

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**28Q174**

**School Name:**

**P.S. 174 WILLIAM SIDNEY MOUNT**

**Principal:**

**KARIN KELLY**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: William Sidney Mount School Number (DBN): 28Q174  
Grades Served: PreK-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: Debra Fries and Elana White, Co-Presidents 2015/2016  
SLT Chairperson: Patricia Evens  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): N/A  
Student Representative(s): N/A

**District Information**

District: 28 Superintendent: Mabel Sarduy  
Superintendent's Office Address: 90-27 Sutphin Boulevard, Jamaica, NY 11435  
Superintendent's Email Address: MSarduy@schools.nyc.gov  
Phone Number: 718 557-2618 Fax: 718 557-2623

**Borough Field Support Center (BFSC)**

BFSC: 519 Director: Marlene Wilks  
Director's Office Address: 8201 Rockaway Boulevard, Queens NY 11416  
Director's Email Address: Mwilks@schools.nyc.gov  
Phone Number: 718 281-3509 Fax: 718 281-3509

## 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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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	
Elana White	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Gina Mastrogiacomo	Member/ Teacher	
Marie Russell	Member/ Teacher	
Patricia Evens	Member/ Teacher/Chair	
Geraldo Maldonado	Member/Parent	
Heather Dimitriadis	Member/ Parent	
David Heath	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Julie Miler	Member/ Parent	
	Member/	

### 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

**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.

**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.

**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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your 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.*

### **Innovations**

We at PS 174 strongly believe that peer collaboration is a key component toward highly effective instructional production reflection on this year's accomplishments and planning for future progress. For us, authentic teacher development means across-the-grades teams will be using professional hours to evaluate student performance data and take collective responsibility for reaching our high standards. Innovative practices include –

- Inter-classroom teacher visits to share best teaching practices and grade-appropriate ideas.
- Peer-to-peer workshops for authentic teacher development in the use of classroom technology.
- Supporting each other with collaborative dialogue and hands on lesson sharing in core curriculum alignments.

### **Strong Family – Community Ties/Trust**

As a powerful lever for creating a school environment that works best for staff, students and school community. We will –

- Increase parent engagement in grade activities, performances, field trips at all times of the day, during, before and after school.
- Create clear, specific goals among administration, staff and parents for the 2015/2016 school year.
- Review feedback to revise plans for engagement activities (Post event return forms from parents and staff.)

### **Strategic Collaborations, Partnerships and Special Initiatives:**

Accomplishments – Slogan – Soaring to Excellence!

Reward School , New York State Education Department 2013/2014

2015 Excellence in School Technology Award, for Principal and Teacher

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)

Collaboration; teacher is , 2010

Foundation; and The Stock Market Game New York City and New York State winners

Disney Musicals in Schools Grant Winner; 2012-2015

LEGO Education – Community Grant Winner

Over \$147,000.00 in funding from Donors Choose Grants toward school programs, trips and materials

STEM Grants - Mobil/Exxon Foundation for Science and Technology

### **Residency Programs**

We are partnered with a number of community based arts agencies, programs, and museums.

Dancing Classrooms – PS 174 students featured at 100<sup>th</sup> 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

Member School - The New Victory Theater

Circle of Dance

The New York Historical Society Museum and Library - Making History Happen Program

Queens Botanical Garden School workshops and plantings

The Hall of Science

### **Academic Programs**

Classroom Leveled Libraries

Summer Solutions

Imagine Learning Software

Young Debaters Program

National Spelling Bee

Spelling Club

Math Olympiads

The Stock Market Game - SIFMA

Investwrite Essay Contest - SIFMA

Project based learning; designing innovations with Cooper Hewitt Design Museum

Videoconferencing with National Aeronautics and Space Administration

Web Archiving with The Library of Congress

Disney Musicals in Schools

Inside Broadway

LEGO Education

**Service Projects**

Public School 174 Student Council
Penny Harvest - <u>School of Excellence</u>
Daffodil Days for the American Cancer Society
Autism Walk
Wonder Walk for the March of Dimes
St. Jude Children's Hospital Math-a- thon
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
Rego Park Green Alliance
Valentines for Forest Hills Senior Center
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 this process, we emphasize respect for everyone including oneself.

Review of the School Quality Guide

Student Progress Rating (EMS) Meeting Target

Percent at Level 3 or 4 English 54.4% above the target of 50.8%

**Percent at Level 3 or 4 Math 61.8% at Level 3 or 4 above the target of 60.8%**

**From the Framework for Great Schools Report 2015**

### **Demographics**

William Sidney Mount School is an elementary school with 700 students from grades Pre-kindergarten through grade 5. The school population comprises 5% Black, 25% Hispanic, 35% White, and 35% Asian students. The student body includes 10% English language learners and 11% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the school year 2013-2014 was 96.5%.

**Rigorous Instruction** – Common Core Shifts positive Shifts in literacy and math with 100 percent of survey results compared to citywide average of 95%. We will continue to work towards quality differentiated instruction in those areas. We work collaboratively on approaches to: increase student discussion; offer multiple entry points in the classroom; and provide specific actionable feedback opportunities across the grade and performance levels.

**Quality of Student Discussion** is 87% above the citywide average of 85

**Inclusive Instructional Practices** is 97% above the citywide average of 95

Our **focus** will be for collaborative teachers and building professional learning communities. Collaborative teachers-We will continue to schedule common prep period for grades to allow inter-grade discussions. Monday's will continue to have 80 minutes of Professional Learning, allowing pedagogues to work both horizontally and vertically to improve instructional practices. Teachers will have more autonomy to work on this .

Supportive Environment

Social Emotional Learning is above 95%

Peer support for academic work is 97%; 4% above the citywide average

Our **focus** will be for increase in positive behavioral supports. We will continue to work as a school to our social emotional support for staff and students. There will be a focus on creating systems to work on student discipline plans across the school. This plan will allow a more cohesive approach to student discipline.

### **Effective School Leadership**

School administration will work with rotating professional learning teams to ensure support for staff. Administration will rotate schedule for classroom visits, offering instructional support, feedback and to plan for future professional learning.

## Strong Family-Community Ties

We will continue to offer all of the parent engagement opportunities we have had, as well as working with the Parents Association to increase parent involvement in our building.

\*\*\*\*\*

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 ( ) Median Adjusted Growth Percentile for all grade 4 and grade 5 students. Our Median Adjusted Growth Percentile for the Lowest Third in 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 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 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.

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 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 ( ) of the 2013-14 School Quality Guide , in , 1.7% of Self-Contained ( Special Education Service) and 11.4% of ( Integrated co-teaching) students were able to achieve, at the minimum, a level 3 or higher on the exam. Your school did not qualify for any extra credit for students since you had less than (2 students) the minimum number required (5 is the minimum number). In the previous year, 12.1% of students were able to earn a score of 3 or higher on the exam. Our school did not qualify for any extra credit for Self-Contained (2 students) or 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 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 students since you had less than (2 students) the minimum number required (5 is the minimum number). In the previous year, 15.2% of 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 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 your 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 ( Progress from 60.3% (2012-13) to 69.4% (2013-14). This resulted in an increase of 9.1% from the previous year.

Well developed areas:

### **Findings from the Quality Review 2015**

The school establishes high expectations for all constituent groups, including students, teachers, and families, through a variety of communication practices. The administration consistently conveys important information to staff via the components of the Danielson Framework for Teaching and the use of professional learning teams.

