

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

28Q174

School Name:

PUBLIC SCHOOL 174 - WILLIAM SIDNEY MOUNT

Principal:

KARIN KELLY

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 28Q174
School Type: Public Grades Served: Pre K-5
School Address: 65-10 Dieterle Crescent Rego Park, NY 11374
Phone Number: 718-897-7006 Fax: 718-897-7254
School Contact Person: Karin Kelly Email Address: Kkelly8@schools.nyc.gov
Principal: Karin Kelly
UFT Chapter Leader: Susan Hammer
Parents' Association President: Cine Ostrow and Elana White
SLT Chairperson: Pat Evens
Student Representative(s): NA

District Information

District: 28 Superintendent: Mabel Sarduy, I.A.
Superintendent's Office Address: 9526 Sutphin Boulevard, Jamaica, NY 11435
Superintendent's Email Address: MSarduy@schools.nyc.gov
Phone Number: 718 557-2618 Fax: 718 557-2623

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: 207 Network Leader: Felice Lepore

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Karin Kelly	*Principal or Designee	
Susan Hammer	*UFT Chapter Leader or Designee	
Cine Ostrow	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative, if applicable	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
Pat Evens	Member/Teacher	
Gina Mastrogiacomio	Member/ Teacher	
Marie Russell	Member/ Teacher	
David Heath	Member/ Parent	
Karen Lee	Member/Parent	
Julie Milner	Member/Parent	
Geraldo Maldonado	Member/ Parent	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Mission Statement

The mission of Public School 174 is to build a community of diverse learners through varied educational experiences. Students are taught to their greatest potential through a rigorous academic and enrichment program. By recognizing and embracing the diverse cultures, nationalities and backgrounds represented in our school, students realize the importance of mutual respect and understanding. Civic responsibility is developed through service projects that reach out and build up the community. Parent involvement is a vital part of the school and complements the professional teaching children receive.

Strategic Collaborations, Partnerships and Special Initiatives:

Accomplishments –

Slogan – *Soaring to Excellence!*

Reward School, New York State Education Department 2013/2014

Well-Developed on School Quality Review, 2011-2012

City Council of New York Proclamation; Woman of the Year for Education for Principal 2013

New York City Big Apple Award finalist (2012) and semi-finalist (2013)

NASA Collaboration; teacher is NASA Teacher of the Year, 2010

Sifma Foundation; Investwrite and The Stock Market Game NYC and New York State winners

Disney Musicals in Schools Grant Winner; 2012-2014

LEGO Education – Community Grant Winner

Over \$128,000.00 in funding from Donors Choose Grants

Crayola/NYSESPA Grant Recipient

Residency Programs

Dancing Classrooms – PS 174 students featured at 100th Anniversary of Grand Central Station -

<http://vimeo.com/58853348>

The Joyce Theater – students featured - <http://www.joyce.org/education/school/>

New York City Ballet – The Nutcracker Project

Ballet Tech Foundation – Student Dance Scholarships

The New Victory Theater – Member School

Academic Programs

Teachers College Reading and Writing Curriculum – Grades K-5

Simple Solutions – Grammar and Mechanics K-5; Summer Solutions

Go Math! – Grades K-5

Imagine Learning Software

Young Debaters Program

National Spelling Bee; Spelling Club

Mimimus Mouse – Latin for Young Scholars

Math Olympiads

The Stock Market Game

Exploravision – Project based learning; designing innovations

Videoconferencing with NASA - National Aeronautics and Space Administration

Web Archiving with The Library of Congress

Service Projects

Public School 174 Student Council

Penny Harvest - School of Excellence; 2007-2012

Daffodil Days for the American Cancer Society; 2007-2012

Autism Walk - 2009 and 2010

Wonder Walk for the March of Dimes; 2006-2014

St. Jude's Children's Hospital Math-a-thon; 2012-2014

Asthma Friendly School Award

Operation USO Care Packages

Make-A-Wish Foundation – Honoring 300 Wishes by planting 300 daffodil bulbs!

New York City Parks Department – Community Event – Puppet Mobile

NY City Harvest Food Drive; 2007-2014

Rego Park Green Alliance – 2012-2014

Valentines for Forest Hills Senior Center; 2006-2013

“Bigs and Littles” – Student Mentorships

At Public School 174, we are dedicated to helping our students achieve academic gains. To help attain that end, we endeavor to make our school a warm and nurturing environment that fosters confidence, positive self-esteem, and social growth.

Throughout the year, we provide praise, positive reinforcement and encouragement to motivate our students to do their best. We also provide opportunities for our students to collaborate on projects as well as engage in cooperative play with their peers. Throughout process, we emphasize respect for everyone including oneself.

The areas that our school has made the most growth include Student Progress – for ELA from 66.0 to 70.0 and the

significant increase of 12 points from 55.5 to 67.5 for our median adjusted growth percentile for all grade 4 and 5 students.

The review of the School Quality Guide data below:

Review of the School Quality Guide

Demographics

Student Economic Need Index	2012-13 0.27; 2013-2014 0.28 (increase of .01%)
Individual Education Program (IEP) Status	2012-13 11.2%; 2013-2014 10.6% (decrease of 0.6%)
Percent of Black or Hispanic	2012-13 29.5%; 2013-2014 29.8% (increase of 0.3%)
Percent of English Language Learners	2012-13 10.0%; 2013-2014 9.8% (decrease of 0.3%)

When looking at the Student Progress Section of the 2013-14 *School Quality Guide*, our school saw an increase of 4 points from 66.0 to 70.0 for our *English Language Arts (ELA)* Median Adjusted Growth Percentile for all grade 4 and grade 5 students. Our Median Adjusted Growth Percentile for the Lowest Third in *ELA* for grades 4 and 5 also increased from 73.0 to 75.0 (2 point increase). In Mathematics, our school saw made significant growth with the increase of 12 points from 55.5 to 67.5 for our Median Adjusted Growth Percentile for all grade 4 and 5 students. Our Median Adjusted Growth Percentile for the Lowest Third in Math for grades 4 and 5 also significantly increased from 45.0 to 73.0 (28 point increase.)

For Early Grade Progress (Grade 3 Only), our school had an increase in *ELA* from 2.42 to 2.72; an increase of 0.30. In Mathematics, the Early Grade Progress score went up significantly from last year, making the most growth for Early Grade Progress. In 2012-13 our school scored 2.39 and this year received a score of 3.37 for an increase of 0.98.

When looking at the Student Achievement of the 2013-14 School Quality Guide, 54.4% of students in grades 3 through 5 were proficient (scored between a 3.0 and 4.5); 5.5% higher than the prior year's score. It is 26.4% higher than the city average of 28%. The school's Average Proficiency rating in *ELA* was 2.96. Last year the Average Proficiency rating was 2.94; with a slight increase of 0.02 from the previous year. In Mathematics, our school has an overall proficiency percentage of 61.8% for students in grades 3 through 5; 12.0% higher than last year's score and 26.8% higher than the city average of 35%. The school's Average Proficiency rating in Math was 3.31 and 3.01 in 2012-2013; a significant increase of 0.30.

Attendance as part of the School Environment of the 2013-14 School Quality Guide shows 95.6%. The overall attendance for 2012-13 school year was 95.1%. Our attendance rate slightly increased by 0.5% from the previous year.

When looking at the Closing the Achievement Gap [Individual Education Program (IEP) Status] of the 2013-14 School Quality Guide, in *ELA*, 1.7% of Self-Contained (Special Education Service) and 11.4% of ICT (Integrated co-teaching) students were able to achieve, at the minimum, a level 3 or higher on the *ELA* exam. Your school did not qualify for any extra credit for SETSS (Special Education Teacher Support Services) students since you had less than (2 students) the minimum number required (5 is the minimum number). In the previous year, 12.1% of ICT students were able to earn a score of 3 or higher on the *ELA* exam. Our school did not qualify for any extra credit for Self-Contained (2 students) or SETSS students (0 students) in 2012-13 since there were less than the minimum number required (5 is the minimum number).

In Math, 1.7% of Self-Contained and 11.3% of ICT students were able to achieve, at the minimum, a level 3 or higher on the Math exam. Our school did not qualify for any extra credit for SETSS students since you had less than (2 students)

the minimum number required (5 is the minimum number). In the previous year, 15.2% of ICT students were able to earn a score of 3 or higher on the Math exam. Our school did not qualify for any extra credit for Self-Contained (2 students) or SETSS students (0 students) in 2012-13 since there were fewer than the required 5.

Our school moved 0.18 of our Students With Disabilities (SWD) to a Less Restrictive Environment. The year prior 0.24 of our SWDs were moved to a Less Restrictive Environment. This resulted in a decrease of 0.06 from the previous year.

Our school saw an increase in the percentage of English Language Learners (ELLs) Progress from 60.3% (2012-13) to 69.4% (2013-14). This resulted in an increase of 9.1% from the previous year.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

At Public School 174, we are dedicated to helping our students achieve academic gains. To help attain that end, we endeavor to make our school a warm and nurturing environment that fosters confidence, positive self-esteem, and social growth.

Throughout the year, we provide praise, positive reinforcement and encouragement to motivate our students to do their best. We also provide opportunities for our students to collaborate on projects as well as engage in cooperative play with their peers. Throughout process, we emphasize respect for everyone including oneself.

The areas that our school has made the most growth include Student Progress – for ELA from 66.0 to 70.0 and the significant increase of 12 points from 55.5 to 67.5 for our median adjusted growth percentile for all grade 4 and 5 students.

A review of the 2013-14 School Quality Guide, indicates the following:

Student Progress Section

Our school saw an increase of 4 points from 66.0 to 70.0 for the ELA Median Adjusted Growth Percentile for all grade 4 and 5 students. Our Median Adjusted Growth Percentile for the Lowest Third in ELA for grades 4 and 5 also increased from 73.0 to 75.0 (2 point increase). In Mathematics, our school saw a significant increase of 12 points from 55.5 to 67.5 for the Median Adjusted Growth Percentile for all grade 4 and 5 students. Our Median Adjusted Growth Percentile for their Lowest Third in Math for grades 4 and 5 also significantly increased from 45.0 to 73.0 (28 point increase).

