



**THE LYNN GROSS DISCOVERY SCHOOL
28Q175**

**2009-10 FINAL
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 28Q175

ADDRESS: 64-35 102 STREET REGO PARK NEW YORK 11374

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 175 Queens **SCHOOL NAME:** The Lynn Gross Discovery School

SCHOOL ADDRESS: 64-35 102 Street Rego Park New York 11374

SCHOOL TELEPHONE: (718) 897-8600 **FAX:** (718) 997-8644

SCHOOL CONTACT PERSON: Linda Green **EMAIL ADDRESS:** Lgreen1@schools.nyc.gov

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	<u>Rotated</u>
PRINCIPAL:	<u>Linda Green</u>
UFT CHAPTER LEADER:	<u>Haren Zwiebel</u>
PARENTS' ASSOCIATION PRESIDENT:	<u>Heather Whidden and Catherine Alix</u>
STUDENT REPRESENTATIVE: <i>(Required for high schools)</i>	<u>N/A 2009-2010</u>

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 28 **SSO NAME:** Integrated Curriculum Instruction Learning Support Organization

SSO NETWORK LEADER: Daniel Purus

SUPERINTENDENT: Jeannette Reed

Section II: School Leadership Team Signature Page

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies.

Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). **Note:** If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature. Signature page was faxed to (212) 374-5760 to the Office of School Improvement, attention CEP Review Team.

Name	Position and Constituent Group Represented	Signature
Linda Green	*Principal or Designee	
Haren Zwiebel	*UFT Chapter Chairperson or Designee	
Heather Whidden	*PA/PTA President or Designated Co-President	
Catherine Alix	*PA/PTA President or Designated Co-President	
Cheryl Untrojb	Title I Parent Representative (<i>suggested, for Title I schools</i>)	
N/A	DC 37 Representative, if applicable	
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	
Frank Golbig	Member/Teacher	
Steven Davis	Member/Teacher	
Joanne Lyons	Member/Teacher	
Claudia Diamond	Member/Teacher	
Christine Cheffo	Member/Teacher	
Maria Dakov	Member/Parent	
Elena Aminova	Member/Parent	
Marc Andrew Alix	Member/Parent	
Edward Yusupov	Member/Parent	
Beatrice Grosu	Member/Parent	

(Add rows, as needed, to ensure all SLT members are listed.)* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

School Vision and Mission

The Lynn Gross Discovery School's vision and mission is based on the proposition that children are seekers of meaning. Our mission is to supplement recitation with learning experiences that harness a child's natural inquisitive nature to explore and discover. The Lynn Gross Discovery School engages children in self-selected investigations from age appropriate themes in the natural and social sciences. Our children are provided with opportunities to identify their interests and develop their multiple intelligences in a child centered, risk free atmosphere, which encourages cooperation, teamwork and respect for the individual. Independence, self-reliance, confidence and the ability to identify and solve problems are anticipated outcomes for all of our students. These outcomes have been achieved over the years due to our close relationship with our parent partners. The school motto is, "Our Road to Knowledge is Paved with Discovery."

Contextual Information About the School's Community and its Unique/Important Characteristics

The school is part of the Integrated Curriculum and Instruction Learning Support Organization. The Lynn Gross Discovery School is a Title 1 school-wide project school, and uses a portion of its allocation to maintain reduced class size.

We see our school as a community compiled of a wonderful staff, motivated cooperative students and parents working together to make PS 175 Queens a very successful school. A primary playground and schoolyard provide students with well-maintained areas for recreation. This is a school community where teachers enjoy teaching and students want to learn. Eligible students from grade 2 through grade 5 participate in a pull-out talented and gifted program. The student population is heterogeneously grouped within each grade and supported by a pedagogical staff of 45 full time teachers and 1 F status teacher. In 2009 all of our teachers were certified and licensed, 38 had more than 5 years teaching experience and more than 43 held a Master's Degree or higher. At present we have 9 teachers who have fewer than 5 years of teaching experience.

In the 2008-2009 Annual School Report Supplement Expenditures:

Total Dollars Spent at this School	\$10,390,699
Total Per Student Cost in this School	16,705
Total Per Student Spending for General Ed Students	14,623
Total Per Student Spending for Special Ed Students	51,629.

P. S. 175 is designated as a Title I SWP school. Title I funds pay for an AIS reading teacher, and additional teachers to reduce class size. Standards funds provide literacy, mathematics and science staff development through the use of substitute teachers. A review of socioeconomic data indicates that approximately 64% of the children receive free or reduced lunch. We have been a universal feeding school for the school years 2002-2009. The universal feeding school status will continue and include the year 2013.

P.S. 175 Queens is an approximately 50-year old brick building with four floors including the basement where the auditorium and cafeteria are located. Our school capacity is greater than 90.6%. In 2009 student attendance was greater than 96 %. In 2009 there were two student suspensions. Our student population includes three (NCLB) No Child Left Behind transfer students.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	P.S. 175 The Lynn Gross Discovery School						
District:	28	DBN:	28Q175	School BEDS Code:	342800010175		
DEMOGRAPHICS							
Grades Served:	Pre-K		3	√	7		11
	K	√	4	√	8		12
	1	√	5	√	9		Ungraded
	2	√	6		10		
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	53	0	0		95.2	95.2	95.8
Kindergarten	124	131	137				
				Student Stability - % of Enrollment:			
Grade 1	116	109	122	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	89	107	102		90.0	86.5	86.1
Grade 3	79	82	102				
Grade 4	94	82	102				
				Poverty Rate - % of Enrollment:			
Grade 5	85	93	81	(As of October 31)	2006-07	2007-08	2008-09
Grade 6	0	0	0		63.2	63.2	63.2
Grade 7	0	0	0				
Grade 8	0	0	0				
				Students in Temporary Housing - Total Number:			
Grade 9	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 10	0	0	0		0	0	7
Grade 11	0	0	0				
Grade 12	0	0	0				
				Recent Immigrants - Total Number:			
Ungraded	0	5	0	(As of October 31)	2006-07	2007-08	2008-09
Total	640	622	651		10	7	6
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	21	35	48	Principal Suspensions	0	0	2
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	0	0
Number all others	53	53	52				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				(As of October 31)	2006-07	2007-08	2008-09
				CTE Program Participants	0	0	0
				Early College HS Program Participants	0	0	0
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:			
(BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09				
# in Transitional Bilingual Classes	0	0	0	Number of Teachers	41	43	46
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	48	55	38				

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	1	0	5	Number of Administrators and Other Professionals	6	11	11
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	0	0
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	82.9	83.7	82.6
				% more than 5 years teaching anywhere	68.3	65.1	69.6
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	90.0	91.0	93.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.6	100.0	100.0
American Indian or Alaska Native	0.2	0.0	0.3				
Black or African American	3.0	3.0	2.9				
Hispanic or Latino	15.9	17.0	13.4				
Asian or Native Hawaiian/Other Pacific Isl.	17.0	15.8	14.6				
White	63.9	64.2	68.4				
Male	52.2	53.2	53.6				
Female	47.8	46.8	46.4				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native							
Black or African American		-	-	-			
Hispanic or Latino		√	√	-			
Asian or Native Hawaiian/Other Pacific Islander		√	√	-			
White		√	√	√			
Other Groups							
Students with Disabilities		√	√	-			
Limited English Proficient		-	-	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		6	6	3	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	85.1			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	11.7			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	20.5			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	51.4						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	1.5						

KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
				NR = No Review Required			

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT
ENGLISH LANGUAGE ARTS

Directions: Conduct a comprehensive review of your school’s educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school’s Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year’s school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school’s strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school’s continuous improvement?

What student performance trends can you identify?

Performance Trends for the New York State English Language Arts

For “All Tested Students” there is a steady increase in the mean score and a steady increase in the percentage of level 3 and level 4. For the student sub group – English Language Learners and Students with Disabilities there is a significant gap in the percentage of level 3 and level 4 as compared to the English Proficient and students without an IEP (Individual Educational Plan).