### **Impact**

There is mutual accountability for student success by all stakeholders. The high levels of professionalism, quality instruction, and effective communication around academic, social, and behavioral expectations for students result in improved student outcomes.

## 28Q174 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	693	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population		1.2%	% Attendance Rate	95.2%
% Free Lunch		32.4%	% Reduced Lunch	7.1%
% Limited English Proficient		9.3%	% Students with Disabilities	11.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.1%	% Black or African American	4.4%
% Hispanic or Latino		25.0%	% Asian or Native Hawaiian/Pacific Islander	34.5%
% White		32.8%	% Multi-Racial	2.8%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		8.52	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	1.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		N/A	Average Teacher Absences (2013-14)	6.56
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		54.4%	Mathematics Performance at levels 3 & 4	61.8%
Science Performance at levels 3 & 4 (4th Grade)		87.2%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

#### **Instructional Focus and Priorities**

Community \* Cohesion \* Collaboration \* Communication

- Lift the level of inferential thinking by using questions and prompts
- Assuring basic skills with automaticity and filling in gaps
- Support thinking by explaining and citing evidence

#### **Citywide Instructional Expectations**

Establish the school as the center of the *community*; a place for families to become involved in education.

Ensure knowledge of students and their work, for teachers to use for *cohesive* planning as well as differentiation.

Develop a culture of *collaboration* of professional learning with cohesion, choice and purpose; restoring dignity and respect to the profession.

Design effective *communication* tools and events to increase parent engagement

From the Quality Review, dated February 6, 2015

Well developed areas:

The school establishes high expectations for all constituent groups, including students, teachers, and families, through a variety of communication practices. The administration consistently conveys important information to staff via the components of the Danielson Framework for Teaching and the use of professional learning teams.

There is mutual accountability for student success by all stakeholders. The high levels of professionalism, quality instruction, and effective communication around academic, social, and behavioral expectations for students result in improved student outcomes.

#### **1.1 Curriculum**

**Findings** - All curricula are aligned to Common Core Learning Standards. Higher-order thinking skills are consistently emphasized for all learners across most grades and content areas.

**Impact** - As a result of these findings, the school attempts to ensure that the instructional shifts are woven throughout curriculum maps, units of studies and lesson plans addressing priority standards in core subject areas integrated with Science and Social Studies. In addition, rigorous and challenging academic tasks are incorporated into lessons where students have opportunities to demonstrate their thinking and understanding.

## **2.2 Assessment**

**Findings** - The school aligns assessments to the curricula, and uses ongoing common assessments and grading practices to analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels.

**Impact** - As a result, across classrooms, students are presented with student friendly rubrics for each subject area and know the expectations of grade level appropriate work. In addition, curriculum teams have made ongoing adjustments to curriculum to address differences systematically within grades for both English language arts and mathematics using curricula materials.

## **4.2 Teacher Teams**

**Findings** - Teachers work effectively in collaborative teams within and across grades to share their practice, analyze data from common assessments, monitor student progress and make modifications to curriculum and are able to participate in school level decision-making. These structured collaborations result in shared leadership structures and the implementation of curricular adjustments aimed at improving student learning outcomes.

### **Supporting Evidence**

- Teacher teams visiting classrooms to observe practice.
- Teachers tracking data to identify skills that students have and have not yet mastered
- Teams meet to analyze student skill levels and identify best practices for targeted challenge areas.

### **Next steps**

- Making decisions for planning and materials based on their inquiry learning.
- Although teachers are clearly evaluating the impact of curriculum on student learning through analysis of assessment data and student work products, they have not yet engaged in inquiry around pedagogical decision-making and how their practice informs outcomes for all learners.

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 Median Adjusted Growth Percentile for all grade 4 and 5 students. Our Median Adjusted Growth Percentile for the Lowest Third in 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 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 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 (2014) and the New York State Education Department Assessments, together with data collected through walk-throughs, 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 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, implemented a 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**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to ensure oral and written 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 writing performance assessments to identify gaps in achievement in order to address the instructional shifts so that by June 2016, 3<sup>rd</sup> grade students will increase by one performance level in review of ELA writing tasks as measured by task connected rubrics.

### **Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
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 Framework for Teaching 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 2015 through June 2016	Teacher Leaders Administrators Admin. Intern
Use of the Professional Learning time and Other Professional Duties as outlined in the United Federation of Teachers ( Fall 2014.	Teachers	September 2015 through June 2016	Teachers Teacher Leaders Paraprofessionals

#### **Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and 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 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, (Other Than Professional Services) for student consumables and materials.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

### **Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Periodic review of student work samples during weekly work sessions; revision of instruction and planning based on student work as well as observation feedback. By February 2016, grade 3 students will show progress toward meeting their goals by student self-assessing, peer assessing, and giving rubric based feedback to one another. Teachers will review writing samples with checklists and rubrics that children can explain their process. Administration will include assessing writing in observation cycle.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5B – Framework for Great Schools 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**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

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 in order for our scores to be properly reflected of our true environment.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and 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 2016 we will exceed the citywide average of 98 with a 2% increase in the School Environment section of the .

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>At Public School 174, we are dedicated to helping our students achieve academic gains. To help attain that goal, we endeavor to</p>	<p>Parents Staff Students</p>	<p>September 2015 through June 2016</p>	<p>All Staff Students</p>

<p>make our school a warm and nurturing environment that fosters confidence, positive self-esteem, and social growth.</p> <p>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. In the process, we place emphasis on providing respect to everyone including oneself.</p>			Families
<p><b>Safety Meetings:</b></p> <p>School Safety meetings are held to address the data compiled on 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>	Parents Staff Students  DOE  School Nurse	September 2015 through June 2016	Assistant Principal  Principal  Building Response Team (BRT)
<p><b>Special Assembly Programs :</b></p> <p>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 ( 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>		September 2015 through June 2016	Student Council  Parent Association  Principal  Assistant Principal  Guidance Counselor  Psychologist  Classroom Teachers
<p><b>Community Service :</b></p> <p>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 Parents Association and Student Council , our school enjoys several Spirit Days, 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 Parents Association have arranged the new communication system called Blackboard for telephone notification for our school. Using the system as a reminder, every student wore their colors, participated in the walk-a-thon,</p>	Students  Staff  Families  Community  Support Staff  Volunteers	September 2015 through June 2016	Youth and Development Liaison  Asst. Principal  Principal

and even brought a small towel to school to sit on in the school yard.

**Support Staff** : Support staff (school aides) has additional training in controlling large groups of students. They are meeting monthly with administration, including our Youth and Development Support , 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 Learning Environment Survey , we know that students expect respect for everyone in the school. We will be including students in our meetings and with our PS 174 Suggestion Box in order to hear their voices.

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and 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.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Evaluate partnerships with Arts agencies such as New Victory Theater, The Joyce Theater, Dancing Classrooms , Ballet Tech , NY City Parks; LEGO Learning, among others. Feedback will be taken regarding professional learning, classroom implication for instruction, and student outcomes.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5C – Framework for Great Schools 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**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

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 Median Adjusted Growth Percentile for all grade 4 and 5 students. Our Median Adjusted Growth Percentile for the Lowest Third in 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 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 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 (2014) 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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Teachers will collaborate in targeted Professional Learning to design instructional practices that support struggling learners and meet individual needs so that by June 2016, 5% of students will have increased growth scores in NYS assessments in ELA.

## Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Professional learning around Common Core Learning Standards and tasks provided by administration, teacher leaders, and Queens South and District 28 Support Specialist that includes presentations by Instructional Specialists in SE - Special Education as well as and Content Areas.	Teachers Paraprofessionals	September 2015 to June 2016	Professional Development Team – Teachers and Administrators
Teachers will develop a correlation between Units of Study and the 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 word problems, numeric algorithms as well as visuals; using collaborative learning platform on google Drive.	Teachers	September 2015 to June 2016	Teachers and Teacher Leaders  (ESL, Math, Literacy and SE.)
On grade level teams, teachers will design lessons infusing opportunities to read and respond to a combination of literary and information texts.	Teachers	September 2015 to June 2016	Vertical and Horizontal Teacher Teams
Teachers will work together developing lesson and unit plans 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, Engineering and learning.	Teachers	September 2015 to June 2016	Teachers in Teams

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and 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. Include instructional resources and professional literature for teachers.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February of 2016, 50% of students in all grades will achieve the mid-year benchmarks for their grade level, based on the Common Core Learning Standards, as well as Fall benchmark standards. We are using running records from the Teachers College Reading and Writing Project assessments, as well as the on-demand writing samples.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5D – Framework for Great Schools 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**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

***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 looking at the selected components of the rubric are established through our Inquiry Team and Professional Learning plans. Teacher reflections are appropriate.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, administrators and other school leaders will have provided targeted and differentiated professional development based on feedback from teacher observations so that there will be an 80% increase in the number of teachers moving at least one performance level on their end-of-year MoTP rating, as measured by final ratings in the Advance System.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Engage in short frequent cycles of classroom observation; providing feedback to the rubric including evidence and next steps.</p>	<p>Teachers</p>	<p>September 2015 through June 2016</p>	<p>Principal and Assistant Principal  Talent Coach</p>
<p>Teachers self-assess on selected components of the research-based rubric; examining the Danielson and reading of the text.</p>	<p>Teachers</p>	<p>September 2015 through June 2016</p>	<p>Teachers Teacher Leaders</p>
<p>Teachers participate in professional learning communities, through collaboration, planning periods, classroom visits, online learning, and (but not limited to) lesson study groups.</p>	<p>Teachers</p>	<p>September 2015 through June 2016</p>	<p>Teachers Teacher Leaders  Administrators  Queens South Support Staff</p>
<p>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.</p>	<p>Administrators</p>	<p>September 2015 through June 2016</p>	<p>Principal and Assistant Principal  Queens South Leadership and Support Staff</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>DOE Talent Coach , Professional books such as , Handbook for Professional Learning , Engage NY web resources for Common Core Learning Standards ( units, Common Core Library .</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

## **Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Ongoing review of completion status on Advance . By February 2016, a minimum of 50% of all required observations and feedback reports will be completed.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

A review of the latest Quality Review (2014), 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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and 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 2016, 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**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Implement the web-based software platforms (such as , Blackboard.com, and , in order to communicate more effectively with our parents.</p>	<p>Staff and Parents</p>	<p>September 2015 through June 2016</p>	<p>Teachers Administrators Parent Coordinator</p>
<p>Email monthly goals in all subject areas and post on ps174.org</p> <p>Conduct workshops specialized for NY Account, the Assessments, Middle School Choice Process (among others) during varied times of the day/evening and use feedback forms.</p>	<p>Staff and Parents</p>	<p>September 2015 through June 2016</p>	<p>Webmaster Parent Coordinator Principal Teachers</p>
<p>Translate major school correspondence into our dominant languages (Russian, Spanish, and Chinese) to meet the needs of our families.</p>	<p>Parents per their requested language – oral and/or written</p>	<p>September 2015 through June 2016</p>	<p>Principal Parent Coordinator Pupil Accounting Secretary</p>
<p>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.</p>	<p>Parents per their requested language – oral and/or written</p>	<p>September 2015 through June 2016</p>	<p>DOE Translation Services The Big Word Bilingual staff</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By February 2016, 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.)</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

**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 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	K-3: Level 1 and 2 per teacher assessments and/or parent recommendations From NYSED – 2014 scale scores below the determination as follows: Grade 4 – Grade 3 SS Below 299 Grade 5 – Grade 4 SS Below 296	Wilson Groups Headsprout Comprehension Foundations Simple Solutions – grammar automaticity and fluency A to Z Reading Raz Kids and Leveled reading books Guided Reading	Small group One-to-one Small group Small group One-to-one One-to-one Small group	In school In school In school In school and home In school and home In school and home In school
<b>Mathematics</b>	K-3: Level 1 and 2 per teacher assessments and/or parent recommendations. 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	Math Steps Go Math! Think Central Simple Solutions Math (Summer and supplemental) Ten Marks Math – builds procedural fluency Reflex Math – automaticity of facts	Small group Small group and individual Whole class, small group and individual Individual Individual	In school and home In school and home In school and home In school and home In school and home
<b>Science</b>	Grade 5 Students scoring levels 1 and 2 on the NYS Grade 4 Science Assessment	Non-fiction content within instruction STEM enrichment classes – technology, math and science integrated cluster teachers.	All methods of delivery Whole class Grade/Interest projects Individual choices Small Group	In school and home
<b>Social Studies</b>	From NYSED – 2014 scale scores below the determination as follows: Grade 4 – Grade 3 SS Below 299	Non-fiction content within 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

	Grade 5 – Grade 4 SS Below 296			
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher assessments and/or parent recommendations.	<p><b>Speech</b> –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.</p> <p><b>Guidance</b> - Social, emotional and/or behavioral issues. Request from staff and/or parents.</p> <p><b>Sensory interventions</b> – strategies for classroom adaptations such as Hokki Stools, sensory balls, chew toys, grippers, vests, socks, trampolines, bean bag chairs, twister seats, among others.</p>	All methods of delivery Small group setting Whole class Individual	In school and home

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>

### 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 activities and strategies for high quality professional development for teachers, principals, 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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, 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 consolidated<sup>2</sup>. **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/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:

- 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.
- 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.

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

- **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).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 an 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.
- **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.
- **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:

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

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**Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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**

**[School name]** , 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 on assessments.

### **I. School Responsibilities:**

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

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

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

Part A: School Information	
Name of School: <u>William Sidney Mount</u>	DBN: <u>28Q174</u>
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
Total # of ELLs to be served: <u>30</u>
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: <u>2</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>1</u>

## 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 it's 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 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

## Part B: Direct Instruction Supplemental Program Information

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 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 strategies.

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 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 Leisegang, 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)	<u>Per Session</u> <u>\$4944.96</u>	<u>Supplementary Instruction and Enrichment for ELL</u> <u>Thursdays 24 sessions</u>

**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.
<ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>		<u>(2 teachers) \$51.51 hourly rate</u> <u>\$103.02 per session</u> <u>Supplementary Services</u>
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	<u>\$4000.00</u>	<u>Contract with Learning through an Expanded Arts Program</u> <u>16 Sessions</u>
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	<u>\$2100.00</u>	<u>15 student users for Imagine Learning</u>
Travel	_____	_____
Other	<u>\$155.04</u>	<u>Parent Involvement Consumables - paper, postage, envelopes</u>
<b>TOTAL</b>	<b><u>\$11,200</u></b>	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>28</b>	Borough <b>Queens</b>	School Number <b>174</b>
School Name <b>Karin Kelly</b>		

### B. Language Allocation Policy Team Composition

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 ENL teacher, and one parent.