For Early Grade Progress (Grade 3 Only), our school had an increase in ELA from 2.42 to 2.72; an increase of 0.30. In Mathematics, the Early Grade Progress score went up significantly from last year. In 2012-13 our school scored 2.39 and this year received a score of 3.37 for an increase of 0.98.

Student Achievement

When looking at the student achievement section, of the 2013-14 School Quality Guide, 54.4% of students in grades 3-5 were proficient (scored between a 3.0 and 4.5); 5.5% higher than the prior year’s score. It is 26.4% higher than the city average of 28%. The school’s Average Proficiency rating in ELA was 2.96. Last year the Average Proficiency rating was 2.94; with a slight increase of 0.02 from the previous year. In Mathematics, our school has an overall proficiency percentage of 61.8% for students in grades 3 through 5; 12.0% higher than last year’s score and 26.8% higher than the city average of 35%. The school’s Average Proficiency rating in Math was 3.31 and 3.01 in 2012-2013; a significant increase of 0.30.

The following are the priority needs that are being addressed in our CEP action plan. These goals were determined after a review of the latest Quality Review (2011) and the New York State Education Department Assessments. Also in consideration is data collected through walkthroughs, teacher reflections and self-assessments. Our school has

determined that the the following are the priority needs that are being addressed in this CEP action plan.

- 1- Deepen differentiation of instruction so that all lessons engage students and offer suitable challenge at their level, including effective questioning that elicits higher-order thinking and extends learning.
- 2- Develop and strengthen partnerships and community links to support students' personal and academic growth by increasing access to project based learning for all students, both curricular and extra-curricular, such as: Young Debaters Club, Ballroom Dance Teams, Basketball Teams, Writing Club, and Technology Club.
- 3- Increase opportunities for students to take more ownership of their learning and to increase student engagement in learning with project based learning experiences in content areas such as writing, math, the arts and technology.

Teacher Effectiveness

In an effect to support shifting teacher practice, NYC The Department of Education implemented a new system of teacher evaluation and development called Advance. This system contains a common language and understanding of what great teaching looks like through the use of Charlotte Danielson's *Framework for Teaching*.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to ensure mathematical literacy and college and career readiness, teacher teams (both vertical – one teacher per grade; and horizontal – all teachers on one grade) will analyze student work from performance assessments to identify gaps in achievement in order to address the instructional shifts so that by June 2015, 3rd grade students will increase by 10% in the average number of points earned (48% of possible points in the Fall baseline to 58% of the possible points) in the Spring post-assessment as reflected in the Measures of Student Learning (MoSL) New York City Math performance assessment.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Administrators in short frequent cycles of classroom observation; provide feedback to teachers - from the rubric - including evidence and next steps.	Principal Assistant Principal Teachers	September 2014 through June 2015	Teachers Principal Assistant Principal Talent Coach
Teachers self-assess on selected components of the research-based rubric; examining the <i>Framework for Teaching</i> and reading of the text. Teachers reflect on their practice.	Teachers	Ongoing	Teachers; Principal
Teachers participate in professional learning communities, through collaboration, planning periods, classroom visits, online learning, and (but not limited to) lesson study groups.	Teachers	September 2014 through June 2015	Teacher Leaders Administrators Admin. Intern
Use of the Professional Learning time and Other Professional Duties as outlined in the United Federation of Teachers (UFT) Collective	Teachers	September 2014	Teachers Teacher Leaders

Bargaining Agreement; Fall 2014.		through June 2015	Paraprofessionals
PS 174 has created a welcoming and trusting environment for our diverse families and takes advantage of many community resources enriching the civic life of our school. The staff welcomes, values, and incorporates families and the larger community into our school events and classroom activities. Activities include: field trips, guest speakers, artist residencies, writing celebrations, cultural celebrations, assembly programs, dance performances, dramatic historical presentations, among others.	Families Community members	September 2014 through June 2015	Teachers Principal Assistant Principal Parent Coordinator
Families of newly arrived students are welcomed by interpreters and materials presented in native language (i.e. Russian, Mandarin Chinese, Cantonese, Urdu, French, Hebrew, among others.)	Families students	September 2014 through June 2015	Teachers Principal Assistant Principal Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- 1- Use of teacher teams, peers, Instructional Coaches and Lead Math Teachers for demonstration of modeling, developing instructional classroom norms and common language among teachers and students in the implementation of curriculum, development of assessments, and analysis of data for subjects and grades.
- 2- Use of The Danielson Framework and Advance for teacher evaluations/feedback impacting on student progress
- 3- Engaging in classroom visitations, out of school professional learning, teacher team meetings, and common prep periods to foster collaboration.
- 4- Use of the New York City Department of Education resources such as the Common Core Library, Department of English Language Learners and student support instructional resources recommended by the DOE Handbook for Professional Learning; and professional texts, OTPS (Other Than Professional Services) for student consumables and materials.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA	x	Title III	x	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Professional salaries; *OTPS* for student consumables and materials.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Periodic review of student work samples (September, November, February and May) during weekly work sessions; revision of instruction and planning based on student work as well as observation feedback.

In February, 2015 student work samples will show an increase of 3% based on the in the average rubric score
By June 2015, Grade 3 students will increase by 5% in the average number of points earned (48% of possible points in the Fall baseline to 53% of the possible points) in the Spring post-assessment as reflected in the *Measures of Student Learning (MoSL)* NYC Math Performance Assessment; use of chapter pre and post tests.

Part 6b. Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
Parent Association fundraising, donations to school, and purchase of supplemental software and books; field trips and residency program support.				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- | | |
|----|---|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

A review of the 2010-2011 QR revealed that the school needed to increase the social and emotional benefits of the students. When students are excited to learn and actively engage in classrooms that are welcoming, safe, and orderly, academic achievement increases. The school has worked to increasing engaging learning environments where students push and support each other, creating a collaborative and generous atmosphere in the classroom, and work toward common goals . This is being done through clubs, school-wide projects, assembly programs and classroom activities.

A review of the School Quality Snapshot by our School Leadership Team revealed that there is a need to improve communication, as well as Safety and Respect, between home and school. Although there has been an increase with our parents, we continue to strive for improvement. Need exists to increase parent and staff participation in the Learning Environment Survey (LES) in order for our scores to be properly reflected of our true environment.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to improve the school’s approach to culture-building, discipline and social-emotional support so that it is informed by a plan of action results in a safe environment and inclusive culture that supports progress toward the school’s goals we will meaningfully involve teacher, parent and student voices in decision-making to initiate, guide and lead school improvement efforts so that by June 2015 we will meet the citywide average of 91% with a 7% increase in the School Environment section of the NYC School Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
At Public School 174, we are dedicated to helping our students achieve academic gains. To help attain that goal, we endeavor to make our school a warm and nurturing environment that fosters confidence, positive self-esteem, and social growth. Throughout the year, we provide praise, positive reinforcement and	Parents Staff Students Department of Health (DOH)	September 2014 through June 2015	Assistant Principal Principal Building Response Team (BRT)

<p>encouragement to motivate our students to do their best. We also provide opportunities for our students to collaborate on projects as well as engage in cooperative play with their peers. In the process, we place emphasis on providing respect to everyone including oneself.</p> <p>Safety Meetings: School Safety meetings are held to address the data compiled on <i>OORS (Online Occurrence Reporting System.)</i> The committee is working toward identifying times of the day where incidents are likely to occur. The school has addressed the concerns of lunch time safety by adjusting the schedule of our school nurse to be always available during the lunch periods, increasing the number of school volunteers during lunch and lunch recess, and making program schedule adjustments for use of upper grade student monitors who assist with our primary grades.</p>	Nurse		
<p>Special Assembly Programs : Grade assemblies for upper and lower grade students are conducted with presentations by our Assistant Principal and support team with our students. Teachers design and develop classroom projects on diversity, bullying, peer pressure and peer mediations. Our guidance and School Based Support Team (SBST – Social Worker, School Psychologist, Guidance Counselor) providers design classroom presentations on these topics. New books are purchased for classroom teachers to be used in lessons as well as circulated from our school library. Presentations and workshops are planned for cyber-bullying and web resources have been distributed on these topics. We are continuing with our Community of Readers with books on the topics teaching positive social skills, character education, and anti-bullying.</p>	Students Staff Parents	September 2014 through June 2015	Assistant Principal Guidance Counselor Psychologist Classroom Teachers
<p>Community Service: Student engagement increases by creating additional opportunities of students participating in community service projects and grade and class celebrations. Our parents continue to be invited to our school for meetings, workshops, and grade/school events. Together with our <i>Parents Association</i> and <i>Student Council</i>, our school enjoys several <i>Spirit Days</i>, combined with a school fundraiser for the arts. These are quite successful with students, staff and parents wearing school colors of blue and yellow, cheering for our wonderful school! This year, our Parent Coordinator and <i>Parents Association</i> have arranged the new communication system called <i>Blackboard</i> for telephone notification for our school. Using the system as a reminder, every student wore their colors, participated in the walk-a-thon, and even brought a small towel to school to sit on in the school yard.</p>	Students Staff Families Community	September 2014 through June 2015	Student Council Parent Association Principal Parent Coordinator
<p>Support Staff: Support staff (school aides) has additional training in controlling large groups of students. They are meeting monthly with administration, including our <i>Network Support for Youth and Development</i>, to remind them of expectations for communication and direction of students, as well as in communicating with our volunteers. The school aides are provided with equipment for the students as well tools to use in directing the students. In review of the <i>Learning Environment Survey</i>, we know that students expect respect for everyone in the school. We will be including students in our meetings and with our <i>PS 174 Suggestion Box</i> in order to hear their</p>	School aides Network Point Y&D Students Volunteers	September 2014 through June 2015	Network Youth and Development Liaison with Principal

voices, suggestions, and points of view.			
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Recruitment of school volunteers; locating books on relevant topics for *Community of Readers*; scheduling the year for weekly and monthly events in classrooms, by grade levels, in specialty areas, and school wide programs; scheduling performances and assembly programs and shows.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA	x	Title III	x	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Partnerships with Arts agencies such as New Victory Theater, The Joyce Theater, Dancing Classrooms, Ballet Tech, Crayola, NY City Parks; LEGO Learning, among others.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 10. Specify a timeframe for mid-point progress monitoring activities.