The Department of Education’s charts listed “New York City Department of Education Results of the State ELA Test Grades 3, 4, 5, 6, 7 and 8 2006-2009 New York City Public Schools” can be found on the Home Page – Department of Education www.schools.nyc.gov

Click on Offices & Programs – Office of Accountability -Student Performance and Accountability and last to Yearly Testing

The New York State Department of Education charts listed below can be found at: New York State Testing and Accountability Reporting Tool <https://www.nystart.gov/nystart/lobby.do>

Performance Trends for the New York City ECLAS-2 Early Childhood Language Assessment System

This test is administered to the students in grades Kindergarten to grade 3. The components are delivered to the whole group or to the individual student. Most students have achieved the required benchmarks. Students who achieve level 5 are administered the EPAL.

Performance Trends for the New York State Mathematics

For All Tested Students, English Language Learners and Students with Disabilities there is a steady increase in the mean score and a steady increase in the percentage of level 3 and level 4.

The Department of Education's charts listed "New York City Department of Education Results of the Math Test Grades 3, 4, 5, 6, 7 and 8 2006-2009" can be found on the Home Page – Department of Education www.schools.nyc.gov

Click on Offices & Programs – Office of Accountability -Student Performance and Accountability and last to Yearly Testing

The New York State Department of Education charts listed below can be found at: New York State Testing and Accountability Reporting Tool <https://www.nystart.gov/nystart/lobby.do>

Performance Trends for the Grade 4 New York State Science

As reported on the www.nystart.gov summary report of the spring 2009 Grade 4 science test, students' mean score of 71-90 is very good.

There were three perfect test papers.

Performance Trends for the Grade 5 New York State Social Studies

Our students do very well on the examination. The 2008-2009 mean score range was from 75 to 91 as reported at the New York State Testing and Accountability Reporting Tool <https://www.nystart.gov/nystart/lobby.do>

Performance Trends for the New York State English as a Second Language Achievement Test

Fifty students took the 2008-2009 NYSESLAT. Twelve students scored on the beginner level, nineteen students scored on the intermediate level and nineteen students scored on the advanced level.

What have been the greatest accomplishments over the last couple of years?

Progress Report

Over the past three years we received a letter grade A on the 2006-2009 Progress Report.

Saturday Academy

Small classes are organized to support students in grade 2 to grade 5 in the areas of academic remediation, enrichment and development of English as a Second Language.

Student Awards

Students in grades 3, 4, and 5 received awards for academic excellence in various city, and state essay contests.

Students in grade 5 participated in the Prep for Prep process and some received scholarships to exclusive independent schools.

Former grade 5 students qualified to attend Hunter Middle School.

Special Projects

Student Service, Student Grade Specific, and Student Special Interest Projects included: – Arts at PS 175, City Harvest Can Drive, Used Book Sale, Save the Polar Bears, Adopt Lucky the Rabbit, Recycle, Earth Day, Spirit Day, Biz World, Constitution Works, Stock Market Game, Shakespeare Festival, Science Boards, Thanksgiving Feast, Immigration Festival, Student Council Elections, Veterans Day Assembly, New York City Festival and Morgan Museum Make A Book Project.

Field Trips

Field Trips have enhanced and enriched the core curriculum subjects: Green Meadow Farms, Alley Pond Park, Queens Botanical Gardens, Queens Zoo, Hall of Science, Museum of Natural History, Tenement Museum, Museum of Modern Art, King Manor, The Holocaust Museum, Grants Tomb, Ellis Island, Governors Island, Restoration Village, Wyckoff Farm Museum, City Hall, Gracie Mansion, LaGuardia Community College Performances, Central Park Performances, Cunningham Park Performances, and Architectural Building Project

Residence Programs

Residence Programs have enhanced and enriched the learning process for our students: Project Leap, Alley Pond Environmental Project, Arts Horizon, Pennsylvania Live Animals (chicken eggs, baby rabbits) and Ballroom Dancing.

Technology

Increased number of classrooms equipped with SMART Boards. Twenty one classrooms are equipped with SMART Boards.

Instructional Programs

Wilson Reading Program and Foundations Reading Program

Open Court Balanced Literacy Program

Everyday Mathematics Program

Pearson Scott Foresman Mathematics Program

Grants

Recipient of a City Council Reso A Grant

On the Move

Applicant to the Hyde and Watson Foundation

Community Based Relationships

Jet Blue Airways – 118-39 Queens Blvd. Forest Hills, NY 11375

Parent Involvement

Parent Publication – Pen and Ink Magazine

Parent Volunteers – parents escort classes on field trips, parents volunteer during outdoor lunch recess periods

Parent Fund Raising Events

Parent Attendance at Workshops – English Language Arts, Mathematics, New York State English as a Second Language, The Achievement Reporting and Innovation System (ARIS)

Parent Attendance at Parent Teacher Conferences – November fall, March spring meetings and meetings as needed

Parent sponsored After School Program

What are the most significant aids or barriers to the school's continuous improvement?

BARRIERS

- New York State and New York City recent and projected mandated budget cuts have a direct impact on funding: the purchase of additional SMART Boards, the scheduling of Saturday Academy Classes for grades 2, 3, 4, and 5, the recruiting of F Status staff members, the reduced number of school paid field trip admission per student, and maximum student enrollment per class grade appropriate rather than early grade k-3 reduced class size.

Charts and Data to Support Performance Trends

New York City Department of Education
Results of the State ELA Test
Grades 3, 4, 5, 6, 7, and 8
2006 - 2009
New York City Public Schools
All Tested Students*

School	Grade	Year	Category	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
						#	%	#	%	#	%	#	%	#	%
28Q175	3	2006	All Students	79	676.5	5	6.3	10	12.7	58	73.4	6	7.6	64	81.0
28Q175	3	2007	All Students	81	690.6	1	1.2	10	12.3	51	63.0	19	23.5	70	86.4
28Q175	3	2008	All Students	91	678.6	5	5.5	15	16.5	58	63.7	13	14.3	71	78.0
28Q175	3	2009	All Students	108	686.6	1	0.9	3	2.8	86	79.6	18	16.7	104	96.3
28Q175	4	2006	All Students	78	658.7	11	14.1	21	26.9	39	50.0	7	9.0	46	59.0
28Q175	4	2007	All Students	91	672.5	3	3.3	20	22.0	62	68.1	6	6.6	68	74.7
28Q175	4	2008	All Students	80	686.2	3	3.8	12	15.0	44	55.0	21	26.3	65	81.3
28Q175	4	2009	All Students	100	674.5	6	6.0	18	18.0	66	66.0	10	10.0	76	76.0
28Q175	5	2006	All Students	102	662.3	12	11.8	24	23.5	51	50.0	15	14.7	66	64.7
28Q175	5	2007	All Students	76	668.6	4	5.3	18	23.7	47	61.8	7	9.2	54	71.1
28Q175	5	2008	All Students	89	674.2	1	1.1	12	13.5	68	76.4	8	9.0	76	85.4
28Q175	5	2009	All Students	81	694.0	1	1.2	7	8.6	51	63.0	22	27.2	73	90.1
28Q175	All Grades	2006	All Students	259		28	10.8	55	21.2	148	57.1	28	10.8	176	68.0
28Q175	All Grades	2007	All Students	248		8	3.2	48	19.4	160	64.5	32	12.9	192	77.4
28Q175	All Grades	2008	All Students	260		9	3.5	39	15.0	170	65.4	42	16.2	212	81.5
28Q175	All Grades	2009	All Students	289		8	2.8	28	9.7	203	70.2	50	17.3	253	87.5

The chart “New York City Department of Education Results of the State ELA Test Grades 3, 4, 5, 6, 7 and 8 2006-2009” demonstrates from 2006 to 2009 a steady increase in the mean scale score and a steady increase in the percentage of levels 3 and 4.