Principal <b>Karin Kelly</b>	Assistant Principal <b>Cindy Galloway O'Connor</b>
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Natalia Lobanova</b>	School Counselor <b>Carleen Jean-Felix</b>
Teacher/Subject Area	Parent <b>Marcy Mirkin, PA President</b>
Teacher/Subject Area	Parent Coordinator <b>Laura Hui</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>Eric Touzalin</b>
Superintendent <b>type here</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>3</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>1</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>1</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	Total number of ELLs	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
<b>All ELLs</b>		<b>Newcomers</b> (ELLs receiving service 0-3 years)		<b>ELL Students with Disabilities</b>
<b>SIFE</b>		<b>Developing ELLs</b> (ELLs receiving service 4-6 years)		<b>Long-Term</b> (ELLs receiving service 7 or more 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.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>										0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## 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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs\*)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

**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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	4	4	1	2	1								0
Chinese	1	3	3	3	3	2								0
Russian	8	8	3	3	1	1								0
Bengali	0	0	0	0	0	0								0
Urdu	0	0	1	0	0	0								0
Arabic	2	0	0	0	0	0								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	2	0	0	0	0								0
Punjabi	0	0	0	0	0	1								0
Polish	0	0	0	0	0									0
Albanian	0	0	0	0	0									0
Other	1	2	1	1	1	1								0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	7	5	2	1	2	1								0
<b>Emerging</b> (Low Intermediate)	1	0	7	0	1	0								0
<b>Transitioning</b> (High Intermediate)	2	5	1	3	1	0								0
<b>Expanding</b> (Advanced)	2	9	5	4	2	5								0
<b>Commanding</b> (Proficient)	0	1	3	3	0	0								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				3	3	0								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	2	0	0	0
4	3	1	0	0	0
5	3	3	2	0	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	1		1		3				0
4	2		1		0				0
5	4		0		1		3		0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	2		2		3				0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 There's an 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.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 NYSESLAT and/or NYSITELL results for P.S. 174 have been reviewed in the four modalities of listening, speaking, reading and writing. On the Spring 2015 NYSESLAT, 59 ELLs were tested and 10 of them achieved English proficiency. Of the children who did not achieve proficiency, 27 scored on the Expanding proficiency level; 11 students are on the Transitioning proficiency level, and 11 students on the Entering and Emerging proficiency level.  
 The analysis of the subtests scores indicates that more focus needs to be given to the speaking and writing modalities, which will be considered in our planning for the year: students reaching proficiency continue to receive language support for another two years. Teachers ensure that the students use a cueing system, and they become proficient in predicting unfamiliar words. These students are taught to be able to monitor and self-correct when reading becomes unclear.  
 The students are taught to be mentally engaged in text. They acquire skills to analyze word structure and meaning, make educated guesses, and become active participants in discussions, problem-solving skills, and analysis. They will gradually reach the proficiency level of the general education students.  
 Reading intervention is provided in each reading component: phonemic awareness, letter recognition, etc using ELL methodology and strategies. Both, whole class instruction and one-to-one intervention is provided to eliminate obstacles that ELL students face.

To remediate difficulties in writing, student's prior knowledge is identified and activated during small group instruction. The explicit word teaching and cuing system is provided to ensure ELL students understand and use the correct English language structure and vocabulary.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

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 NYSITELL, 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 AMAQ citywide goals, we have met or exceeded targets for 2014-2015. AMAQ 1, 65 percent of our students have made improvement on the NYSESLAT. AMAQ 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:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. 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.

b. As in previous years, our ELLs faired 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.

c. 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, and Farsi speaker. 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.

d. 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.

e. 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 mode. 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). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *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. 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.

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6. How do you make sure that a student's new language development is considered in instructional decisions?  
:ESL teachers work in collaboration with the mainstream teachers. Students receive targeted instruction in Math, Science and Social Studies in connection to the themes and topics taught in the mainstream. ESL strategies include but are not limited to genre and author studies, standard based aims and lesson planning, thematic reading instruction and close collaboration between classroom teachers and instructional support personnel.

To ensure academic language development, students' prior knowledge is identified and activated during small group instruction. Students are actively involved in hand-on activities connected to their everyday lives. ELL students are taught based on their prior knowledge and cultural experiences by relating this knowledge to academic learning in a new language and culture, and developing language awareness and critical literacy. Students with high proficiency level are teamed with newcomers that need help. This buddy system creates a teaching/learning atmosphere from which each individual student can benefit and learn.

Students with special needs receive all related services as per their IEP by cooperatively working team teachers. Sheltered

English as well as other ESL strategies are adopted in the classrooms with ELLs.

To remediate difficulties in reading and to improve writing skills, each thematic unit integrates activities that foster critical thinking skills, consider students' interest, background and age, as well as language proficiency level. The instruction utilizes media, audio, visual and thematic materials designed to foster language acquisition.

Students' performance data of multiple assessments is used to meet the needs of ELLs who are new comers, long-term ELLs and ELLs with special needs to ensure their smooth transition into a monolingual English environment.

All ELLs participate in balanced reading programs that include: Read Aloud, Think Aloud and Shared Reading strategies and visual aids to discuss relevant details from prompts, to answer comprehension questions and to retell stories using picture support.

In reading and writing - establishing routines in word study through read aloud and shared reading, teaching guided reading mini lesson that that will increase reading comprehension skills: sequencing, main idea, predicting, drawing conclusions and making inferences. Scaffolding the writing process by using graphic organizers for better comprehension and to organize thoughts, by analyzing picture prompts, helping students make inferences from picture prompts, by building student's prior knowledge, making personal connections, adding relevant detail to support their ideas and organizing their writing into paragraphs, using high order critical thinking skills (DOK) to answer contextual questions and build on reading comprehension; using shared writing strategy to model paragraph/ structure writing. As students' English language skills progress, we use ESL methodologies with greater focus on grammar, syntax, and the building of academic language. Classroom teachers, self-contained ESL, push-in ESL and general education teachers work closely as a team with the Administrative Teams to design targeted content area instruction that is tailored to the specific needs of our ELLs, and that is rooted in best-instructional practices and ESL methodologies.

At present, our AIS providers and RTI team work with small groups of students. Our after-school programs provide additional help to ELL students and those who are below grade level as indicated on previous New York State exams.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

a. 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).

We evaluate the success of our programs for ELLs by ongoing examination of classroom work, informal assessments, formal assessments, 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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

: 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 Natalia Lobanova 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 NYSITELL testing. The formal initial assessment of NYSITELL eligibility is made by the same two full-time certified ESL teachers. The NYSITELL is administered, within 10 days of enrollment, by Ms. Lobanova and Mr. Romano, ESL teachers. The Spanish LAB is then administered to Spanish-speaking ELLs, within 10 days of enrollment by Ms. G. Morgerstern, a Spanish speaking licensed pedagogue in the building. 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. Lobanova 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. Lobanova 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, as well as express their concerns about their children's performance in English. To address parents' concerns, the teachers offer and discuss strategies that parents 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.