By February 15, 2015, we will have a 10% increase in parent engagement activities at the school by review of our attendance at workshops, parent meetings, and engagement activities. There will also be 50% of the grades involved in Community Service Projects and 100% of staff and students involved in assembly programs, literacy activities and school spirit events. This will be evident in projects displays, newsletters, and website additions.

Part 6b. Complete in **February 2015.**

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Parent Association Fund Raising; donations to school; Donors Choose Grants; Fuel Up to Play Grant; Exxon Mobil Grants; Disney Musicals in Schools Grant.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

At Public School 174, we are dedicated to helping our students achieve academic gains. To help attain that end, we endeavor to make our school a warm and nurturing environment that fosters confidence, positive self-esteem, and social growth.

Throughout the year, we provide praise, positive reinforcement and encouragement to motivate our students to do their best. We also provide opportunities for our students to collaborate on projects as well as engage in cooperative play with their peers. Throughout process, we emphasize respect for everyone including oneself.

The areas that our school has made the most growth include Student Progress – for ELA from 66.0 to 70.0 and the significant increase of 12 points from 55.5 to 67.5 for our median adjusted growth percentile for all grade 4 and 5 students.

A review of the *2013-14 School Quality Guide*, indicates the following:

Student Progress Section

Our school saw an increase of 4 points from 66.0 to 70.0 for the *ELA Median Adjusted Growth Percentile* for all grade 4 and 5 students. Our *Median Adjusted Growth Percentile for the Lowest Third in ELA* for grades 4 and 5 also increased from 73.0 to 75.0 (2 point increase). In Mathematics, our school saw a significant increase of 12 points from 55.5 to 67.5 for the *Median Adjusted Growth Percentile for all grade 4 and 5 students*. Our *Median Adjusted Growth Percentile for their Lowest Third in Math for grades 4 and 5* also significantly increased from 45.0 to 73.0 (28 point increase).

For *Early Grade Progress (Grade 3 Only)*, our school had an increase in ELA from 2.42 to 2.72; an increase of 0.30. In Mathematics, the *Early Grade Progress score* went up significantly from last year. In 2012-13 our school scored 2.39 and this year received a score of 3.37 for an increase of 0.98.

Student Achievement

When looking at the student achievement section, of the *2013-14 School Quality Guide*, 54.4% of students in grades 3-5 were proficient (scored between a 3.0 and 4.5); 5.5% higher than the prior year’s score. It is 26.4% higher than the city average of 28%. The school’s *Average Proficiency rating in ELA* was 2.96. Last year the *Average Proficiency rating* was 2.94; with a slight increase of 0.02 from the previous year. In Mathematics, our school has an overall proficiency percentage of 61.8% for students in grades 3 through 5; 12.0% higher than last year’s score and 26.8% higher than the city average of 35%. The school’s *Average Proficiency rating in Math* was 3.31 and 3.01 in 2012-2013; a significant increase of 0.30.

A review of the latest Quality Review (2011) and the New York State Education Department Assessments Spring 2013, together with data collected through walkthroughs, teacher reflections and self-assessments, and administrators observations, the following are priorities for improvement:

1- Deepen differentiation of instruction so that all lessons engage students and offer suitable challenge at their level, including effective questioning that elicits higher-order thinking and extends learning.

2- Develop and strengthen partnerships and community links to support students' personal and academic growth by increasing access to project based learning for all students, both curricular and extra-curricular, such as: Young Debaters Club, Ballroom Dance Teams, Basketball Teams, Writing Club, and Technology Club.

3- Increase opportunities for all students to take more ownership of their learning and to increase student engagement in learning with project based learning experiences in content areas such as writing, math, the arts and technology.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to address the school's instructional focus of improved questioning and discussion techniques, teachers will receive targeted professional development in embedding multiple entry points into instruction to support struggling learners and provide enrichment for higher performing students so that by June 2015, 5% of students will have increased growth scores in ELA.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Professional learning around Common Core Learning Standards (CCLS) and tasks provided by administration, teacher leaders, and Network Support Specialists, including presentations by our Network Support Instructional Specialists (ESL - English as Second Language; SE - Special Education, and Content Areas.	Teachers Paraprofessionals	September 2014 through June 2015	Professional Development Team – Teachers and Administrators
Teachers will develop a correlation between Units of Study and the CCLS incorporating opportunities for all students to conduct research and use supporting evidence, in Science and Social Studies, through the English Language Arts; and to explain their tasks in math using pictures, numeric algorithms as well as visuals.	Teachers	September 2014 through June 2015	Teachers and Teacher Leaders (ESL, Math, Literacy and SE.)
Teachers will design lessons infusing opportunities to read and respond to a combination of literary and information texts.	Teachers	September 2014 through June 2015	Vertical and Horizontal Teacher Teams
Teachers will develop collaborate lessons that incorporate oral and written skills needed for providing evidence to support arguments and explain mathematical concepts utilizing - project based learning, arts integration and STEM (Science, Technology,	Teachers	September 2014 through June 2015	Teachers in Teams

Engineering and Mathematics) learning.			
PS 174 has created a welcoming and trusting environment for our diverse families and takes advantage of many community resources enriching the civic life of our school. The staff welcomes, values, and incorporates families and the larger community into our school events and classroom activities. Activities include: field trips, guest speakers, artist residencies, writing celebrations, cultural celebrations, assembly programs, dance performances, dramatic historical presentations, among others.	Families Teachers; administrators, parent coordinators, School assessment team members.	September 2014 through June 2015	All instructional staff; administrators; parent coordinator
Families of newly arrived students are welcomed by interpreters and materials presented in native language (i.e. Russian, Mandarin Chinese, Cantonese, Urdu, French, Hebrew, among others.)	Families; students; staff	September 2014 through June 2015	All instructional staff; administrators; parent coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Teachers and Administrators salaries; Per session hours for Inquiry Team members; per diem days for Professional learning; OTPS for instructional supplies and books.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA	x	Title III	x	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Parents Association fundraising and support to the school
 Donors Choose Grant supplies – computers, printers, paper and school supplies; school programs (over \$128,000.00 to date (average of \$30,000.00 per year)
 Project Grants – including but not limited to (Target, Crayola, Disney Musicals in Schools, New York City Ballet – The Nutcracker Project, New York Historical Society, The SIFMA (Securities Industry and Financial Markets Association) Stock Market Game, New York City Council (CASA) Queens Botanical Gardens, and Dancing Classrooms.)
 Legislative Grants – Library, STEM (Science, Technology, Engineering, Mathematics) Lab, Classroom computers and Smart Boards

Part 6 – Progress Monitoring

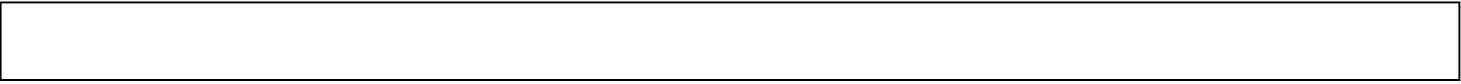
Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

By February of 2015, 50% of students all grades will achieve the mid-year benchmarks for their grade based on the Common Core Learning Standards aligned Fall benchmark standards in running records in the Teachers College Reading and Writing Project assessments as well as the on-demand writing samples.

Part 6b. Complete in **February 2015.**

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				



Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

The principal maintains the tone for the school by developing a climate of inclusiveness, by designing school themes, books and projects. Our staff and students have a clear vision for student achievement as well as for behavior and community. The teachers are supported as colleagues and leaders with diverse and supported teacher development.

At Public School 174, we are dedicated to helping our students achieve academic gains. To help attain that end, we endeavor to make our school a warm and nurturing environment that fosters confidence, positive self-esteem, and social growth.

Throughout the year, we provide praise, positive reinforcement and encouragement to motivate our students to do their best. We also provide opportunities for our students to collaborate on projects as well as engage in cooperative play with their peers. Throughout process, we emphasize respect for everyone including oneself.

From the latest Quality Review (2011) and the School Quality Snapshot (2014), the areas that our school has made the most growth include Student Progress – for ELA from 66.0 to 70.0 and the significant increase of 12 points from 55.5 to 67.5 for our median adjusted growth percentile for all grade 4 and 5 students.

The 2013-2014 and 2014-2015 Instructional Expectations from the New York City Department of Education (DOE) include use of cycles of feedback to teachers through visits and observations. There are individual needs of our teaching staff – from novice through master teachers. Teachers have varied experiences, backgrounds, and education. Individual professional development plans for each teacher based on their next steps for progress and movement to the next level within the continuum.