New York City Department of Education

**Results of the State ELA Test
Grades 3, 4, 5, 6, 7, and 8
2006 - 2009**

**New York City Public Schools
Results by Disability Status***

School	Grade	Year	Category	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
						#	%	#	%	#	%	#	%	#	%
28Q175	3	2006	GE	67	683.2	2	3.0	7	10.4	52	77.6	6	9.0	58	86.6
28Q175	3	2006	SP.ED	12	639.0	3	25.0	3	25.0	6	50.0	0	0.0	6	50.0
28Q175	3	2007	GE	70	695.3	0	0.0	8	11.4	44	62.9	18	25.7	62	88.6
28Q175	3	2007	SP.ED	11	660.8	1	9.1	2	18.2	7	63.6	1	9.1	8	72.7
28Q175	3	2008	GE	72	688.8	0	0.0	9	12.5	50	69.4	13	18.1	63	87.5
28Q175	3	2008	SP.ED	19	639.8	5	26.3	6	31.6	8	42.1	0	0.0	8	42.1
28Q175	3	2009	GE	93	690.2	0	0.0	2	2.2	73	78.5	18	19.4	91	97.8
28Q175	3	2009	SP.ED	15	664.7	1	6.7	1	6.7	13	86.7	0	0.0	13	86.7
28Q175	4	2006	GE	58	676.1	1	1.7	12	20.7	38	65.5	7	12.1	45	77.6
28Q175	4	2006	SP.ED	20	608.4	10	50.0	9	45.0	1	5.0	0	0.0	1	5.0
28Q175	4	2007	GE	72	681.0	1	1.4	9	12.5	56	77.8	6	8.3	62	86.1
28Q175	4	2007	SP.ED	19	640.3	2	10.5	11	57.9	6	31.6	0	0.0	6	31.6
28Q175	4	2008	GE	62	699.0	0	0.0	6	9.7	35	56.5	21	33.9	56	90.3
28Q175	4	2008	SP.ED	18	641.9	3	16.7	6	33.3	9	50.0	0	0.0	9	50.0
28Q175	4	2009	GE	77	685.8	0	0.0	9	11.7	58	75.3	10	13.0	68	88.3
28Q175	4	2009	SP.ED	23	636.9	6	26.1	9	39.1	8	34.8	0	0.0	8	34.8

28Q175	5	2006	GE	75	679.8	0	0.0	12	16.0	48	64.0	15	20.0	63	84.0
28Q175	5	2006	SP.ED	27	613.7	12	44.4	12	44.4	3	11.1	0	0.0	3	11.1
28Q175	5	2007	GE	60	678.7	1	1.7	10	16.7	42	70.0	7	11.7	49	81.7
28Q175	5	2007	SP.ED	16	630.9	3	18.8	8	50.0	5	31.3	0	0.0	5	31.3
28Q175	5	2008	GE	67	682.6	0	0.0	4	6.0	55	82.1	8	11.9	63	94.0
28Q175	5	2008	SP.ED	22	648.5	1	4.5	8	36.4	13	59.1	0	0.0	13	59.1
28Q175	5	2009	GE	61	705.1	0	0.0	0	0.0	40	65.6	21	34.4	61	100.0
28Q175	5	2009	SP.ED	20	660.3	1	5.0	7	35.0	11	55.0	1	5.0	12	60.0
28Q175	All Grades	2006	GE	200		3	1.5	31	15.5	138	69.0	28	14.0	166	83.0
28Q175	All Grades	2006	SP.ED	59		25	42.4	24	40.7	10	16.9	0	0.0	10	16.9
28Q175	All Grades	2007	GE	202		2	1.0	27	13.4	142	70.3	31	15.3	173	85.6
28Q175	All Grades	2007	SP.ED	46		6	13.0	21	45.7	18	39.1	1	2.2	19	41.3
28Q175	All Grades	2008	GE	201		0	0.0	19	9.5	140	69.7	42	20.9	182	90.5
28Q175	All Grades	2008	SP.ED	59		9	15.3	20	33.9	30	50.8	0	0.0	30	50.8
28Q175	All Grades	2009	GE	231		0	0.0	11	4.8	171	74.0	49	21.2	220	95.2
28Q175	All Grades	2009	SP.ED	58		8	13.8	17	29.3	32	55.2	1	1.7	33	56.9

**Results of the State ELA Test
Grades 3, 4, 5, 6, 7, and 8
2006 - 2009
New York City Public Schools
Results by English Language Status***

School	Grade	Year	Category	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
						#	%	#	%	#	%	#	%	#	%
28Q175	3	2006	EP	76	678.6	4	5.3	8	10.5	58	76.3	6	7.9	64	84.2
28Q175	3	2007	EP	77	693.0	1	1.3	8	10.4	49	63.6	19	24.7	68	88.3
28Q175	3	2008	ELLs	11	633.7	2	18.2	5	45.5	4	36.4	0	0.0	4	36.4
28Q175	3	2008	EP	80	684.8	3	3.8	10	12.5	54	67.5	13	16.3	67	83.8
28Q175	3	2009	EP	103	687.7	1	1.0	3	2.9	81	78.6	18	17.5	99	96.1
28Q175	4	2006	EP	77	660.5	10	13.0	21	27.3	39	50.6	7	9.1	46	59.7
28Q175	4	2007	ELLs	11	641.8	2	18.2	5	45.5	4	36.4	0	0.0	4	36.4
28Q175	4	2007	EP	80	676.8	1	1.3	15	18.8	58	72.5	6	7.5	64	80.0
28Q175	4	2008	EP	75	690.1	2	2.7	9	12.0	43	57.3	21	28.0	64	85.3
28Q175	4	2009	ELLs	9	640.6	2	22.2	4	44.4	3	33.3	0	0.0	3	33.3
28Q175	4	2009	EP	91	677.9	4	4.4	14	15.4	63	69.2	10	11.0	73	80.2
28Q175	5	2006	ELLs	8	604.6	5	62.5	2	25.0	1	12.5	0	0.0	1	12.5
28Q175	5	2006	EP	94	667.2	7	7.4	22	23.4	50	53.2	15	16.0	65	69.1
28Q175	5	2007	EP	72	672.6	2	2.8	17	23.6	46	63.9	7	9.7	53	73.6
28Q175	5	2008	ELLs	10	648.8	1	10.0	3	30.0	6	60.0	0	0.0	6	60.0
28Q175	5	2008	EP	79	677.4	0	0.0	9	11.4	62	78.5	8	10.1	70	88.6
28Q175	5	2009	EP	76	696.6	0	0.0	6	7.9	48	63.2	22	28.9	70	92.1
28Q175	All Grades	2006	ELLs	12		7	58.3	4	33.3	1	8.3	0	0.0	1	8.3
28Q175	All Grades	2006	EP	247		21	8.5	51	20.6	147	59.5	28	11.3	175	70.9
28Q175	All Grades	2007	ELLs	19		4	21.1	8	42.1	7	36.8	0	0.0	7	36.8
28Q175	All Grades	2007	EP	229		4	1.7	40	17.5	153	66.8	32	14.0	185	80.8
28Q175	All Grades	2008	ELLs	26		4	15.4	11	42.3	11	42.3	0	0.0	11	42.3
28Q175	All Grades	2008	EP	234		5	2.1	28	12.0	159	67.9	42	17.9	201	85.9
28Q175	All Grades	2009	ELLs	19		3	15.8	5	26.3	11	57.9	0	0.0	11	57.9
28Q175	All Grades	2009	EP	270		5	1.9	23	8.5	192	71.1	50	18.5	242	89.6

This steady increase is also evidenced by the NYstart (New York State Testing and Accountability Reporting Tool) 2008 - 2009 English Language Arts report in the student subgroups.

Results By Student Group

The number of tested students and the percentage of all tested students who scored at level 3 and above.

2008-09 English Language Arts	Grade 3		Grade 4		Grade 5	
	#	%	#	%	#	%
Students with Disabilities	14	93	26	35	20	60
American Indian or Alaska Native					1	S
Black or African American	1	S	8	50	5	S
Hispanic or Latino	17	100	15	73	15	87
Asian or Pacific Islander	16	S	14	79	13	100
White	73	96	66	77	47	96
Multiracial						
Small Group Totals (S)	17	100			6	33
Female	52	98	47	68	40	90
Male	55	96	56	80	41	90
English Proficient	102	97	92	80	76	92
Limited English Proficient	5	100	11	27	5	60
Economically Disadvantaged	107	97	103	75	81	90
Not Economically Disadvantaged						
Migrant						
Not Migrant	107	97	103	75	81	90

S = Student Confidentiality/Suppressed Data

This steady increase is also evidenced by the NYstart (New York State Testing and Accountability Reporting Tool) 2007 – 2008 English Language Arts report in the student subgroups.