Parents are also informed that their failure to sign a return letters and forms will result in placement of their child in a bilingual program by default. Since P.S.174 does not offer such program, a child will be placed in a free standing ESL program. Should a parent prefer a TBE/DL program, he/she will be advised on the ways to get their child placed in such program in a different school/District. In case other than ESL programs eventually become available in school, the letters will be sent to children's homes with the detailed explanation of the new opportunities for their children.

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. Parents, who have not responded, continue to be invited to each parent meeting that we are conducting.

The completed HLIS forms are placed in the student's cumulative file and remain a part of the student's permanent record. Parent choice is recorded in the ELPC screen.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

To identify SIFE students our school uses the parent's responses to questions on the HLIS, informal interviews/Questionnaire with parents and informal to determine whether the student may have had an interruption in schooling. The Questionnaire includes but not limited to the questions that best describe a student's prior knowledge and life related experiences: • Please write down your name. How do you write it in your native script? How do you pronounce your name?

- Where are you from? What country? Are you from a large city or a small village? (the student may point to his country on the map)
- What language(s) do you use at home with friends and family?
- When did you come to the U.S.?
- Tell me about your school in your native country. When did you start school? Have you gone to school every year since then? Do you go all year long? Describe a "regular" day at school in your native country – your teachers, classes, friends; classes you liked and disliked. What language did you use in school? Did you learn English?
- Tell me about your family. Who is in U.S.? Who is in your native country? Who do you live with in the U.S.? Who did you live with in your native country? Do you have siblings? (names, ages, schools), etc.

Once the school determines whether those interruptions or inconsistencies in schooling experiences accumulate to two- or more years. If this is the case, the ESL teacher will use school-created tests of reading comprehension, writing and literacy skills, family and student interviews, and informal teacher observations and assessments to determine the students' literacy levels in order for appropriate instruction and interventions to be provided

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide*, *ELL Identification* section).

NYSITELL eligibility for students entering school with IEPs and their placement is determined within the first 20 days of their enrollment by the Language Proficiency Team (LPT):

Ms. Kelly - the principal, Ms. Lobanova - ESL teacher, Ms. Fink - Special Education Coordinator, and Ms. .... parent. The decision whether a student is NYSITELL eligible is determined based on the evidence of the student's language development: interview with the student; the student's history of language use, the result of individual evaluation (including one in his own language), and finally - information provided by CSE whether the student's disability is the main factor affecting the student's performance in English. The LPT makes final decision if the student is NYSITELL eligible.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

At the conclusion of NYSITELL testing, entitlement letters in English and the native language are sent home with entitled students. This continues throughout the school year for newly admitted children. 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. Both ESL teachers reach out to parents over the phone to ensure that parents understand the purpose of the invitation to visit the school. If the parents still do not attend the meeting and do not complete the survey, the ESL teachers make yet another attempt to speak with them at Parent Teacher conferences explaining that it is a requirement that they complete the survey while they are in the school. A parent survey, a 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.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

During the orientation meeting, parents are also informed about their right to appeal ELL status if they believe the child has been placed in ESL program by mistake and he/she is proficient in English. They receive the following information in English:

The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.
6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.

All notifications and relevant documents are kept in the student's cumulative folder.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Parents are provided with a package that includes a parent survey, a selection form, and a parent brochure. All the materials that are distributed to the ELL's parents are provided in English and the parents' home language to make sure they clearly understand the three program choices and feel free to express their questions and concerns during their meetings with the ESL teachers. Copies of all these materials sent to parents are maintained in the ESL office and in the students' cumulative records.

After introducing the Parent Orientation Video, ESL teachers additionally explain the three program choices and what program is available in our school. They also address questions as to what steps should be made if a parent's program preference is other than ESL offered in our school. Further on, ESL teachers demonstrate samples of ESL materials and technology used in our school, take parents' questions and address their concerns.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Based on the results of the NYSITELL entitlement Letters are distributed to the parents. Parents are contacted, via the Entitlement Letter/Parent Invitation, in both English and their native language, to attend a Parent Orientation Session. Parents select a program of their choice after confirming that they have received and understood all the information necessary to make an informed decision. Placement confirmation letters are sent to parents. If the parent has requested a bilingual or dual language program for their child, but the school has insufficient numbers of such requests in contiguous grades, a placement confirmation letter that informs parents that their child has been placed in an ESL program is sent out to them. 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 native 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.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Monitoring the Parent Survey and Program Selection forms is an ongoing process: Parents are reminded of the mandate, that it is essential for the child to be placed in the appropriate program, that the forms must be signed and returned to school. During Parent Engagement conferences, parents are encouraged to re-visit the forms and make sure they understand and sign them.
9. Describe how your school ensures that placement parent notification letters are distributed. Notification letters are sent to parents within the first five days of enrollment. Also, parents are informed (reminded) about the three program choices during telephone conferencing, and Parent Engagement meetings. Staff members who speak parents' native language provide additional support. ESL teachers monitor the process on an on-going basis. Copies of all these materials sent to parents are maintained in the ESL office and in the students' cumulative records.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL related documents are kept in the student's cumulative folder:
  - o Parent Survey and Selection Form
  - o Program Placement Letter
  - o Entitlement letter (newly identified ELLs)
  - o Continued entitlement letter (continuing ELLs)
  - o Non entitlement letter
  - o Language Proficiency Team NYSITELL Determination FormIf a student is transferred to another DOE school, ELL documents are forwarded to that school. The ESL teachers and the Administration monitor the process. Support Personnel, General Education and Special Education teachers have access to the records upon their request.
11. 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. The following steps are taken to ensure that the school administers all parts of the NYSESLAT to all eligible students:

Identify Eligible Students

  1. The ESL teacher prints out the RLER report to identify all NYSESLAT-eligible students.
  2. We identify any NYSESLAT-eligible students who have long-term absences and reach out to their parents to ensure students are present during scheduled exam times.
  3. Once our NYSESLAT materials are received, our test coordinator and ESL teacher count the number of booklets and answer documents; for information on when materials should arrive. In case there's a shortage of materials, we contact our Borough Assessment Implementation Director.
  4. We administer all subtest to the eligible ELL's during the administration window:
    - a) To administer the speaking subtest during the administration window, we assign a sufficient number of staff and adjust our school schedule to ensure that all NYSESLAT-eligible students are administered the speaking subtest during the administration window
    - b) To administer the reading, listening, and writing subtests during the administration window, which is only 10 school days during we do the following: we assign a sufficient number of staff and adjust our school schedule to ensure that we administer to all NYSESLAT-eligible students the reading, listening, and writing subtests.
  5. We track completion and ensure students who were not present during times originally scheduled have opportunities to complete the NYSESLAT.
  6. We make sure that all NYSESLAT-eligible students have been tested. We keep records of that. 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.
  7. We follow up with students who have not taken the NYSESLAT and their families to emphasize the importance of the NYSESLAT by making them aware that the NYSESLAT determines their English proficiency, whether a student will receive ENL services the following school year, and contributes to promotional decisions. On such occasions a make-up date will be assigned within the testing window.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. After reviewing the the NYSESLAT scores, ESL teachers send out Entitlement and Transitional Support confirmation letters to parents of the students who continue to meet eligibility criteria. Copies of all the materials sent to parents are maintained in the ESL office and

