
Aimee Winick	Guidance Counselor		11/5/13
Mary Jo Pisacano	Network Leader		11/5/13
Denise Gilrane	Other <u>I.A. AP</u>		11/5/13
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 26q173

School Name: P.S. 173

Cluster: 2

Network: 205

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

Part A: Needs Assessment Findings

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

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

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

From the data collected from ATS and HLS forms of students in our school, the results indicated that over 60% of our English as a second language learners come from homes where only Chinese is spoken resulting in the need for all school memos and meetings to be translated into Chinese. Another group of ELL amounting to about 11% speak Spanish that requires us to provide translation and interpretation in their native language. This finding was conveyed to the community via Principal's report at PTA meetings and the school newsletters.

Part B: Strategies and Activities

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

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

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

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

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

PS173 inform the community of the availability and accessibility of translation and interpretation services at the start of the school year at Parent Orientation, PTA meetings and through individual classroom teachers and grade level monthly newsletters once the school has determined the primary language spoken by the parent of each student enrolled in the school, and if the language is not English, and whether the parent requires translation assistance to communicate with school personnel (currently 60% parents of students schoolwide need translation assistance in Chinese, and 11% need translation assistance in Spanish). Translated letters and interpretation services cover, but not limited to, such areas as registration procedures of prek-5 students, selection of parent choice program, LAB-R and NYSELAT and ELA/Math standardized tests, safety and health, conduct and disciplines, special education meeting and placement and open school night. Bilingual signs are posted around the school informing parents of the availability of translation assistance and indicating the different locations of offices and

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