Results By Student Group

The number of tested students and the percentage of all tested students who scored at level 3 and above.

2007-08 English Language Arts	Grade 3		Grade 4		Grade 5	
	#	%	#	%	#	%
Students with Disabilities	20	40	18	50	24	54
American Indian or Alaska Native						
Black or African American	5	20	4	S	4	S
Hispanic or Latino	14	50	14	S	23	78
Asian or Pacific Islander	11	100	14	86	11	S
White	62	84	48	81	53	87
Multiracial						
Small Group Totals (S)			18	78	15	80
Female	42	71	42	83	50	90
Male	50	82	38	79	41	76
English Proficient	81	83	75	85	79	89
Limited English Proficient	11	36	5	20	12	50
Economically Disadvantaged	92	77	80	81	91	84
Not Economically Disadvantaged						
Migrant						
Not Migrant						

S = Student Confidentiality/Suppressed Data

This steady increase is also evidenced by the NYstart (New York State Testing and Accountability Reporting Tool) 2006 – 2007 English Language Arts report in the student subgroups.

Results By Student Group

The number of tested students and the percentage of all tested students who scored at level 3 and above.

2006-07 English Language Arts	Grade 3		Grade 4		Grade 5	
	#	%	#	%	#	%
Students with Disabilities	10	70	16	31	19	32
American Indian or Alaska Native					1	S
Black or African American	2	S	2	S	5	S
Hispanic or Latino	14	S	23	74	19	58
Asian or Pacific Islander	14	86	12	S	14	79
White	51	88	54	70	40	78
Multiracial						
Small Group Totals (S)	16	81	14	93	6	33
Female	44	86	51	76	34	76
Male	37	86	40	73	45	64
English Proficient	77		80	80	75	
Limited English Proficient	4		11	36	4	
Economically Disadvantaged						
Not Economically Disadvantaged	81	86	91	75	79	70
Migrant						
Not Migrant	81	86	91	75	79	70

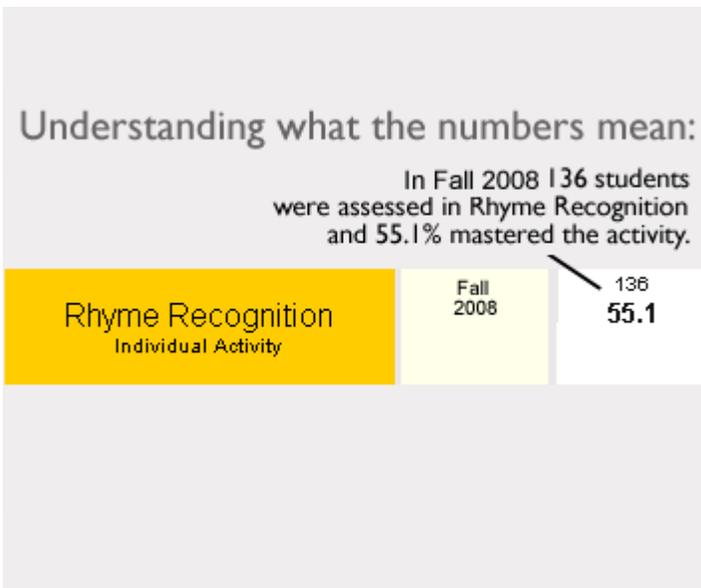
S = Student Confidentiality/Suppressed Data

**2008-2009 assessment results
FALL 2008 ECLAS-2 EPAL**

**LYNN GROSS DISCOVERY
SCHOOL**
BDS: 428175
School Summary

Please note:

- Results are based on data submitted on ECLAS-2 data collection documents in FALL 2008.
- Boxes left blank indicate that no data was submitted for that activity.
- The number of students assessed will not always add up to the number of students in the grade—not all students are assessed at each activity.
- In Phonemic Awareness Activities in many instances you will find that the number of students may be similar. Students are often assessed twice in these activities (fall and spring).



Number of students attempting a benchmark activity

and percent of students mastering the activity by level and date of assessment

	PHONEMIC AWARENESS <u>Description of strand</u>	Date of Assessment	Level 1 K	Level 2 K						
	Rhyme Recognition Individual Activity	Fall 2008	260 92.7							
	Rhyme Generation Individual Activity	Fall 2008	259 84.9							
	Syllable Clapping Individual Activity	Fall 2008	258 94.6							
	Initial Consonants Individual Activity	Fall 2008	259 95.8							
	Final Consonants Individual Activity	Fall 2008		241 94.6						
	Blending Individual Activity	Fall 2008		235 91.1						
	Segmenting Individual Activity	Fall 2008		234 83.3						

	PHONICS <u>Description of strand</u>	<u>Previously Mastered</u>	Date of Assessment	Level 1 K	Level 2 K	Level 3 Grade 1	Level 4 Grade 1	Level 5 Grade 2	Level 6 Grade 2	Level 7 Grade 3	Level 8 Grade 3
	Alphabet Recognition Individual Activity		Fall 2008	111 91.9	205 96.6						
	Alphabet Writing Group Activity		Fall 2008	92 96.7							

	Spelling Group Activity		Fall 2008	95 87.4		110 75.5		23 56.5		0 0.0	
	Decoding Individual Activity	165 1.8	Fall 2008		118 64.4	64 82.8	36 94.4	33 90.9	167 98.8		
	READING AND ORAL EXPRESSION <u>Description of strand</u>	<u>Previously Mastered</u>	Date of Assessment	Level 1 K	Level 2 K	Level 3 Grade 1	Level 4 Grade 1	Level 5 Grade 2	Level 6 Grade 2	Level 7 Grade 3	Level 8 Grade 3
	Vocabulary Group Activity		Fall 2008			112 40.2		25 40.0		0 0.0	
	Sight Words Individual Activity	15 6.7	Fall 2008		119 79.0	65 87.7	30 96.7	33 93.9	19 94.7	14 92.9	15 100.0
	Concepts of Print Individual Activity		Fall 2008	225 97.8							
	Emergent Reading Individual Activity		Fall 2008		202 90.6						
	Reading Accuracy Individual Activity	61 1.6	Fall 2008			87 74.7	55 72.7	52 86.5	60 95.0	51 84.3	65 93.8
	Reading Comprehension Individual Activity	57 1.8	Fall 2008			89 68.5	53 69.8	50 88.0	63 88.9	51 78.4	63 90.5
	Oral Expression Individual Activity		Fall 2008	111 86.5	81 75.3	77 74.0	54 72.2	49 89.8	62 91.9	51 80.4	62 90.3
	Reading Rate Individual Activity	42 4.8	Fall 2008				49 42.9	27 96.3	32 93.8	26 76.9	45 93.3
	Reading Expression Individual Activity		Fall 2008				48 43.8	28 96.4	30 93.3	26 80.8	40 92.5
	LISTENING AND WRITING <u>Description of strand</u>		Date of Assessment	Level 1 K	Level 2 K	Level 3 Grade 1	Level 4 Grade 1	Level 5 Grade 2	Level 6 Grade 2	Level 7 Grade 3	Level 8 Grade 3
	Listening Comprehension Group Activity		Fall 2008	128 78.9		105 58.1		6 33.3		0 0.0	