in the students' cumulative records. During Parent Engagement meeting and parent/Teacher conferences ESL teachers additionally clarify for the parents what their children are entitled to and how the ESL program works for their children in our school.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After reviewing our records for the past three years, it appears that the program of choice for most parents is a free-standing ESL program. During our conferences with the parents they indicated that they want their children to be exposed to the English language in school since they can maintain their native language with the children at home. 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. The ESL program in our school is aligned with parent requests. The ESL teachers familiarized the parents with their rights as per 1974 Aspira Consent Decree between the New York City Board of Education and Aspira of New York, which established bilingual instruction as a legally enforceable federal entitlement for New York City's non-English-speaking Puerto Rican and Latino students. They explained the benefits of dual program. The parents chose the program offered in our school. The future programming takes into consideration the parents' choice and we plan accordingly. There are two ELL teachers in our school who provide both, a pull-out and a push-in model of teaching to accommodate all ELL students' needs.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
- a. Freestanding ENL program.
- The program offered in our school is a Freestanding English that provides instruction in English with home language support, emphasizing English language acquisition. English is a common language among the students.
- a) Stand-alone ENL instruction which implements instruction to develop English language skills through content area subjects so that students can succeed in core content courses. It is provided by the two fully certified ESL teachers
- b) Integrated ENL instruction that builds English language skills through content area instruction is delivered by a dually certified Kindergarten teacher.
- In our school we use push-in model when the ENL teacher works with ELLs in collaboration with general education classroom teachers to provide language acquisition and vocabulary support. They use a common preparation time. And we also use pull-out model:
- ELLs who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction. The ENL teachers work as a team with the general education teachers to ensure curricular alignment and continuity of instruction. ELL students are in graded groups with mixed proficiency.
- All ELLs and former ELLs up to 2 years after exiting ELL status receive a minimum number of units of integrated ENL.
- b. TBE program. *If applicable.*  
N/A
- c. DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

There are five proficiency level of ENL students for which our school is planning according to the Units of Study

- Requirements:
- a) Our Entering (beginning) level students receive 2 units (360 minutes) per week, which includes 1 unit (180 minutes) in stand-alone model and 1 unit (180 minutes) in integrated model;
  - b) Emerging (low intermediate) level ELL's receive 2 units of study per week (360 minutes): 0.5 units of study (90 minutes) in stand-alone model and 1 unit (180 min) in integrated model;
  - c) Transitioning (intermediate) level ELLs receive 1 unit of study per week (180 minutes): 0.5 unit of study (90 min) in integrated model and 0.5 unit of study (90 min) in stand alone model /ELA
  - d) Expanding (advanced) level ELLs receive 1 unit of study (180 min) per week in ENL/ELA/Content Area
  - e) Commanding (proficient) level ELLs/Former ELLs continue to receive 0.5 units of study (90 min) per week in Integrated model/Content Area for an additional 2 years.

In our school one period corresponds to 45 minutes, therefore students scoring at Entering and Emerging levels are provided with 8 periods a week, and Transitioning and Expanding level students receive 4 periods of ENL a week. Commanding level ELLs receive 90 minutes of integrated ENL per week.

3. Describe how core content is delivered in each program model. 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.

Students are grouped in grade cohorts with mixed proficiency and serviced by two ESL teachers. During push-in instruction teachers work with their assigned students during content instruction to provide language acquisition and academic vocabulary support.

The instruction is provided in collaboration with general education classroom teachers.

Students within our pull-out program are taught using English using ENL methodologies. ENL teachers work in collaboration with the main stream teachers providing instruction through the content area in connections with topics taught in the mainstream. ENL strategies include but not limited to genre and author studies, CCLS- based aims and lesson planning, thematic reading instruction. To ensure students' academic and content area language development, students' prior knowledge is identified and activated during small group instruction by relating their prior knowledge to academic learning in a new language and culture and developing language awareness and critical literacy. Students are actively involved in hand-on activities connected to their everyday lives.

Instruction is delivered to all ELLs using explicit and differentiated (Sheltered English) ENL strategies. All students receive scaffolded instruction in English 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 the instruction utilizes media, audio, visual and thematic materials designed to foster language acquisition in content area. Smartboard, iPads and other technology is used to accommodate all ELL students' learning needs. ESL

teacher uses multiple resources available both in hard copies/printed materials and the Internet:

- Step Up to Success On the NYS and Other Reading Tests, Step Up Publishing, NY
- Strategies to Achieve Reading Success, Curriculum Associates, Inc

- Focus On Reading Strategies (leveled), Perfection Learning Corp.
  - Taking The High Road To Reading, Writing, and Listening, Phoenix Learning Resources, Inc.
  - Harcourt, ELL-Level Kit: Fictions and Nonfiction books
  - Exploring Nonfiction Kit Reading in the Content Areas: Math, Science, Social Studies. Levels 1, 2, 3.
  - Teacher Created Materials. Reading Kits, Levels q.5 – 1.9 and 2.5 – 2.9.
  - Holiday House, Biography Kit: Picture Book of... (Columbus, Lincoln, B. Franklin, etc)
- Rigby PM Plus Software leveled for each language proficiency level.  
The Math and Literature Connection, levels A, B, C, D and E by The Language Source Option Publishing, Inc.  
Interactive ELL websites: RAZ-kids, usingenglish.com, ABCteach, etc.

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

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
Once identified by NYSITELL exam and HLIS forms, new Spanish-speaking ELLs are given the Spanish LAB by native Spanish speaking ESL personnel (Ms. Morgenstern, teacher) 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, both formal and informal. For informal on-going assessment ENL teachers use teacher-created assessment kits that contain reading passages with multiple choice comprehension questions to follow, spelling quizzes, discussions and project presentations, item analysis and portfolio assessment. This data-driven approach assists teachers in planning to improving student performance and to identify and address student weaknesses and target areas for growth on a continuous basis.  
There are ELL 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 each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL status

Students' performance data of multiple assessments is used to meet the needs of ELLs who are newcomers, long term ELLs and ELLs with special needs to ensure their smooth transition into a monolingual English environment.

Our school does not have SIFE students. But if such student enrolls in our school, we will have a rigorously tailored program designed to boost this student's learning by implementing ENL instruction that utilizes the student's cultural and academic backgrounds. The student's knowledge will be assessed using teacher-created leveled testing kits and appropriate intervention will be planned and implemented in both push-in and pull-out models. The ENL teacher will work collaboratively with the classroom teacher. Using Sheltered English approach, visuals and technology, the ENL teacher will introduce the student to the topics currently taught the mainstream. During Parent Engagement conferences, the ENL teacher will be advising parents to skills and techniques that will help their child catch up with the mainstream. For the newcomer we created a budding system. Such student is teamed with a higher proficiency level peer. This buddy system creates a teaching/learning atmosphere from which every individual student can benefit and learn. The ENL teacher facilitates and provides assistance as needed. The newcomer will be introduced to interactive learning websites and leveled books library. The student will learn to use graphic organizers to help him organize his thoughts, write complete meaningful sentences and improve overall sentence structure. In the speaking modality such student will learn to be more explicit in retelling a story with the teacher's guidance. The student will be taught to use more adjectives and correct verb tenses. We will provide prompts to make inferences from picture by building student's prior knowledge, making personal connections, adding relevant details to organizer writing in paragraphs. Students with special needs will receive

all related services as per their IEP by a cooperatively working team of teachers. Scaffolding, word recognition, decoding and vocabulary development designed for such student spirally move up to the next level and more complex skills. A special rubric is developed to measure the student's progress in every modelity. For Long Term ELL students we will implement shared reading, read aloud, and think aloud strategies. We will reinforce sequencing of events from a story skill and "story elements" skills. We will use higher order level thinking skills to answer contextual questions and build on reading comprehension. Shared writing strategy will be used to model paragraph structure and writing. Grammar conventions of writing, verb tenses, subject/verb agreement and punctuation skills will be reinforced through the established routines.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

If the student was re-identified as ELL a non-ELL but the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) The student will continue to receive services as mandated

8. 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?