Teacher self-assessments on ARIS looking at the selected components of the Danielson Framework rubric are established through our Inquiry Team and Professional Learning plans.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
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Provide targeted and differentiated professional development based on feedback from teacher observations that will elevate teacher practice so that by June 2015, there will a 80% increase in the number of teachers moving at least one performance level on their end of year MoTP rating of as measured by final ratings in the Advance system.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
26. Strategies to address the needs of students with			

<p>disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>27. Strategies to increase parent involvement and engagement</p> <p>28. Activities that address the Capacity Framework element of Trust</p>			
Engage in short frequent cycles of classroom observation; providing feedback to the rubric including evidence and next steps.	Teachers	September 2014 through June 2015	Principal and Assistant Principal Talent Coach
Teachers self-assess on selected components of the research-based rubric; examining the <i>Danielson Frameworks</i> and reading of the text.	Teachers	September 2014 through June 2015	Teachers Teacher Leaders
Teachers participate in professional learning communities, through collaboration, planning periods, classroom visits, online learning, and (but not limited to) lesson study groups.	Teachers	September 2014 through June 2015	Teachers Teacher Leaders Administrators Network 207 Support Staff
Administrators will attend professional development such as (but not limited to) – Network Meetings, Summer Institutes, Principal and Assistant Principal study groups on topics such as Common Core Learning Standards, and providing effective feedback to teachers through the use of the Framework for Teaching.	Administrators	September 2014 through June 2015	Principal and Assistant Principal Network 207 Leadership and Support Staff
PS 174 has created a welcoming and trusting environment for our diverse families and takes advantage of many community resources enriching the civic life of our school. The staff welcomes, values, and incorporates families and the larger community into our school events and classroom activities. Activities include: field trips, guest speakers, artist residencies, writing celebrations, cultural celebrations, assembly programs, dance performances, dramatic historical presentations, among others.	Families and community members	September 2014 through June 2015	School staff; support staff; administration; teachers; parent coordinator.
Families of newly arrived students are welcomed by interpreters and materials presented in native language (i.e. Russian, Mandarin Chinese, Cantonese, Urdu, French, Hebrew, among others.)	Families and community members.	September 2014 through June 2015	School staff; support staff; administration; teachers; parent coordinator.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

DOE Talent Coach, Professional books such as Danielson Framework, Handbook for Professional Learning, Engage NY web resources for Common Core Learning Standards (CCLS) units, Common Core Library.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA	x	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Administrators and teachers salaries
 Principal and Assistant Principal salaries; Tax Levy (TL) costs associated to Network 207
 OTPS for student consumable materials

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 30. Specify a timeframe for mid-point progress monitoring activities.

Ongoing review of completion status on Advance. By February 2015, a minimum of 50% of all required observations and feedback reports will be completed.

Part 6b. Complete in February 2015.

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

33. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
34. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

At Public School 174, we are dedicated to helping our students achieve academic gains. To help attain that end, we endeavor to make our school a warm and nurturing environment that fosters confidence, positive self-esteem, and social growth. As well as developing strong family and community ties. Families are encouraged to come to school as much as they can and be part of our 174 family. We provide volunteering opportunities, parent book clubs, parent workshops, family learning times and events.

Throughout the year, we provide praise, positive reinforcement and encouragement to motivate our students to do their best. We also provide opportunities for our students to collaborate on projects as well as engage in cooperative play with their peers. Throughout process, we emphasize respect for everyone including oneself. PS 174 has created a welcoming and trusting environment for our diverse families and takes advantage of many community resources enriching the civic life of our school. The staff welcomes, values, and incorporates families and the larger community into our school events and classroom activities. Activities include: field trips, guest speakers, artist residencies, writing celebrations, cultural celebrations, assembly programs, dance performances, dramatic historical presentations, among others.

From the Quality Review (2011) and the School Quality Snapshot (2014), the areas that our school has made the most growth include Student Progress – for ELA from 66.0 to 70.0 and the significant increase of 12 points from 55.5 to 67.5 for our median adjusted growth percentile for all grade 4 and 5 students.

A review of the latest Quality Review (2011), The School Quality Snapshot 2013-2014, and the New York State Assessments in all subject areas, together with data collected through walkthroughs, teacher reflections and self-assessments, and administrators observations, the following are priorities for improvement:

- 1- Deepen differentiation of instruction so that all lessons engage students and offer suitable challenge at their level, including effective questioning that elicits higher-order thinking and extends learning.
- 2- Develop and strengthen partnerships and community links to support students’ personal and academic growth by increasing access to project based learning for all students, both curricular and extra-curricular, such as: Young Debaters Club, Ballroom Dance Teams, Basketball Teams, Writing Club, Technology Club and celebrating the students learning via website, Twitter, and in person events.
- 3- Engage families in strategies of differentiating instruction, by including them in information sessions, classroom celebrations and demonstrations, and school events, in order for students to take more ownership of their learning and to increase parent engagement in learning.
- 4- Invite students and families to celebrate and participate in project based learning experiences in content areas such as writing, math, the arts and technology.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

We will improve parent involvement by increasing attendance and providing monthly appropriate information to families about the instructional programs and current relevant middle school topics so that by June 2015, there will be an increase from 90% to the City average of 91% – on the parent score for Engagement (school offering a wide enough variety of courses, extracurricular activities, and services) on the New York City DOE Learning Environment Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Implement the web-based software platforms (such as Evernote, Blackboard.com, and Blogs), in order to communicate more effectively with our parents.	Staff and Parents	September 2014 through June 2015	Teachers Administrators Parent Coordinator
Email monthly goals in all subject areas and post on ps174.org Conduct workshops specialized for ARIS Parent Link, (Achievement Reporting and Innovation System), the NYS Assessments, Middle School Choice Process (among others) during varied times of the day/evening and use feedback forms.	Staff and Parents	September 2014 through June 2015	Webmaster Parent Coordinator Principal Teachers
Translate major school correspondence into our dominant languages (Russian, Spanish, and Chinese) to meet the needs of our families.	Parents per their requested language – oral and/or written	September 2014 through June 2015	Principal Parent Coordinator Pupil Accounting Secretary
Use free translation services of the DOE, as well as paid use of oral interpreters when necessary for parent meetings, conferences, workshops, scoring, newsletters, and enrollment documents.) We use all of our funds available through both tax levy and Title III Grant.	Parents per their requested language – oral and/or written	September 2014 through June 2015	DOE Translation Services The Big Word
PS 174 has created a welcoming and trusting environment for our diverse families and takes advantage of many community resources enriching the civic life of our school. The staff welcomes, values, and incorporates families and the larger community into our school events and classroom activities. Activities include: field trips, guest speakers, artist residencies, writing celebrations, cultural celebrations, assembly programs, dance performances, dramatic historical presentations, among others.	Staff and parents	September 2014 through June 2015	Teachers Administrators Parent Coordinator
Families of newly arrived students are welcomed by interpreters and materials presented in native language (i.e. Russian, Mandarin Chinese, Cantonese, Urdu, French, Hebrew, among others.)	Staff and families	September 2014 through June 2015	Teachers Administrators Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Interpreters, Blackboard communications system, schedule adjustments, parent guides and newsletter materials

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA	x	Title III	x	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Parent Association and community donations.

Per session services of bilingual staff, website maintenance costs; printing costs and supplies, through OTPS

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

40. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, there will be a 10% increase in parent’s engagement by a review of attendance documents at events, responses to surveys and written feedback (surveys, blog response, emails.)

Part 6b. Complete in **February 2015.**

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	<p>K-3: Level 1 and 2 per teacher assessments and/or parent recommendations</p> <p>From NYSED – 2014 ELA scale scores below the determination as follows: Grade 4 – Grade 3 ELA SS Below 299 Grade 5 – Grade 4 ELA SS Below 296</p>	<p>Wilson Groups</p> <p>Headsprout Comprehension</p> <p>Fundations</p> <p>Simple Solutions – grammar automaticity and fluency</p> <p>A to Z Reading</p> <p>Raz Kids and Leveled reading books</p> <p>Guided Reading</p>	<p>Small group</p> <p>One-to-one</p> <p>Small group</p> <p>Small group</p> <p>One-to-one</p> <p>One-to-one</p> <p>Small group</p>	<p>In school</p> <p>In school</p> <p>In school</p> <p>In school and home</p> <p>In school and home</p> <p>In school and home</p> <p>In school</p>
Mathematics	<p>K-3: Level 1 and 2 per teacher assessments and/or parent recommendations.</p> <p>From NYSED – 2014 Math scale scores below the determination as follows: Grade 4 – Grade 3 Math SS Below 293 Grade 5 – Grade 4 Math SS Below 284</p>	<p>Math Steps</p> <p>Go Math! Think Central</p> <p>Simple Solutions Math (Summer and supplemental)</p> <p>Ten Marks Math – builds procedural fluency</p> <p>Reflex Math – automaticity of facts</p>	<p>Small group</p> <p>Small group and individual</p> <p>Whole class, small group and individual</p> <p>Individual</p> <p>Individual</p>	<p>In school and home</p>
Science	<p>Grade 5 Students scoring levels 1 and 2 on the NYS Grade 4 Science Assessment</p>	<p>Non-fiction content within ELA instruction</p> <p>STEM enrichment classes – technology, math and science</p>	<p>All methods of delivery</p> <p>Whole class Grade/Interest projects</p>	<p>In school and home</p>

		integrated cluster teachers.	Individual choices Small Group	
Social Studies	From NYSED – 2014 ELA scale scores below the determination as follows: Grade 4 – Grade 3 ELA SS Below 299 Grade 5 – Grade 4 ELA SS Below 296	Non-fiction content within ELA instruction Social Studies and Arts enrichment classes with cluster teachers and residency programs.	All methods of delivery Whole class Grade/Interest projects Individual choices Small Group	In school and home
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher assessments and/or parent recommendations.	Speech –Articulation, targeting phonemes, all positions of words at the word levels, phrase level and sentence level. Receptive Language Difficulties – following directions, understand early presented material. Guidance - Social, emotional and/or behavioral issues. Request from staff and/or parents. Sensory interventions – strategies for classroom adaptations such as Hokki Stools, sensory balls, chew toys, grippers, vests, socks, trampolines, bean bag chairs, twister seats, among others.	All methods of delivery Small group setting Whole class Individual	In school and home

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I
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Part 2: All Title I Schools

2a. 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.

2b. 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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. Public School 174 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC) Template

Public School 174 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 with 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.

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 as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your [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: William Sidney Mount	DBN: 28Q174
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 30
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Public School 174 is located in the Rego Park section of Queens, New York. This prekindergarten to fifth grade school serves a population of students from culturally diverse backgrounds. The community is home to new immigrants from Asia, Latin America and the Middle East. Our ESL program is freestanding serving 69 of the 685 total students in both General and Special Education.