2006 - 2009

Results by Disability Status *

School	Grade	Year	Category	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
						#	%	#	%	#	%	#	%	#	%
28Q175	3	2006	GE	86	696.4	1	1.2	8	9.3	38	44.2	39	45.3	77	89.5
28Q175	3	2006	Sp.Ed	14	663.7	0	0.0	5	35.7	8	57.1	1	7.1	9	64.3
28Q175	3	2007	GE	70	716.5	0	0.0	3	4.3	24	34.3	43	61.4	67	95.7
28Q175	3	2007	Sp.Ed	11	695.6	0	0.0	1	9.1	7	63.6	3	27.3	10	90.9
28Q175	3	2008	GE	75	719.9	0	0.0	1	1.3	31	41.3	43	57.3	74	98.7
28Q175	3	2008	Sp.Ed	20	676.6	1	5.0	4	20.0	10	50.0	5	25.0	15	75.0
28Q175	3	2009	GE	96	707.6	0	0.0	0	0.0	56	58.3	40	41.7	96	100.0
28Q175	3	2009	Sp.Ed	13	691.0	0	0.0	0	0.0	11	84.6	2	15.4	13	100.0
28Q175	4	2006	GE	61	699.0	1	1.6	3	4.9	34	55.7	23	37.7	57	93.4
28Q175	4	2006	Sp.Ed	21	637.4	6	28.6	7	33.3	6	28.6	2	9.5	8	38.1
28Q175	4	2007	GE	74	703.7	0	0.0	7	9.5	29	39.2	38	51.4	67	90.5
28Q175	4	2007	Sp.Ed	19	660.1	0	0.0	8	42.1	11	57.9	0	0.0	11	57.9
28Q175	4	2008	GE	65	719.4	0	0.0	0	0.0	27	41.5	38	58.5	65	100.0
28Q175	4	2008	Sp.Ed	18	669.7	1	5.6	3	16.7	12	66.7	2	11.1	14	77.8
28Q175	4	2009	GE	76	719.3	0	0.0	1	1.3	25	32.9	50	65.8	75	98.7
28Q175	4	2009	Sp.Ed	23	660.4	2	8.7	6	26.1	12	52.2	3	13.0	15	65.2
28Q175	5	2006	GE	78	695.0	1	1.3	2	2.6	40	51.3	35	44.9	75	96.2
28Q175	5	2006	Sp.Ed	31	629.9	10	32.3	9	29.0	11	35.5	1	3.2	12	38.7
28Q175	5	2007	GE	66	708.7	1	1.5	2	3.0	23	34.8	40	60.6	63	95.5
28Q175	5	2007	Sp.Ed	16	657.8	2	12.5	4	25.0	10	62.5	0	0.0	10	62.5
28Q175	5	2008	GE	70	707.2	0	0.0	3	4.3	29	41.4	38	54.3	67	95.7
28Q175	5	2008	Sp.Ed	22	668.8	1	4.5	1	4.5	17	77.3	3	13.6	20	90.9
28Q175	5	2009	GE	63	719.0	0	0.0	0	0.0	13	20.6	50	79.4	63	100.0
28Q175	5	2009	Sp.Ed	21	675.5	1	4.8	3	14.3	14	66.7	3	14.3	17	81.0
28Q175	All Grades	2006	GE	225		3	1.3	13	5.8	112	49.8	97	43.1	209	92.9
28Q175	All Grades	2006	Sp.Ed	66		16	24.2	21	31.8	25	37.9	4	6.1	29	43.9
28Q175	All Grades	2007	GE	210		1	0.5	12	5.7	76	36.2	121	57.6	197	93.8
28Q175	All Grades	2007	Sp.Ed	46		2	4.3	13	28.3	28	60.9	3	6.5	31	67.4
28Q175	All Grades	2008	GE	210		0	0.0	4	1.9	87	41.4	119	56.7	206	98.1

New York City Department of Education

Results of the MATH Test

Grades 3, 4, 5, 6, 7 and 8

2006 - 2009

Results by English Proficiency Status *

School	Grade	Year	Category	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
						#	%	#	%	#	%	#	%	#	%
28Q175	3	2006	ELLs	22	662.8	1	4.5	7	31.8	12	54.5	2	9.1	14	63.6
28Q175	3	2006	EP	78	700.0	0	0.0	6	7.7	34	43.6	38	48.7	72	92.3
28Q175	3	2007	EP	77	715.4	0	0.0	4	5.2	27	35.1	46	59.7	73	94.8
28Q175	3	2008	ELLs	13	682.2	0	0.0	1	7.7	10	76.9	2	15.4	12	92.3
28Q175	3	2008	EP	82	715.3	1	1.2	4	4.9	31	37.8	46	56.1	77	93.9
28Q175	3	2009	ELLs	7	678.6	0	0.0	0	0.0	7	100.0	0	0.0	7	100.0
28Q175	3	2009	EP	102	707.5	0	0.0	0	0.0	60	58.8	42	41.2	102	100.0
28Q175	4	2006	EP	78	686.6	6	7.7	9	11.5	38	48.7	25	32.1	63	80.8
28Q175	4	2007	ELLs	14	660.1	0	0.0	6	42.9	7	50.0	1	7.1	8	57.1
28Q175	4	2007	EP	79	700.9	0	0.0	9	11.4	33	41.8	37	46.8	70	88.6
28Q175	4	2008	ELLs	7	685.3	0	0.0	1	14.3	4	57.1	2	28.6	6	85.7
28Q175	4	2008	EP	76	710.7	1	1.3	2	2.6	35	46.1	38	50.0	73	96.1
28Q175	4	2009	ELLs	9	681.0	1	11.1	0	0.0	7	77.8	1	11.1	8	88.9
28Q175	4	2009	EP	90	708.1	1	1.1	7	7.8	30	33.3	52	57.8	82	91.1
28Q175	5	2006	ELLs	17	622.4	8	47.1	3	17.6	6	35.3	0	0.0	6	35.3
28Q175	5	2006	EP	92	686.5	3	3.3	8	8.7	45	48.9	36	39.1	81	88.0
28Q175	5	2007	ELLs	9	677.7	2	22.2	1	11.1	2	22.2	4	44.4	6	66.7
28Q175	5	2007	EP	73	701.4	1	1.4	5	6.8	31	42.5	36	49.3	67	91.8
28Q175	5	2008	ELLs	12	663.9	0	0.0	4	33.3	6	50.0	2	16.7	8	66.7
28Q175	5	2008	EP	80	703.1	1	1.3	0	0.0	40	50.0	39	48.8	79	98.8
28Q175	5	2009	ELLs	6	676.3	0	0.0	0	0.0	4	66.7	2	33.3	6	100.0
28Q175	5	2009	EP	78	710.5	1	1.3	3	3.8	23	29.5	51	65.4	74	94.9

28Q175	All Grades	2006	ELLs	43		10	23.3	11	25.6	20	46.5	2	4.7	22	51.2
28Q175	All Grades	2006	EP	248		9	3.6	23	9.3	117	47.2	99	39.9	216	87.1
28Q175	All Grades	2007	ELLs	27		2	7.4	7	25.9	13	48.1	5	18.5	18	66.7
28Q175	All Grades	2007	EP	229		1	0.4	18	7.9	91	39.7	119	52.0	210	91.7
28Q175	All Grades	2008	ELLs	32		0	0.0	6	18.8	20	62.5	6	18.8	26	81.3
28Q175	All Grades	2008	EP	238		3	1.3	6	2.5	106	44.5	123	51.7	229	96.2
28Q175	All Grades	2009	ELLs	22		1	4.5	0	0.0	18	81.8	3	13.6	21	95.5
28Q175	All Grades	2009	EP	270		2	0.7	10	3.7	113	41.9	145	53.7	258	95.6

NY Start (New York State Testing and Accountability Reporting Tool) www.nystart.gov has a detailed summary report of the science test results. Student performance on the spring 2009 Grade 4 science test is detailed below. Students have been well prepared and have demonstrated their scientific knowledge. The mean score of 71-90 is very good. There were three perfect papers.

Grade 4 Science Spring 2009						
Students	# Tested	Level 1	Level 2	Level 3	Level 4	Mean Score
All	98	2	6	25	65	86
General Education	76	1	1	12	62	90
Students with Disabilities	22	1	5	13	3	71
English Language Learners	9	0	2	5	2	75

The data was retrieved from the 2008-2009 (NYstart) New York State Testing and Accountability Reporting Tool. The mean score range was from 75 to 91.

Grade 5 Social Studies Fall 2008						
Students	# Tested	Level 1	Level 2	Level 3	Level 4	Mean Score
All	81	2	0	22	57	88
General Education	62	0	0	11	51	91
Students with Disabilities	19	2	0	11	6	76
English Language Learners	5	0	0	4	1	75

New York State English as a Second Language Achievement Test

The total number of English Language Learners (ELL)/Limited English Proficient (LEP) students is based on the ATS New York City, Public Schools LAB-R, NYSESLAT Exam History for PS 175 Queens (RLAT) Entitled Students Only, the English Language Learner students have varied levels of English Language proficiency, as indicated.