1. For ELL-SWDs, we use Math manipulatives, Go Math "Reteach" pages, Raz-Kids educational program. Our strategies are as follow (but not limited to): small group instruction, color-coding, using charts with with computation steps, charts with word problems key words, scaffolded instruction, faded teacher prompts, leveled passages/tests, graphic organizers, task analysis - breaking down instruction into smaller, more manageable pieces, supplemental materials, such as place value charts, multiplication table, etc..

2. The use of realia and hands-on activities makes the comprehension of academic vocabulary easier, and provide the opportunity for

3. 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. If an ongoing assessment indicates that a student might be at risk, the school is determining if this child has a disability and requires special education services. We start the process with an initial referral. Once the school obtains parent consent, the child will be evaluated to determine his or her developmental and behavior, what he or she knows and how he or she learns, and his or her skills, abilities and areas of need. In most circumstances, the time frame for completing all necessary assessments and convening an Individualized Education Program (IEP) Team meeting is 60 calendar days from the receipt of the consent to initially evaluate your child. Once the child's evaluation is completed, the parent will attend a meeting to discuss the child's eligibility for special education services and, as needed, develop an Individualized Education Program (IEP) for him or her. Other attendees at this meeting include teachers and other professionals who know the child or have participated in the evaluations, or will likely be providing services to this child. The team makes a decision about the best setting for this child.

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

Students with special needs receive services as per their IEP's. ELL teachers are provided full 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. They are included in Title III, Wilson and AIS programs. This group of students receives services to support their learning disabilities and language acquisition needs. SBST team works collaboratively with ELL teachers. The educational differentiation plan for this group of students is similar to the plan for ELL students

Chart

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

Chart

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

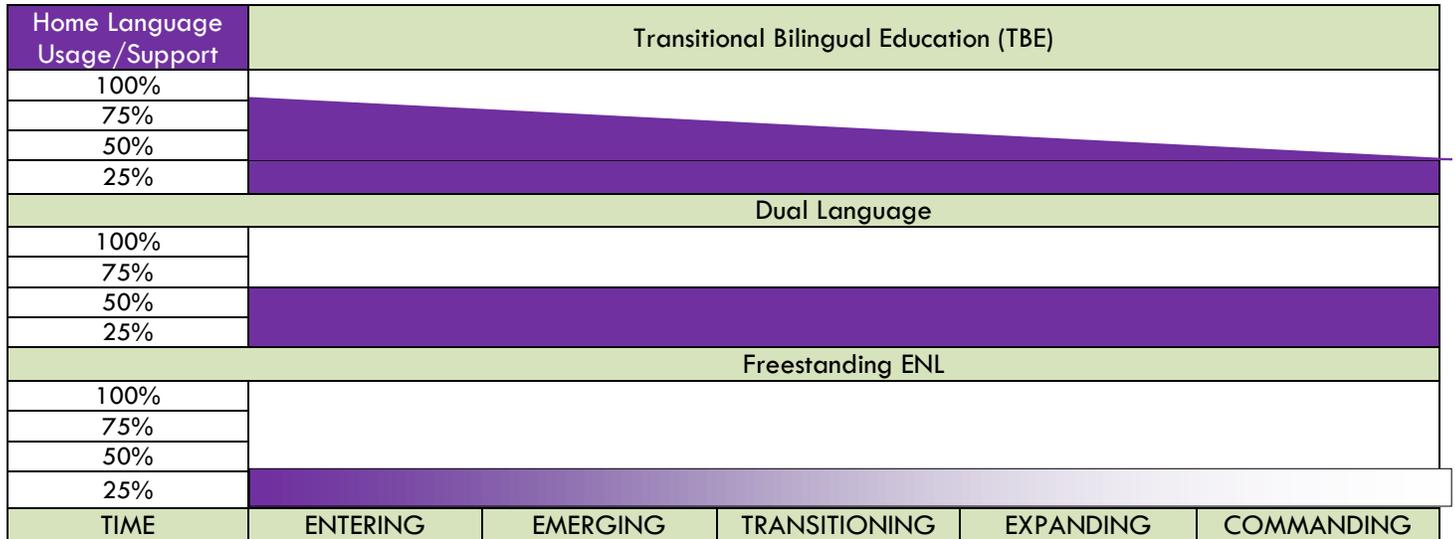


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. Intervention services for students with learning disabilities in our school are as follows: initial RTI for the students at risk, integrated co-teaching, SETSS, counseling, speech, OT, PT and vision services. Supplemental materials that enhance meaning, clarify confusing concepts and enable students to bridge their prior experiences with new learning are incorporated into lessons. Using differing learning styles and multiple intelligences approach in teaching accommodates all students' needs. There are targeted intervention programs in the content area for all ELLs. In 1st grade, an ELL teacher pushes in during math enrichment and in 4th grade, an ELL teacher pushes in during science. There are also push-ins during reading workshop for different grades. During our AIS periods, a certified ELL 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. ELL 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 ELL classrooms and the school library contain many bilingual books in social studies and historical fiction.

11. 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 entering and emerging 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. Transitioning, expanding and commanding 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 ELL classes prioritize accountable talk and opportunities for class discussion and presentation, and providing a comforting environment in which to do so. ELL teachers confer with classroom teachers to provide content area scaffolding.

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

We are considering purchasing new computer software to update 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.

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

We discontinued our Jump Start program. In accordance with the new requirements, we consider Imagine Learning program to be the most effective for ELL general population, as well as for the students with special needs. It provides strong academic support through content area, accommodates language acquisitions, and, since it is data driven, provides adequate monitoring and assessment tools of the students' progress and weaknesses.

14. 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.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

For the instructional purposes we utilize media, audio, visual and thematic materials

Smartboard, iPads and other technology is used to accommodate all ELL students' learning needs. ELL teachers use multiple resources available both in hard copies/printed materials and the Internet:

- RaedWorks leveled text with comprehension questions (technology and printed texts)
- Raz-kids educational program

Step Up to Success On the NYS and Other Reading Tests, Step Up Publishing, NY

- Strategies to Achieve Reading Success, Curriculum Associates, Inc
- Focus On Reading Strategies (leveled), Perfection Learning Corp.
- Taking The High Road To Reading, Writing, and Listening, Phoenix Learning Resources, Inc.
- Harcourt, ELL-Level Kit: Fictions and Nonfiction books
- Exploring Nonfiction Kit Reading in the Content Areas: Math, Science, Social Studies. Levels 1, 2, 3.
- Teacher Created Materials. Reading Kits, Levels q.5 – 1.9 and 2.5 – 2.9.
- Holiday House, Biography Kit: Picture Book of... (Columbus, Lincoln, B. Franklin, etc)

Rigby PM Plus Software (CD's) leveled for each language proficiency level.