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

According to the PS174 Comprehensive Educational Plan, a concerted effort and specific plan to address the needs of our ELL students will be implemented. Analyzing data from our ELA and Math 2014 test results, in-class assessments, and reading level statistics, it is clear that our continuing ELLs (beginner, intermediate and advanced,) as well as newcomers, in the testing grades three, four and five, could benefit greatly from supplementary instruction in both Math and ELA. We will invite ELLs in grades three, four and five to these sessions. We have 30 places available. If some of these upper grade ELLs do not attend, we will then invite second grade ELLs to attend. These students will be served by a certified ESL teacher and a Science and Technology teacher who will team teach. These sessions will take place from 2:30 to 4:30 pm after school on Thursdays. Each session will include reading in the content areas, expository writing, word work, the Imagine Learning computer program, scaffolded writing strategies, and test preparation strategies in ELA and Math. Differentiation of instruction will be emphasized. The language of instruction is English. The program will begin in January and continue for 24 weeks.

In addition, for sixteen of these sessions, we have contracted with an instructor from the Learning through an Expanded Arts Program to provide enrichment activities for ELLs. We selected LeAp to work with us because LeAp has a proven track record of working with tens of thousands of special needs students and English language learners since its inception in 1977. An on-going (12 year) evaluation study of the effectiveness of LeAp's "arts program to increase literacy skills" by New York University (NYU) professors shows that LeAp is particularly successful with ELLs and Students with Disabilities. The LeAp instructor will use each session to provide a workshop that addresses the needs of students with limited English proficiency and creates a language-rich environment where these students can succeed. The program uses a variety of learning approaches and includes hands-on activities that focus on developing oral and written communication skills.

The program that we have selected is Portraits/Self-Portraits: Biography/Autobiography. In this program, students use a variety of art techniques from painting to photo-collage in order to create

Part B: Direct Instruction Supplemental Program Information

portraits and self-portraits. Students write simple biographies and autobiographies and descriptive essays to build basic writing skills. This instruction is specifically geared for ELLs and no part of this instruction will take place during our regular school day. Our students will be broken up into two groups with each group spending one hour in LeAp instruction, with the assistance of our Science and Technology teacher, who has been trained in ESL strategies and methodologies. and one hour in the regular afterschool program for ELLs that will be conducted by our ESL Teacher.

An invitation will be sent home to parents in early December, in English and the native language, informing them about our Title III after school program and recommending that they allow their child to participate.

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

Part C: Professional Development

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

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

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

Professional development is coordinated by the PS 174 Professional Development Team, which includes the Principal, Assistant Principal, UFT Chapter Leader, Teacher Specialists (including ESL teachers), and Grade Leaders. The team works together to combine ideas on effective planning for teachers, on different ways to assess learning, on developing curricula and instructional materials, and assessing teachers' needs for professional development. Professional development will be delivered after school on Mondays, once per month, between the hours of 2:30 to 3:50 PM. In many of our grades except kindergarten, ELLs are exclusively or mostly in one class. The ESL PD will be given to those teachers and who have ELLs in their class and to their paraprofessionals as well. Training will take place in the school library and will be provided by Mr. Romano, ESL Teacher.

In order to ensure the receipt of 7.5 hours of professional development, in the strategies for teaching ELLs, for general education staff and 10 hours for special education teachers and special education

Part C: Professional Development

paraprofessionals, as per Jose P, some of our sessions will be attended by all staff and paraprofessionals, new teachers as well as experienced staff members.

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

The topics for future professional development workshops include aligning curriculum for ESL students to the Common Core Learning standards, conducting reading assessments for ELLs, scaffolding instruction and differentiation of instruction for ELLs. These last two topics will prepare our staff to assist our ELLs as they progress from the elementary to the middle school grades.

In addition, Mr. Romano will turnkey recent strategies that he learns throughout the year in new cluster-wide professional development sessions, instructional strategy sessions offered by the Office of English Language Learners, and from our Learning through an Expanded Arts Program sessions. Anticipated topics that the network will cover in their future liason meetings are: making thinking maps, a series of lessons on expository writing, and lessons on NYSESLAT testing strategies. Mr. Romano will turnkey these lessons and stratagies.

In our comprehensive professional development program, we strive to maximize the talents of teachers who have Title III served students in their classes.

Part D: Parental Engagement Activities

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

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

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

Translation assistance is made available during parent events. We have over 20 paraprofessionals in our school and most of them are bilingual. If a translator would be helpful, we call the main office and they ask the paraprofessionals to assist wherever they are needed.

Activities for parents of ELLs are held each month throughout the school year. Parents of ELLs have

Part D: Parental Engagement Activities

already attended academic workshops. From early to mid-September, curriculum workshops were held for each grade. On Thursday, October 2, a workshop was held on middle school choice. Three workshops have been held in October on ARIS and the NYS test scores.

Future workshops (dates not set yet) are also being planned on various topics including information on NYS assessments, the Common Core Learning Standards, strategies parents can use to help their children with homework, ways to increase their children's English abilities away from school, and information on reading Just Right books

In addition, classroom teachers and ESL teachers have been meeting with parents of ELLs during parent engagement time on Tuesdays between 2:30 and 3:45 PM. Strategies are offered to enhance the child's learning of English and the child's progress is discussed at these meetings.

Non-academic crafting and culinary workshops are also offered in order to create a welcoming environment for parents to become more involved in their child's school, as well as, to expose them to activities that can be done with their child at home. Our first crafting workshop, a fall papercrafts class, will be held in early December. In addition, many parents of ELLs attend our monthly parent book club meeting.

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

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

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	Per Session \$4944.96	Supplementary Instruction and Enrichment for ELL Thursdays 24 sessions (2 teachers) \$51.51 hourly rate \$103.02 per session Supplementary Services
Purchased services <ul style="list-style-type: none"> High quality staff 	\$4000.00	Contract with Learning through an Expanded Arts Program

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
and curriculum development contracts.		16 Sessions
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)	\$2100.00	15 student users for Imagine Learning
Travel	_____	_____
Other	\$155.04	Parent Involvement Consumables - paper, postage, envelopes
TOTAL	\$11,200	_____

**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 28	Borough Queens	School Number 174
School Name William Sidney Mount		

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 Karin Kelly	Assistant Principal Cindy Galloway O'Connor
Coach Pearl Romero, Math Coach	Coach
ESL Teacher Eileen Bernfeld	Guidance Counselor Carleen Jean-Felix
Teacher/Subject Area Phil Romano, ESL	Parent Marcy Mirkin, PA President
Teacher/Subject Area K. Mahadeo, Kgn. Teacher	Parent Coordinator Laura Hui
Related Service Provider Joanne O'Hearn, Speech	Other Phil Romano
Network Leader(Only if working with the LAP team)	Other Giuvella Leisengang

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1.4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	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	1	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)	643	Total number of ELLs	62	ELLs as share of total student population (%)	9.64%
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out	2	2	2		2	2								10
Push-In	1	1		1	2	2								7
Total	3	3	2	1	4	4	0	17						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	62	Newcomers (ELLs receiving service 0-3 years)	53	ELL Students with Disabilities	8
SIFE	0	ELLs receiving service 4-6 years	9	Long-Term (completed 6+ years)	

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										0
ESL	53		5	8		4	1		1	62

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	53	0	5	8	0	4	1	0	1	62
Number of ELLs who have an alternate placement paraprofessional: <u>3</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	0	0	0	0	0	0	0	0	0	0	0	0	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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	2	4	1	4	1								17
Chinese	3	0	4	1	2	1								11
Russian	4	5	2	1	3	2								17
Bengali														0
Urdu														0
Arabic	1	1												2
Haitian														0
French						1								1
Korean		1												1
Punjabi														0
Polish														0
Albanian					1									1
Other	1	4	2	3	0	2								12
TOTAL	14	13	12	6	10	7	0	62						

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)	3	4	1	2	3	5								18
Intermediate(I)	2	3	1	3	1	1								11
Advanced (A)	8	6	4	4	4	1								27
Total	13	13	6	9	8	7	0	0	0	0	0	0	0	56

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	1	0	0	9
4	3	2	0	0	5
5	2	3	0	0	5
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	6	1	2		1				10
4	5	1				1			7
5	1	4	1	4	1				11
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	3	0	2		3	1			9
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.
 There is ongoing assessment for ELLs in all four constructs: reading, writing, listening and speaking. P.S. 174 takes a continuous, data-driven approach to improving student performance, using item analysis, portfolio assessment, and other indicators to identify and address student weaknesses and target areas for growth on a continuous basis.

Early literacy skills of our ELLs continue to be assessed using the Teachers' College Reading and Writing Workshop assessment tools. Teachers have not finished assessing students reading levels at this time. We will update as soon as levels are available.

This year, we are also using the Measures of Student Learning, NYC Performance Assessments for students in all grades, kindergarten through fifth grade. We began the year by administering the Preassessment in math to students in grade 3 and the preassessment in ELA to students in grades 3 through 5. ELA assessments in Grades K through 2 are being administered at the present time and we will update with relevant data when available.

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

NYSESLAT and/or LAB-R results for P.S. 174 have been reviewed in the four modalities of listening, speaking, reading and writing. On the Spring 2013 NYSESLAT, 65 ELLs were tested and 26% of them (17) achieved English proficiency. Of the children who did not achieve proficiency, 25 out of the remaining 48 students (52%) concretely showed either an improvement in performance level or a numerical improvement in NYSESLAT scores. Of the remaining 23 students, 13 are reasonably excluded from comparative analysis as their performance level remained the same and a numerical advance or decline could not accurately be assessed comparing LAB-R numerical scores with NYSESLAT numerical scores. What also needs to be considered is that many of these students with only a LAB-R score for comparison were admitted at various times during the year and thus did not receive a full year of instruction. All considered, 42 of our 65 NYSESLAT takers (65%) showed a definite measurable improvement from the previous years test. Of the remaining 10 students (15% of our test taking total) who showed a decline or whose 2012 and 2013 scores were numerically identical, only 2 actually dropped a performance level, and four of those 10 students are students with learning disabilities. Our overall proficiency rate increased between 2012 and 2013. In 2012, only 15% of our ELLs achieved proficiency compared to 26% in 2013.