2008-2009 NYSESLAT	Beginning Level	Intermediate Level	Advanced Level
Kindergarten	1	0	0
First	6	0	0
Second	1	3	4
Third	1	4	5
Fourth	2	4	5
Fifth	1	8	5
Total	12	19	19

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

SMART Goal # 1 English Language Arts

By June 2010, 80% of **general education students** in grade 3, grade 4, and grade 5 will demonstrate a minimum level 2 and a maximum level of 4 on the spring 2010 New York State English Language Arts test.

By June 2010, 80% of **special education students** in grade 3, grade 4 and grade 5 will demonstrate an increased mean score of 30 points on the spring 2010 New York State English Language Arts test as compared to 2006 – 2009 test results.

By June 2010, 80% of **English Language Learners** in grade 3, grade 4 and grade 5 will demonstrate an increased mean score of 1-30 points on the spring 2010 New York State English Language Arts Test as compared to 2006-2009 results.

By June 2010, 80% of the **early childhood students** in grade kindergarten, grade 1 and grade 2 will master benchmark levels on the ECLAS-2 test (Early Childhood Language Arts System-2)

By June 2010, 80% of **all students** in grade 2 and in grade 3 who achieved an ECLAS-2 level 5 will master benchmark levels on the EPAL.

SMART Goal # 2 Mathematics

By June 2010, 80% of **general education students** in grade 3, grade 4, and grade 5 will demonstrate a minimum level 2 and a maximum level of 4 on the spring 2010 New York State Mathematics test.

By June 2010, 80% of **special education students** in grade 3, grade 4 and grade 5 will demonstrate an increased mean score of 30 points on the spring 2010 New York State Mathematics test as compared to 2006 – 2009 test results.

By June 2010, 80% of **English Language Learners** in grade 3, grade 4 and grade 5 will demonstrate an increased mean score of 1-30 points on the spring 2010 New York State Mathematics Test as compared to 2006-2009 results.

By June 2010, 80% of the **early childhood students** in grade kindergarten, grade 1 and grade 2 will master benchmark levels on the Everyday Mathematics Assessment Test

SMART Goal # 3 Technology

By June 2010 an additional 10% of instructional spaces throughout the school will be equipped with SMART Boards.

By June 2010 an additional 5% of teachers will be provided with learning opportunities at least 3 times through “Lunch and Learn”, After School Professional Development provided by Teq Smart Board, or ICI Network Specialists.

By June 2010 50% of teachers whose classrooms have SMART Boards will incorporate the Smart Board notebook software in at least one lesson that is either informally or formally observed by the principal and/or assistant principal.

SECTION VI: ACTION PLAN
ENGLISH LANGUAGE ARTS

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Literacy – Reading/Writing

<p>Annual Goal #1 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To improve reading instruction in the school with a focus on raising student achievement.</p> <ul style="list-style-type: none"> • By June 2010, 80% of general education students in grade 3, grade 4, and grade 5 will demonstrate a minimum level 2 and a maximum level of 4 on the spring 2010 New York State English Language Arts test. • By June 2010, 80% of special education students in grade 3, grade 4 and grade 5 will demonstrate an increased mean score of 30 points on the spring 2010 New York State English Language Arts test as compared to 2006 – 2009 test results. • By June 2010, 80% of English Language Learners in grade 3, grade 4 and grade 5 will demonstrate an increased mean score of 1-30 points on the spring 2010 New York State English Language Arts Test as compared to 2006-2009 results. • By June 2010, 80% of the early childhood students in grade kindergarten, grade 1 and grade 2 will master benchmark levels on the ECLAS-2 test (Early Childhood Language Arts System-2) • By June 2010, 80% of all students in grade 2 and in grade 3 who achieved an ECLAS-2 level 5 will master benchmark levels on the EPAL.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Daily September 2009-June 2010 all students (general education, special education, English Language Learners) will participate in 90 minute literacy blocks of instruction. • Common Preparation Periods – Grade Meetings • Teachers and students will conference to develop and use checklists and rubrics to analyze student work and assess individual student’s needs. • Lesson plans will facilitate classroom activities, assignments, tasks, projects and instruction differentiated planned for students who are approaching, meeting or exceeding grade level standards. • Identified students will participate in appropriate pull out periods of English as a Second

	<p>Language instruction, SETSS (Special Education Teacher Support Services) instruction, AIS (Academic Intervention Services) instruction, and rotated At Risk instruction.</p> <ul style="list-style-type: none"> • Identified students will also participate in Title III programs and Saturday Programs (ESL, AIS, Test Prep and Enrichment). • Students will self monitor their progress. • Principal and assistant principal will conduct walkthroughs and review student work. • AIS/Title I Reading Teacher, SETSS Teacher and (IEP) Individual Educational Plan Teacher will monitor student progress. <p>Saturday Program</p> <ul style="list-style-type: none"> • Sessions 9:00 AM – 1:00 PM (December 2009 – May 2010) • Maximum teacher student ratio of 1:15 • Teachers will maintain ongoing records
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Tax Levy Library Books – NYSTL Budget • Classroom Leveled Library – Standards Budget • C4E Integrated Curriculum Learning Support Organization – Professional Development • City Tax Levy Funds • Parent Workshops – School Leadership Funds, Title I Funds, Title III Funds
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Spring 2010 (ATS) Automate The Schools (ELA) NYS English Language Arts Test results • Informal and Formal student assessments (ECLAS-2, EPAL, ACUITY) • 2010 spring (NYSESLAT) New York State English as a Second Language Achievement Test • 2010 spring ECLAS-2 and EPAL Test results • Student’s performance on ACUITY Performance Tests will show improvement as compared to previous test results. Predictive Tests will be administered three times a year. Teachers will look for trends. This data will support Inquiry Team Work. • Flexible student groups (Inquiry Team, AIS, Rotated Groups of At Risk Students) • Student Recognition and Student Awards – “Reading Champions” • Examination of Student Work • Increase positive student attitudes toward reading by building fluency, stamina, vocabulary and comprehension.

SECTION VI: ACTION PLAN

MATHEMATICS

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Mathematics

<p>Annual Goal #2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve math instruction in the school with a focus on raising student achievement.</p> <ul style="list-style-type: none"> • By June 2010, 80% of general education students in grade 3, grade 4, and grade 5 will demonstrate a minimum level 2 and a maximum level of 4 on the spring 2010 New York State Mathematics test. • By June 2010, 80% of special education students in grade 3, grade 4 and grade 5 will demonstrate an increased mean score of 30 points on the spring 2010 New York State Mathematics test as compared to 2006 – 2009 test results. • By June 2010, 80% of English Language Learners in grade 3, grade 4 and grade 5 will demonstrate an increased mean score of 1-30 points on the spring 2010 New York State Mathematics Test as compared to 2006-2009 results. • By June 2010, 80% of the early childhood students in grade kindergarten, grade 1 and grade 2 will master benchmark levels on the Everyday Mathematics Assessment Test
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Daily September 2009-June 2010 all students (general education, special education, English Language Learners) will participate in 90 minute mathematics blocks of instruction. • Common Preparation Periods – Grade Meetings • Teachers and students will conference to develop and use checklists and rubrics to analyze student work and assess individual student’s needs. • Lesson plans will facilitate classroom activities, assignments, tasks, projects and instruction differentiated planned for students who are approaching, meeting or exceeding grade level standards. • Identified students will participate in appropriate pull out periods of English as a Second Language instruction, SETSS (Special Education Teacher Support Services) instruction, AIS (Academic Intervention Services) instruction, and rotated At Risk instruction. • Identified students will also participate in Title III programs and Saturday Programs