The Math and Literature Connection, levels A, B, C, D and E by The Language Source Option Publishing, Inc.

Interactive across curriculum websites (IXL);

Usingenglish.com,

ABCteach, etc.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

1. The only program model we have been able to provide in our school has been the ENL 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 ENL 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 ENL 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.

17. Explain how the school ensures all required services/resources support and 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.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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.

19. What language electives are offered to ELLs?

No language electives are offered in our school.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

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.

ENL 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, ENL teachers provide them with an understanding of each student's strengths and weaknesses, and expectations, from an ENL 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 ENL 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 ENL 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: November 5, February 1, and June 9, 2015-2016.

Our ENL teachers attend Professional Development workshops tailored to ELL instructional strategies offered by the Office of English Language Learners. ENL 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 ENL 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. e to question here:
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Collaborative lesson planning, professional development every Monday, discussing and implementing the strategies that proved to be efficient in both ELL and mainstream classes.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

ENL teachers turnkey strategies during professional development workshops and common planning periods.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Paste response to question here:

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Every Tuesday our ENL teachers meet with parents for the Parent Engagement conferences. At such time, ENL teachers discuss goals of the program, assessment results, update parents on the children's accomplishments, test requirements and accomodation, address parents' concers and answer their questions.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [\*ELL Policy Reference Guide, Parent Selection and Program Placement\*](#) section.

All records are kept

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. POur 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: NYC Schools Account training (that replced ARIS), 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".

Whereever 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 distrubuted 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.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? In our school we encourage partnership between teachers and parents. Parents are engaged in developing and implementing programs for their children. We communcate with the parennts via e-mails, telephone calls and oral and written questionnaires. Every Tuesday teachers conduct one-to-one meetings with parents to make sure they are comfortable in expressing their concerns and we could evaluate their needs adequately and make changes in our planning accordingly.
5. How do you evaluate the needs of the parents?

6. How do your parental involvement activities address the needs of the parents?

During Parent Engagemnt meetings, one-to-one conferences, telephones calls and via e-mails, we update parents on the progress made, what still needs to be done and . WE immdeitely notify parents of any issues, academic or behavioral, that need to be addressed; we carry out curriculum conferences with parents to inform them of classroom- and homework. Parents are invited to participate in workshops. Parents are also encouraged to volunteer in the school to support their children and participate in all parent involvement activities. The Parent Association implements various fundraising activities and parent meetings to support school wide initiatives for all students. A primary source of information is the school's Parent Coordinator, Laura Hue. The Parent Coordinator sends out surveys and communicates regularly with parents to see what their needs are. Further, the school has an active PTA that holds monthly meetings for other parents. Teachers are invited to these meetings to share ideas and listen to the questions and concerns of parents. The administration meets with parents to discuss parents' ideas and concerns. The School Leadership Team meets monthly to address concerns as well. We evaluate the feedback from parents and plan accordinglyDuring all our meeting with parents, we continuously inform them of the transaltion serviuces that are available in their home language.

#### **D. Additional Information**

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

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/20/15
	Assistant Principal		10/20/15
	Parent Coordinator		10/20/15
	ENL/Bilingual Teacher		10/20/15
	Parent		10/20/15
	Teacher/Subject Area		10/20/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **Yana P** School Name: **WS Mount**  
Superintendent: **M.**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

At the time of registration, the students and their families are given HLS in their native language to identify what language the child speaks. To ensure that parents understand their choices offered in the District, the orientation meeting is held within the first ten days of their child's enrollment. At such meetings based on HLS information and informal interview the data regarding the primary language spoken by the parent of each child enrolled in school and whether such parent needs language assistance to communicate with the school staff is collected and further applied in providing parents with all the information they need.

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. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

At this point HLIS's indicate that the following languages are spoken by the ELLs' parents and may need both written and oral translation: Russian (the volume), Chinese, Spanish, Arabic, Panjabi, Urdu, Tudzhick, Uzbek, and Korean,

## Part B: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Our findings indicate that parents need all critical information pertaining to their child's education in their native language to provide their support and active involvement in their child's educational process. Language access is a key element in all parental communications. Parents are informed about translation and Interpretation services via the phone, fliers and posters placed at the front entrance. Translation services provide critical information for parents about their child's education, progress, concerns and other issues that bridge the school and the home of a student. Our staff makes sure that the school uses all possible tools to communicate, whenever feasible, with parents in their home language.

Translation services are provided to inform parents of upcoming events, school policy, and include translation of critical communications in the form of a letter, notice, flyer, consent form, translation of behavior code, and other essential documents that help parents understand how they can best assist their child to thrive and accomplish their short- and long term goals.

Other documents include, but not limited to:

Back to school Welcome packet

Parent surveys

important safety memos

School goals

Letters from administration

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

The school provides the oral, face-to-face interpretation services at parent orientation meetings, during parent-teacher conferences, over-the-phone teacher-parent conferences, and during routine parent's visits. Interpretation services are provided by the in-school professionals and paraprofessional staff who speak an ELL parent's native language and can bridge communication between parents and staff. In-house interpretation and translation services provide parents with instant access to information about their child's educational options, make parent involvement feasible thus helping to increase parents' capacity to improve their child's achievement. The following services are interpreted in-

house:• ELL Parent workshop

- Explanation of a child's academic progress/failure and needs for further improvement
- Open school events
- Information about needs for supplementary services
- Active involvement of ELL parents in school activities

- Student admission/discharges
  - Counseling and telephone communication..
- Parent Conferences - meet the teacher/curriculum conferences - September, November, February and May
- Informal conferences - as needed on Tuesdays during parent engagement time.

### **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Written translation services are provided in-house by school staff and parent volunteers. The following information is provided but not limited to ELL parents: entitlement to education, program selection and placement, standards and performance, conduct and discipline, safety and health, etc.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Multiple means of services will be provided, depending on the day, time, or need such as (but not limited to) translated documents (both free from DOE as well as outside vendors when time is of essence); use of free oral interpreters (over the phone service) during parent/staff conferences that are on the spot or informally scheduled; use of scheduled oral interpreters (from the Big Word) when it is a school event or meeting that is planned in advance; use of school staff for communicating informally over the counter or over the telephone when necessary.

### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Translations and Interpretation Brochure and contact information is posted by the telephone bank in the main office. Interpreters from the Big Word are ordered for scheduled events (PT conferences and other meetings) and bilingual staff are hired per session for extended hours for family events. Announcements are made during the conferences offering the translation/interpretation services to our families.

### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

#### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Parents are provided with the Parent Bill of Rights, The Family Guide and Translation and Interpretation Guides distributed in multiple languages by the DOE at the beginning of each school year. In-house multilingual posters provide limited English proficient individuals with instructions on where to obtain interpretation or translation services. 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.

#### **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent feedback forms are distributed, returned and analyzed for parent input. Who attended the events and what they thought about them are very important for us in order to design additional information sessions, engagement activities, enrichment activities and workshops for families. The home/school connection is vital in developing a relationship among staff and families.

Attendance at all events is tallied and reported via the Parent Coordinator's accountability site. We have made changes to our offerings based on the responses to our surveys. Some include: Saturday events; morning, afternoon and evening events; more "open house" offerings that are schoolwide and not just grade or class specific.