Examining the school as a whole, we are just about evenly divided between beginner/intermediate level students and advanced students, and half of our B/1 students are newcomers. Looking strictly at individual performance level gains, more than half of our students continue to show improvement, going from beginner to intermediate level, then advanced level, and ultimately, proficient.

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 [AMAOTool](#))

Patterns across the NYSESLAT modalities of reading/writing and listening/speaking affect our instructional decisions. Although we certainly have students with a variety of needs that require differentiated instruction, based on the results of the NYSESLAT and Lab R, it is clear that we need to address all four modalities in our teaching with a continued emphasis on reading and writing. Exam results this year show that focusing on these two areas has resulted in improved performance in these modalities. Utilizing the combined modalities, 40 of our 47 students scored the same or higher in reading and writing when compared to listening and speaking. Almost half, 21 students, scored higher in reading and writing when compared to listening and speaking. Only 7 students scored lower in reading and writing than they did in listening and speaking.

Further examination of the results, reveals that listening is the weakest area for our students. Instructional decisions base on these results will now include an emphasis on listening strategies such as focusing, following multi-step directions, TPR, use of commands, and oral sequential activities with emphasis on transitional, negative, and sequencing words.

Based on NYSESLAT results we will continue to focus on specific skills in the content areas. Students are encouraged to use their subject specific bilingual dictionaries, and, in class, we use sheltered English versions of non-fiction text in addition to lower grade level trade books. We continue to work on the literacy skills of defining unknown words using contextual and picture clues, identifying the main idea and eliciting story details, understanding sequence and cause and effect, comparing and contrasting, and making inferences and predictions. Through both reading and writing, we will strive to improve the understanding and usage of grammar and syntax in our ELLs, specifically exploring the use of pronouns, prepositions, superlatives, homophones, conjunctions, plurals and verb conjugations and subject/verb agreement.

As compared to the AMAO citywide goals, we have met or exceeded targets for 2012-2013. AMAO 1, 65 percent of our students have made improvement on the NYSESLAT. AMAO 2, We have well exceeded the target goal of 13.7% scoring proficient as a total of 26% of our students scored proficient.

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

We examined New York State test scores for students in grades four through six, last year's third, fourth and fifth graders. We know that this new test based on the new Common Core Standards is dramatically more challenging than the previous years exams. Our results show 32% of our ELLs scoring a Level 2 and thus meeting basic standards. Interestingly, this percentage corresponds to the percentage of ELL students achieving a level 3 on the much simpler ELA documented in our previous LAP. No ELL's scored above a two on this years ELA. This year, unlike previous years, a larger percentage of upper grade students earned the higher level ELA scores compared to the third

grade test takers. The dramatic and much anticipated drop in proficiency levels on this test overall make it essentially useless for any further year-to-year comparative analysis, however it does provide a necessary baseline for future analysis.

As in previous years, our ELLs fared better in math than they did in literacy. Thirty-six percent of our 28 test taking ELLs (10 students) scored a level two or higher. Three of those children scored a 3, indicating grade level command. As anticipated, these results are down significantly from the 83% scoring a level two or higher that we documented on our previous LAP. The remaining 18 students scored a level one. This year's test takers included 5 special education students and 9 newcomers.

ELLs were provided with exams in their first language as well as in English where warranted. This was the case for the NY State examinations in math and science, as well as for the interim assessments in math. All ELLs, literate in their first language, were allowed to use dictionaries and were provided with glossaries to use in class and when taking State exams. The children requiring native language testing in Math were Russian, Spanish, Arabic, French, Indonesian and Farsi speakers. For our Russian, Chinese and Spanish speaking students, translated tests were available. We hired oral translators for the NYS Mathematics exam for the other languages. Of the 10 children taking the exam with NL supports, three scored a two and one scored a level three. Given the quantity of text and word problems in the exam, and the basic English language skills of these students, there is little doubt that these supports were essential to these achievements.

For the Science exam, we had one Spanish speaking student who used a translated version and one French speaking student who utilized a professional translator hired by the school. The student provided with the translator was a newcomer who scored a level three. Such a result was likely impossible without this support.

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

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

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](#).)

ELL students identified by their teachers as unable to attain grade level performance benchmarks are considered for a series of progressive academic supplemental supports. The initial procedure after identification is a consultation with all the child's pedagogues, including ESL teachers, to compare observations and assess the student's strengths and weaknesses. Careful consideration is given to the amount of time the child has been in an English language environment, as many areas of difficulty for Learning Disabled children are similarly areas of difficulty for ELLs. As a rule, our initial process is one of identifying and instructionally targeting specific academic or behavioral deficiencies rather than attempting to identify a preconceived disability diagnosis.

As part of our response to a child in apparent academic need is a strategically paced repertoire of intervention and assessment. Each intervention occurs over a scheduled period of time and is followed by assessment. A positive assessment may result in continuation of the intervention or even discontinuing if it is no longer considered necessary, though a follow-up targeted assessment would be scheduled. Should the assessment indicate continuing difficulties, intervention would be modified, continued or supplemented. All meetings, discussions, interventions and assessments are carefully documented and shared among all of the students relevant instructors. Parents are kept apprised of the intervention and their child's progress, and parents are mined for their insights into their offspring's interests and learning styles. All teachers have access to the RTI workbook, and interventions are based on on this multi-tiered approach.

Assessments of ELL students are both formal and informal, with the goal of coaxing out the direct cause of the academic deficit. Limited comprehension skills due to limited vocabulary (a typical trait of ELLs, even those with considerable conversational skills) could easily be misidentified as a learning issue and not the instructional issue that it in fact is. Our team approach seeks to ensure that all areas of academic difficulty are carefully explored and varied instructional approaches are tested before moving on to a higher level intervention plan.

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

Newcomers, with limited English language proficiency who can read and write in their native languages, are given subject specific native language glossaries, downloaded from the BETAC website, in math, social studies and science. In addition, we supply them with word for word bilingual dictionaries as well as the Bilingual New Oxford Picture Dictionaries. They also use the Oxford Picture Dictionary for the Content Areas. There are bilingual books in the ESL classroom as well as the school library, in social studies and historical fiction. These material resources can help them transfer content area skills as they develop second language abilities.

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

As students' English language skills progress, we use ESL methodologies with greater focus on grammar, syntax, and the building of academic language.

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?

We do not have a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of our programs for ELLs by ongoing examination of classroom work, informal assessments, formal assessments, ARIS, ATS generated reports and CalcSoda. We utilize the AMAO tool to determine if our ELLs have made annual yearly progress. We study all indicators over time to analyze progress and trends for each individual student and across grades and ESL levels. NYSESLAT results are the final indicator of the level of success our programs have achieved.

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

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

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

If a parent fails to attend our initial meeting and does not return the parent selection form within 10 working days of the meeting, they are invited to attend another meeting. A complete invitation packet, including the invitation letter and parent survey

and selection form, in English and the native language, as well as the parent brochure, in the home language, are included. If a parent still fails to respond, classroom teachers speak to them at dismissal and ESL teachers make phone calls to the parents. If that fails, classroom and ESL teachers speak to parents, who have not responded, at Parent/Teacher conferences. This year the majority of parents have responded and completed the survey and selection form. The five remaining parents, who have not responded, continue to be invited to each parent meeting that we are conducting.

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 [\[see tool kit\]](#).)

At the conclusion of Lab-R testing, entitlement letters are sent home with entitled students. This continues throughout the school year for newly admitted children. These letters are sent in English and the native language. Our ESL staff and Parent Coordinator are always available to meet with parents to answer questions and insure completion of the survey. Parents who attend the orientation session complete the Parent Survey and Program Selection form at the school level after the orientation. As described above, parents are given a window of 10 working days in which to return the survey. Those parents who do not return the survey are sent a second entitlement letter and survey, in their native language and English, with an invitation to attend a subsequent parent meeting. If the parents still do not attend the meeting and do not complete the survey, we call the parents and/or speak with them at Parent Teacher conferences explaining that it is a requirement that they complete the survey and we ask them to complete it while they are in the school. A parent survey and selection form, in English and the home language, and a parent brochure, in the native language, are included in our invitation packet. Copies of all these materials sent to parents are maintained in the ESL office and in the students' cumulative records.

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.

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

1. Based on the HLIS and informal oral interviews in English and in the native language, a determination of LAB-R eligibility is made
2. Based on the results of the LAB-R, Entitlement Letters are distributed
3. Parents are contacted, via the Entitlement Letter/Parent Invitation, in both English and their native language, to attend a Parent Orientation Session
4. Parents select a program of their choice after confirming that they have received and understood all the information necessary to make an informed decision.
5. Placement confirmation letters are sent to parents.
6. If the parent has requested a bilingual or dual language program for their child and we have insufficient numbers of such requests in contiguous grades, we send the parent a placement confirmation letter that informs them that their child has been placed an ESL program. The letter also informs the parent that we are aware that the program selection survey he or she returned indicated a preference other than "Free Standing ESL." We reiterate that in order for us to implement such a program we would need a minimum number of fifteen similarly interested students in contiguous grades which we do not currently have. We advise the parent that there may be such programs available in other schools in the area and if they want to pursue this to please call us and we will provide further information on where the schools are and how to apply for a transfer for their child to the preferred school.

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

The ELPC screen in ATS is updated within 20 days of enrollment indicating whether or not the parent attended the orientation session, whether or not the parent returned the program selection survey, the choice of program that the parent made, and the program that the student has been placed in.

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.