	<p>(ESL, AIS, Test Prep and Enrichment).</p> <ul style="list-style-type: none"> • Students will self monitor their progress. • Student Math Journals • Student Math assessment binders • Student Math pocket folders • Principal and assistant principal will conduct walkthroughs and review student work. • AIS/Title I Reading Teacher, SETSS Teacher and (IEP) Individual Educational Plan, and English as a Second Language teacher will monitor student progress in collaboration with the student's primary classroom teacher and with the student's special education service providers. <p>Saturday Program</p> <ul style="list-style-type: none"> • Sessions 9:00 AM – 1:00 PM (December 2009 – May 2010) • Maximum teacher student ratio of 1:15 • Teachers will maintain ongoing records • Students will self monitor their own progress • Principal will conduct walkthroughs and review student work.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Tax Levy Library Books – NYSTL Budget • Classroom Leveled Library – Standards Budget • C4E Math Specialist • C4E Integrated Curriculum Learning Support Organization – Professional Development • City Tax Levy Funds • Parent Workshops – School Leadership Funds, Title I Funds, Title III Funds
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Spring 2010 (ATS) Automate The Schools NYS Mathematics Test results • Informal and Formal student assessments (ACUITY) • Flexible student groups (Inquiry Team, AIS, Rotated Groups of At Risk Students) • Examination of Student Work • Evidence of growth in mathematics: arithmetic and number concepts/number and operation concepts, geometry and measurement concepts, problem solving and mathematical reasoning, statistics and probability concepts and vocabulary

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Tax Levy Library Books – NYSTL Budget • Classroom Leveled Library – Standards Budget • C4E Math Specialist • C4E Integrated Curriculum Learning Support Organization – Professional Development • City Tax Levy Funds • Parent Workshops – School Leadership Funds, Title I Funds, Title III Funds
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Flexible student groups (Inquiry Team, AIS, Rotated Groups of At Risk Students) • Examination of Student Work • Evidence of growth in mathematics: arithmetic and number concepts/number and operation concepts, geometry and measurement concepts, problem solving and mathematical reasoning, statistics and probability concepts and vocabulary

SECTION VI: ACTION PLAN

TECHNOLOGY

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): Technology

<p>Annual Goal #3 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To further incorporate technology into the instructional program</p> <ul style="list-style-type: none"> • By June 2010 an additional 10% of instructional spaces throughout the school will be equipped with SMART Boards. • By June 2010 an additional 5% of teachers will be provided with learning opportunities at least 3 times through “Lunch and Learn”, After School Professional Development provided by Teq Smart Board, or ICI Network Specialists. • By June 2010 50% of teachers whose classrooms have SMART Boards will incorporate the Smart Board notebook software in at least one lesson that is either informally or formally observed by the principal and/or assistant principal.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Monthly September 2009-June 2010 teachers whose classrooms are equipped with Smart Boards and teachers who are interested in learning how to use a Smart Board are invited to participate in P. S. 175 Queens “Lunch and Learn Smart Board Sessions”. • Identified teachers will participate in scheduled off site Smart Board Sessions (Weekends, After-school, Winter Recess, Spring Recess, and Summer Recess). • Teachers will self monitor their progress. • Teachers will create, maintain and share “Smart Board” core subject lessons. • Principal and assistant principal will conduct walkthroughs and observe the teacher. • Common Preparation Periods – Grade Meetings
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Tax Levy Software – NYSTL Budget • City Council Reso A Grant • Integrated Curriculum Learning Support Organization – Professional Development • City Tax Levy Funds • Parent Workshops
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Sign in sheets • “Lunch and Learn” Agenda • SMART Board After School Professional Development • Evidence of growth in technology: Smart Board, Airliners, Senteo • Review of Tequipment News Letters

LIST OF
TECHNOLOGY STANDARDS TO SUPPORT GOAL #3
Technology Foundation Standards for Students (ISTE Standards, Copyright)

Basic Operations and Concepts

- Students demonstrate a sound understanding of the nature and operation of technology systems.
- Students are proficient in the use of technology.

Social, Ethical, and Human Issues

- Students understand the ethical, cultural, and societal issues related to technology.
- Students practice responsible use of technology systems, information, and software.
- Students develop positive attitudes toward technology uses that to support lifelong learning, collaboration, personal pursuits, and productivity.

Technology Productivity Tools

- Students use technology tools to enhance learning, increase productivity, and promote creativity.
- Students use productivity tools to collaborate in constructing technology--enhanced models, prepare publications, and produce other creative works.

Technology Communications Tools

- Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
- Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

Technology Research Tools

- Students use technology to locate, evaluate, and collect information from a variety of sources.
- Students use technology tools to process data and report results.
- Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

Technology Problem-Solving and Decision-Making Tools

- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	6	7	N/A	N/A	4	0	3	2
1	7	5	N/A	N/A	4	0	3	0
2	16	16	N/A	N/A	4	0	4	3
3	14	14	N/A	N/A	5	0	5	4
4	15	15	10	0	5	0	5	0
5	14	14	10	5	5	0	5	2
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Identified “At Risk” students include students with disabilities (SETSS, 12:1, 12:1:1), English as a Second Language students and Inquiry Team students. AIS in English Language Arts is implemented in many programs and instructional strategies:</p> <ul style="list-style-type: none"> • Differentiated Instruction in grade kindergarten, 1, 2, 3, 4, 5 grade classes • Wilson Reading Program – Small Group Pull Out and Classroom Instruction • Foundations Reading Program – Small Group Pull Out and Classroom Instruction • Extended Day Program 37.5 minutes • Inquiry Team – Small Group Pull Out and Push in Program • Saturday Academy - Small Group Instruction • Title III – Small Group Instruction <p>Through frequent content and skill based assessment the effectiveness of each intervention will be determined. Students will participate in the appropriate level of intervention according to the assessment results.</p>
Mathematics:	<p>Identified “At Risk” students include students with disabilities (SETSS, 12:1, 12:1:1), English as a Second Language students and Inquiry Team students. AIS in mathematics is implemented in many programs and instructional strategies:</p> <ul style="list-style-type: none"> • Differentiated Instruction in grade kindergarten, 1, 2, 3, 4, 5 grade classes • F Status AIS– Small Group Pull Out and Classroom Instruction • Extended Day Program 37.5 minutes • Inquiry Team – Small Group Pull Out and Push in Program • Saturday Academy - Small Group Instruction • Title III – Small Group Instruction <p>Through frequent content and skill based assessment the effectiveness of each intervention will be determined. Students will participate in the appropriate level of intervention according to the assessment results.</p>
Science:	<p>AIS in science is implemented in many programs and instructional strategies:</p> <ul style="list-style-type: none"> • Differentiated Instruction in grade kindergarten, 1, 2, 3, 4, 5 grade classes • 90 minutes of science instruction • Saturday Academy - Small Group Instruction • Expanded non-fiction classroom library

Social Studies:	<p>AIS in social studies is implemented in many programs and instructional strategies:</p> <ul style="list-style-type: none"> • Differentiated Instruction in grade kindergarten, 1, 2, 3, 4, 5 grade classes • Extended Day Program 37.5 minutes • Saturday Academy - Small Group Instruction. • Expanded non-fiction classroom library
At-risk Services Provided by the Guidance Counselor:	<p>The guidance counselor will provide guidance and crisis counseling during the school day to students as needed or as specified on the (IEP) Individual Educational Plan. Students are supported in strengthening and developing skills as they cope with school issues, personal issues (classmates, friends, family, current events, etc.) The service is offered in English, and Russian.</p>
At-risk Services Provided by the School Psychologist:	<p>None</p>
At-risk Services Provided by the Social Worker:	<p>The social worker will provide counseling services during the school day to students as needed or as specified on the (IEP) Individual Educational Plan. Students are supported in strengthening and developing skills as they cope with school issues, personal issues (classmates, friends, family, current events, etc.) The service is offered in English, and Spanish. Family members will receive counseling services in learning how to cope with issues that are adversely affecting student progress and student achievement.</p>
At-risk Health-related Services:	<p>The school nurse will provide support services to students and to their family members in learning how to cope with health related issues such as obesity, diabetes, asthma, etc.</p>

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–8 LANGUAGE ALLOCATION POLICY
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District ICILSO	School P.S. 175Q
Principal Linda Green	Assistant Principal Patricia Cooper
Coach N/A	Coach N/A
Teacher/Subject Area Cory Bosetti/ESL	Guidance Counselor Eva Braun
Teacher/Subject Area Christine Viola/Science	Parent Elena Aminova
Teacher/Subject Area Genevieve Coyne/Computer	Parent Coordinator Francine Sternberg
Related Service Provider Debra Rowen	SAF type here
Network Leader Daniel Purus	Other type here