All currently enrolled ELLs are identified via the ATS report, the RLER, and NYSESLAT testing materials are checked to ensure numbers match. All pre-slugged answer documents are checked for proper student information, missing answer documents are filled in by hand, and testing begins promptly in proper sequence during the prescribed testing periods. All testing is proctored by ESL teachers. All scoring is done by certified ESL teachers who do not work with those particular children being tested. Every effort is made to complete the testing as quickly as reasonably possible, so that there is adequate time within the testing window for make-up tests for children who were not present initially.

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

This year, four parents, less than one-fifth of parents of new ELLs, requested a bilingual or dual language program for their children. This is consistent with the trend we have seen for the past few years. The parent requests for transitional bilingual or dual language programs are as follows: Three kindergarten parents and one fourth grade parent requested transitional bilingual programs. Their languages are Spanish and Mandarin. There were no requests for dual language programs. Due to the diversity of languages in our school, we have been unable to meet the criteria necessary for forming bilingual classes. See above for a description of how requests for bilingual programs are handled. Because we have not met the minimum number of students necessary, in contiguous grades, to form a bilingual class, programs in our school are aligned with parent requests.

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])?

Our program models are varied to ensure appropriate service is provided to each child. In part through the loss of many of our ELL's who reached NYSESLAT proficiency, our program for this year contends with a large number of beginner/intermediate level students, most of whom (23 out of 26) are newcomers with one year or less of English language experience. Considering their urgent needs, it seemed prudent this year to provide instruction for them homogeneously across grades (K/1, 2/3, 4/5) as at this point these lower level students require mostly intensive basic language and fundamental academic instruction. This also allowed us to maintain a higher teacher to student ratio than a strictly grade level grouping would have provided.

In these groups, the K-1 Beginner/Intermediate children receive all but one period of their mandated 360 minutes of prescribed ESL instruction per week. The exception is their grade level ESL computer software period.

Upper grade (2nd to 5th) B/I students receive a combination of instructional groupings, with dual grade instruction for most of their 360 minutes of instruction. ELLs are integrated throughout regular and ICT classes on each grade, and so the cross-grade groupings preclude any reasonable opportunity for push-in model instruction during most of these minutes. In the other

grade-level grouping periods however, instruction is on a push-in basis wherever feasible.

Advance level K & 1 ELL's are serviced separately by grade, and so push-in model instruction has been included wherever possible in their 180 minutes of service to further support content area study. Upper grade Advanced level ELL's are serviced in cross-grade groupings on a pull-out basis for three of their four periods per week of ESL instruction, and push-in where feasible for the remaining period.

All ELL's at all levels receive one period per week of instruction in the computer room using computer software that provides differentiated lessons and assessment.

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)?

ESL instruction is scheduled on a pull-out and push-in basis as described above and carried out by two certified ESL teachers ensuring all mandated minutes are provided. All ELL's receive an additional 180 minutes per week of ELA instruction in the classroom as required under Part CR 154.

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.

Instruction is delivered to all ELLs using explicit and differentiated ESL strategies in ELA and the content areas. All students receive scaffolded instruction in support of their classroom curriculum. Instructional approaches and methods used include: cooperative learning, oral presentations, role playing, and language experience activities; writing of reports, poetry, narrative accounts and procedures and responses to literature; use of graphic organizers; choral and individual reading of fictional and non-fictional works; and building of phonetic and phonemic awareness. Instruction is designed for students to compare content across multiple pieces of literature in both fiction and non-fiction with an increasing focus on non-fiction. This strategy aligns with the Common Core Learning Standards and helps prepare students for college and career readiness. We are a Teacher's College focus school and we also utilize their strategies. These include reading mini-lessons, read-aloud, shared reading and word work.

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

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

For our push-in periods: In grade 5, we use the text Social Studies, New York City - The United States, Canada and Latin America published by Houghton Mifflin Harcourt, 2010. In grade 4, we use Simple Solutions by Nancy McGraw and Nancy Tordy published by Bright Ideas Press, LLC., Cleveland, Ohio and Science, NYC Edition published by Harcourt School Publishers.

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

Once identified by LAB-R exam and HLIS forms, new Spanish-speaking ELLs are given the Spanish LAB by native Spanish speaking ESL personnel in order to appropriately assess their native language skills.

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

There is ongoing assessment for ELLs in all four constructs: reading, writing, listening and speaking. P.S. 174 takes a continuous, data-driven approach to improving student performance, using item analysis, portfolio assessment, and other indicators to identify and address student weaknesses and target areas for growth on a continuous basis. ESL student software that is used here also provides detailed assessment tools on an ongoing basis. There are ESL interim assessments each year, and the NYSESLAT is administered each Spring to all ELL's.

Early literacy skills of our ELLs are assessed using the Teachers' College Reading and Writing Workshop assessment tools.

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 do not have any SIFE (Students with Interrupted Formal Education) or long-term ELLs at the present time. We will support future SIFE and long term students by focusing on linguistic structures and reading, as well as including them in our extended day programs.

The needs of newcomers in the early stages of language acquisition are addressed by utilizing the following instructional

methodologies: use of pictures and other visuals; Total Physical Response; listening comprehension activities to build receptive vocabulary; chants, songs and other repetitive whole-group activities; language chunking; and personal experience charts and stories. Test preparation materials are individualized and modified in order to be comprehensible to these students on their level.

There is a concerted effort and specific plan to address the low academic achievement of our ELL students who have been in our program for four to six years and our students with special needs. Targeting ELLs receiving service for 4 to 6 years (9 of our 62 students) and students with special needs, and in view of the NCLB requirement of ELA testing for ELLs and the ongoing mathematics assessments, all these students participate in Extended Day for ELLs. These are small group tutoring sessions which target the individual needs of each student.

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

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?

For ELL-SWDs, we find that TPR activities and chants/songs aid in making important vocabulary, phonics and grammar easier to remember. Dramatic presentations and role playing activities improve confidence and oral communication skills. Once these basic tools to academic success have been absorbed, students are ready to learn to use them to create oral and written language and to comprehend content-area text, as well as fiction. The use of realia and hands-on activities makes the comprehension of academic vocabulary easier, and provide the opportunity for real usage of specific technical language that best accommodates development of permanent, readily retrievable knowledge. Thematic units of study are sometimes utilized to provide extended opportunities for these students to absorb essential concepts and subject specific vocabulary.

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?

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

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

Courses Taught in Languages Other than English

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

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

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

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

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

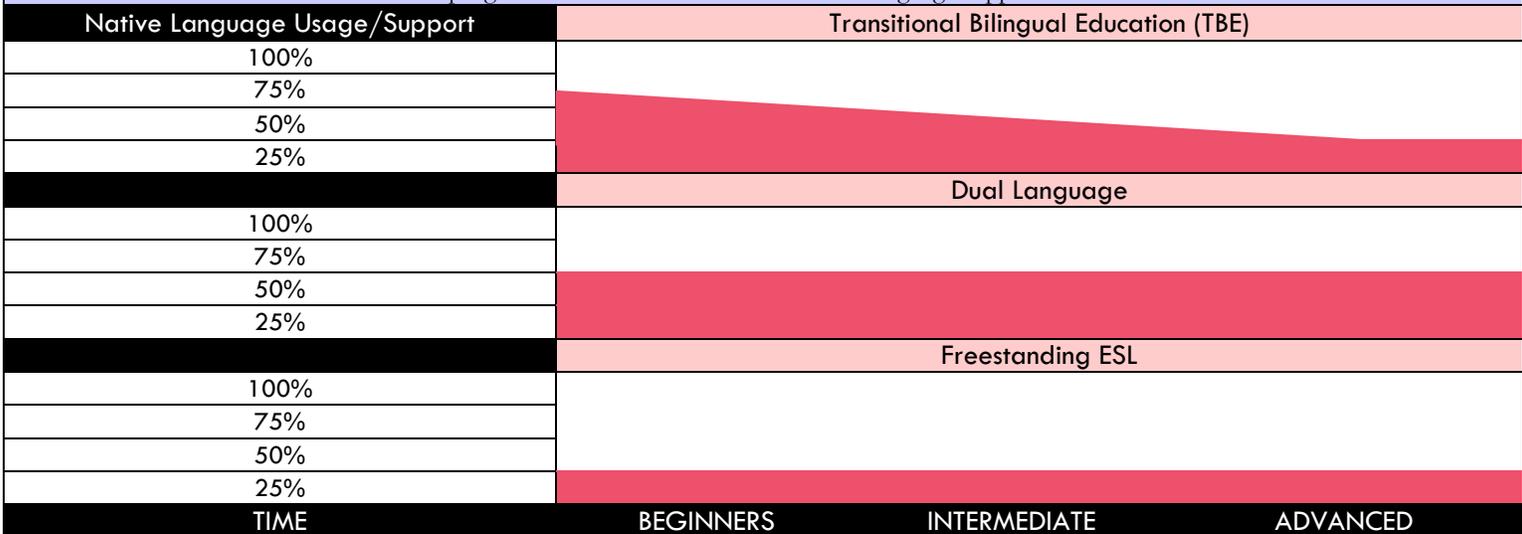
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

There are targeted intervention programs in the content area for all ELLs. In 1st grade, an ESL teacher pushes in during math enrichment and in 4th grade, an ESL teacher pushes in during science. There are also push-ins during reading workshop for different grades. During our AIS periods, a certified ESL teacher pushes in during content area studies. We will arrange for a visit from the The Museum of Natural History's Moveable Museum. Students that participate are all our fourth graders and our second and third grade ELLs. ESL and classroom teachers provide small group instruction with flexible skill-based groupings in the areas of science, math and social studies for all ELLs. Our Imagine Learning computer software uses many grade-appropriate, highly scaffolded science and social studies content area passages in its reading and writing instruction.

Targeted interventions using the native language are also offered in the content areas. Some of our students work with bilingual paras in lieu of a bilingual class as per their IEPs. These paras help other ELLs in the class who speak the same language as the student with the IEP, particularly during content area instruction where subject-specific terminology may be difficult for our ELLs to comprehend. In addition, ELLs in grades 3 through 5 are provided with bilingual glossaries, downloaded from the BETAC website, for math, science, and social studies. Students are also provided with bilingual dictionaries and The New Oxford Picture Dictionary (bilingual.) The bilingual picture dictionaries, in particular, provide support in the content areas of science, social studies and geography. In addition, our ESL classrooms and the school library contain many bilingual books in social studies and historical fiction.

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

Our current program for beginner/intermediate students is project driven and utilizes hands-on tasks, small group instruction and collaborative activities that scaffold classroom content. It is especially effective because the vast majority of these children have less than one year of English experience, and so even with dual grade groupings, they are developing their communication skills seamlessly together. Advanced groups are engaged primarily with subject area texts and writing tasks with a more individualized focus than that which can be offered in the classroom. All ESL classes prioritize accountable talk and opportunities for class discussion and presentation, and providing a comforting environment in which to do so. ESL teachers confer with classroom teachers to provide content area scaffolding.

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

We are considering purchasing new computer software to replace Jump Start and to supplement our Imagine Learning program. This year, in order to support our large influx of newcomers and to maintain better student-teacher ratios, we are grouping our students homogeneously for the most part, according to level.

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

We would like to discontinue our Jump Start computer program and find a program that provides stronger academic support.

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 afforded equal access to all school programs by sending home informational flyers in the native language as well as in English. Bilingual support services are provided to ELLs in our school. We have bilingual support from school personnel in the following languages: Spanish, Chinese, Russian, Indonesian and French. In addition, our school utilizes certified translation services for parent/teacher conferences on an as-needed basis. After-school and supplemental services offered to ELLs in our school include enrichment programs, test preparation classes, extended day, AIS and Library Tuesdays. Translation services are utilized as necessary to ensure that parents are aware of all optional services and programs, and our Parent Coordinator utilizes her network of multilingual parent volunteers to get the word out. The large number of limited English and non-English families attending our special grant-funded Saturday Botanical Gardens and Lego programs is a testament to the success of our outreach.

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

Teaching materials include a wide range of print, visual and digital resources designed for increasing English language proficiency. In the lower grades, K through 2, our ESL teacher uses Hampton Brown's Alphachants to develop literacy skills and phonics in kindergarten and for beginner and intermediate level students in the other grades. Our lower grades teacher also uses the Hampton-Brown Avenues programs and the Rigby Animal Theme Packs for English Language Learners to teach science and social studies. The LeapFrog Learning system is used for newcomers in all grades both in the regular classroom and the ESL classroom to develop language and phonics and concepts in the content areas. In the upper grades, our teacher works with newcomers and beginning and intermediate level students using the Addison Wesley ESL program. This program is used to teach language and grammar and to develop concepts in literacy as well as social studies, math, science and geography. She also uses

the Scott Foresman ESL series and the Hampton Brown Into English program with ELLs on all levels, providing differentiated instruction to beginner/intermediate students and advanced students. These programs develop language and concepts in literacy, math, social studies and science. In addition, we have purchased classroom libraries and multiple copies of books for specific units of study to expand the choice of materials for K through 6. Technological programs for ELLs include the Jumpstart series and the Mimeosprout program which provide grade level lessons in letter recognition, phonics and reading. We have also purchased Imagine Learning software licenses, which offer assessment, progressive leveled instruction across modalities and content areas, and native language supports. We use this program extensively in our ESL extended day, and it has been of great value to our students.

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

So far, the only program model we have been able to provide in our school has been the ESL program due to having less than 15 same language students in contiguous grades who want a bilingual program. As stated above, as part of the ESL program we provide our students with bilingual content area glossaries in math, science and social studies, as well as bilingual dictionaries and bilingual picture dictionaries. Students, particularly newcomers in the mid to upper grades, are encouraged to read and write in their native language. As previously described, many bilingual and native language books are available for their use in classrooms, the school library and the ESL classroom. Newcomers, where possible, are grouped with other same language speakers in the classroom to provide opportunity for accountable talk and increasing comprehensible input. Extended day computer programs provide native language support. Our Title III "Library Tuesday" program opens the school library to families at 3 PM to browse, read, research, and check out books including those from our extensive collection of bi-lingual and native language texts. This selection goes across the grade levels, from read alouds to content area non-fiction.

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

Required services support and resources correspond to ELLs' ages and grade levels. Leveled libraries are utilized. Technological programs are available in every grade K through 5, where content must be mastered before moving on to the next level.

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.

There are no activities in our school to assist newly enrolled students prior to the beginning of the school year. During the school year, newly enrolled students are registered to our Imagine Learning computer program which provides English language study across the modalities with native language supports, and they access it during extended day and from their classroom.

18. What language electives are offered to ELLs?

There are no language electives offered in this school.

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)?

We do not have a Dual Language program.

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.

Professional development is ongoing in PS 174 as per CR 154 regulations. A need exists for us to address the academic deficiencies of our ELL students and to support their learning by developing the teachers in best instructional practices for ELLs. Our CEP provides for intensive professional development for teachers in specialized strategies to meet the needs of ELLs at different levels of English language acquisition, as well as addressing the specific needs of individual teachers. Staff development for SY13-15 is for new teachers as well as experienced staff members. Professional development is coordinated by the PS 174 Professional Development Team, which includes the Principal, Assistant Principal, UFT Chapter Leader, Teacher Specialists (including ESL teachers), and Grade Leaders. The team works together to combine ideas on effective planning for teachers, on different ways to assess learning, on developing curricula and instructional materials, and assessing teachers' needs for professional development.

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

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

The topics for professional development include acceptance and use of native language writing with upper-grade new arrivals, availability and use of native language and bi-lingual texts, use of pictures and realia to support presentations to students, Imagine Learning and other available ESL software programs for students, websites for ELL students and their teachers, scaffolding instruction and differentiation of instruction for ELLs. These last two topics will prepare all staff to assist our ELLs as they progress from the elementary to the middle school grades. Dates for ELL professional development are: September 4, November 5, and June 5, 2013.

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

Our professional development plan ensures the receipt of 7.5 hours of professional development in the strategies for teaching ELLs for general education staff and 10 hours for special education teachers and special education paraprofessionals, as per Jose P. This training is included on staff development days and as part of our weekly staff development meetings. Sign-in sheets are maintained and strategies discussed are added to our Common Core on-line template.

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?

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

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

Specifically for parents of ELLs, there are orientation sessions held throughout the school year. At these conferences, the ELL program requirements, expectations, assessments and standards are explained. Parent surveys and parent letters are provided in the student's home language. Parents have an opportunity to view a video, in their native language, about bilingual, dual language and ESL programs. Additionally, parents are offered strategies they can use to help their child with homework and ways to increase their child's English abilities away from school.

We partner with Learning Leaders, a nonprofit organization of trained volunteers. They provide math and reading workshops for our parents at PS 174. Through the rigorous pursuit of public, private and corporate grants, we have secured Saturday planting programs for families at our school with the Queens Botanical Gardens, and Saturday family Lego programs, all of which were well attended by school families and well represented by ELL families.

Needs of our parents are evaluated on an ongoing basis. All staff, including our parent coordinator, office personnel, classroom teachers, and cluster and support service teachers, are consistently available to speak with parents, and parents do not hesitate to ask questions or to make their needs known. Parents attending workshops complete evaluation forms where they have the opportunity to express their interest in topics for future workshops or training sessions. In addition, a great deal of brainstorming takes place at these meetings on a variety of topics that address the needs of our entire school community. These parent suggestions and concerns are shared with administrators and staff by our parent coordinator. Improvements are made aligned with parents needs wherever feasible. The administration of this school also offers a "First Cup" morning meeting on the first Tuesday of each month, where parents have an open invitation to sit for tea and talk with the principal and assistant principal. This is another place where the needs and ideas of the extended school family are exchanged.

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

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

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: **PS 174 - William Sidney Mount**

School DBN: **28Q174**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Karin Kelly	Principal		11/27/13
Cindy Galloway-O'Connor	Assistant Principal		11/27/13
Laura Hui	Parent Coordinator		11/27/13
Phil Romano	ESL Teacher		11/27/13
Marcy Mirkin	Parent		11/27/13
Joanne O'Hearn	Teacher/Subject Area		11/27/13
Karen Mahadeo	Teacher/Subject Area		11/27/13
	Coach		
	Coach		
Carleen Jean-Felix	Guidance Counselor		11/27/13
Danielle Giunta	Network Leader		11/27/13
Eileen Bernfeld	Other <u>F-Staus Teacher</u>		11/27/13
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 28Q174 School Name: William Sidney Mount

Cluster: 2 Network: CFN207

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

Part A: Needs Assessment Findings

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

Staff reviews Home Language Survey

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

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

In our school, we need the following languages:

- Predominant languages: Chinese, Spanish, and Russian
- Additional languages: Arabic, Bengali, Hindi, Indonesian, Polish, Japanese, Romanian
 - In total, there are 32 different languages spoken at home.

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

The school community has been advised of the written translation and oral interpretation needs by the school's administration and teachers. We have copies of translated documents available and welcome signage in the front lobby. All correspondence from the parent coordinator asks

if translated copies are needed. Announcements for interpreters are made during open school week and parent teacher conferences. Staff has been advised of the predominant language requirements.

Part B: Strategies and Activities

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

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

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

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

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

Our school fulfills the notification requirements of Section VII of the Chancellor's Regulations A-663 in the following ways: Parents whose primary language is a covered language and who require language assistance services are provided with a copy of the Bill of Parent Rights and Responsibilities. Translated versions of this document in the covered languages are distributed. Translated signs are posted near the school entrance, in each covered language, indicating the availability of interpretation services. Our school's safety plan ensures that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. Our primary home languages are Chinese, Russian and Spanish. These are all covered languages. Due to the linguistic diversity of our population, we do not have any other language that comprises more than 10% of our total population.