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers		Number of Certified NLA/FL Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	601	Total Number of ELLs	50	ELLs as Share of Total Student Population (%)	8.32%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

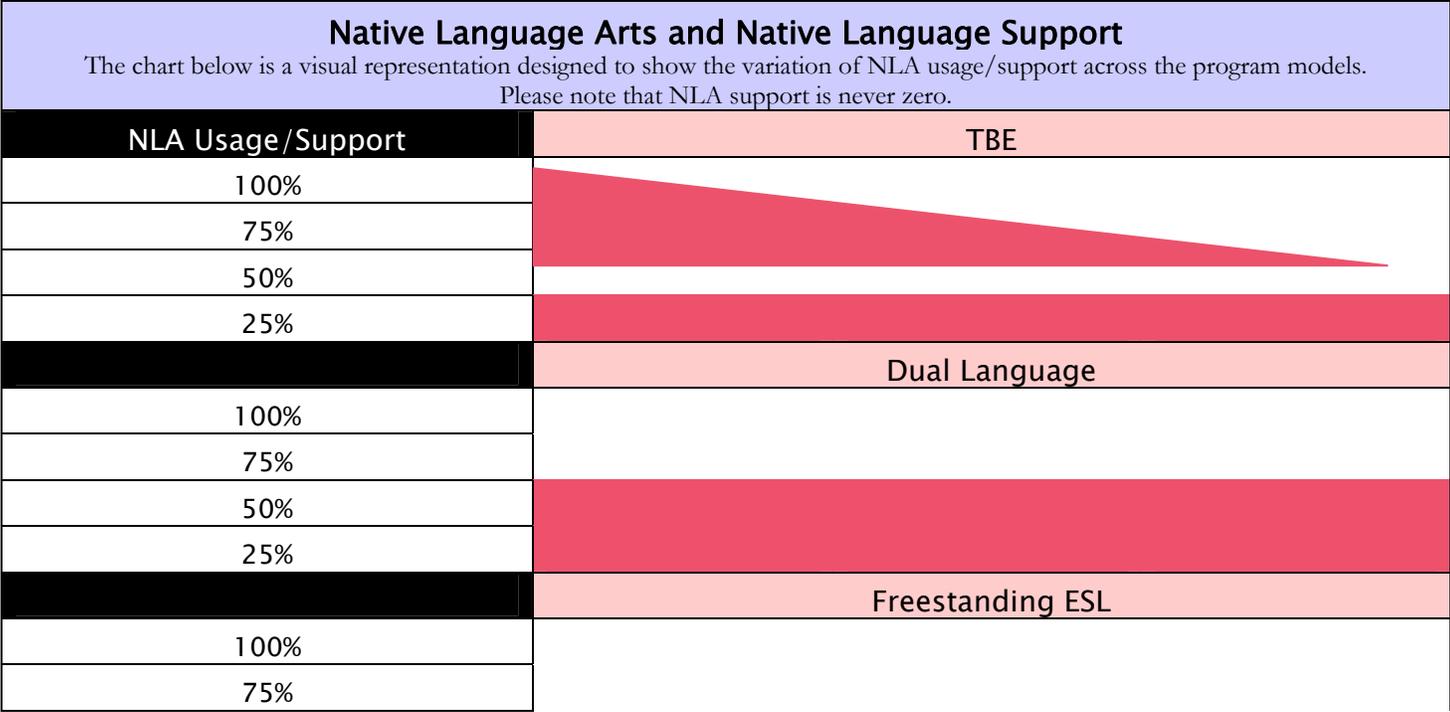
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish					1	3				4
Chinese	1			2						3
Russian	8	4	3	4	6	4				29
Bengali	1	2				1				4
Urdu										0
Arabic			1							1
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other	2	1	1	2	2	1				9

Programming and Scheduling Information

TOTAL	12	7	5	8	9	9	0	0	0	50
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1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day



50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	1	6	1	1	2	1				12
Intermediate(I)	0	0	3	4	4	8				19

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		2		5		2		9
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	0		0		4		1		5
8									0
NYSAA Bilingual Spe Ed									0

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
ELE (Spanish Reading Test)									
Chinese Reading Test									

B. After reviewing and analyzing the assessment data, answer the following

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

- c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Patricia Cooper	Assistant Principal		
Francince Sternberg	Parent Coordinator		
Cory Bosetti	ESL Teacher		
Elena Aminova	Parent		
Christine Viola/Science	Teacher/Subject Area		
Genevieve Coyne/Computer	Teacher/Subject Area		
N/A	Coach		
N/A	Coach		
Eva Braun	Guidance Counselor		
Debra Rowen	School Achievement Facilitator		
Daniel Purus	Network Leader		
	Other		
	Other		

Signatures

School Principal Date

Community Superintendent Date

Reviewed by ELL Compliance and Performance Specialist Date

LAP is included in the CEP

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) Kindergarten – 5th Number of Students to be Served: 50 LEP _____ Non-LEP

Number of ESL Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

ESL Instruction

The students participate in "Pull-Out" English as a Second Language program rather than "Push-In" English as a Second Language program. Each grade kindergarten, 1, 2, 3, 4, and 5 is scheduled during a specific "Pull – Out" period. Level I and Level II students (Beginner and Intermediate) receive 360 minutes of services weekly. Level III students (Advanced) receive a minimum of 180 minutes of services weekly. All instruction is in English. The English as a Second Language teacher follows New York State/New York City English as a Second Language standards and methodology. The English as a Second Language teacher creates and maintains an instructional program that incorporates: balanced literacy, thematic units, non-fiction content, conventional grammar and a student lending library. Writing instruction is child based in order to make a valuable connection with the various cultural and personal student experiences. For the more advanced student instructional time is devoted to the exploration and investigation of more complex vocabulary needed for reading and writing deeper responses, to providing intense guided reading group work and to supporting the development of advanced literacy skills. In addition the English as a Second Language teacher creates and maintains a resource library for teachers, and parents.

Instruction for ELL Subgroups

- SIFE Students

We have only had one kindergarten student within this category. We have provided tutoring, peer buddy system, additional ESL services, as well as our Saturday Program.

- ELLs in US Schools Less Than Three Years
These students receive 360 minutes of ESL instruction per week. These students participate in our Early Morning Extended Day Program, our Saturday Program, in summer ESL instruction and are encouraged to participate in the Parents Association After School Program.
- Long Term ELLs
These students participate in our Early Morning Extended Day Program, and our Saturday Program.
- ELLs Identified with Disabilities
These students are referred to bilingual special education programs if specified on their IEP or if requested by parents or guardians. For SETSS services, students will remain in monolingual classrooms depending on parental requests.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

“ESL Saturday Program”

The English as a Second Language Teacher and the general education teacher will share strategies, methods, and resources as they plan lessons together to meet the academic needs of the “ESL Saturday Program” students especially in science and social studies. The teachers will meet and plan their lessons. During the teacher’s planning sessions, students will be monitored as they use individualized instructional software in the computer lab.

“PS 175 Queens ESL Program”

The English as a Second Language teacher will attend professional development seminars coordinated by: the UFT Teachers Resource Center, and by the (ICILSO) Integrated Curriculum and Instruction Learning Support Organization. The seminars are devoted to “How Best to Teach English Language Learners” in core subjects of literacy, mathematics, science and social studies. The English as a Second Language teacher will “Turn Key” materials, handouts and strategies with all teachers and related service providers. The ESL teacher, primary classroom teachers, and cluster teachers will meet to develop lesson plans, activities, share strategies and best practices that support the development and acquisition of the ELL student’s academic language in all content areas. The ESL teacher is available throughout the year to support teachers on an individual basis.

The Network 18 English Language Learner Instructional Support Specialist is a valuable resource person who supports our teachers and students.

Form TIII – A (1)(b)

School: PS 175 Queens, The Lynn Gross Discovery School BEDS Code: 342800010175

Title III LEP Program

One supervisor and two teachers will be assigned to the Saturday Academy English as a Second Language Program. The Saturday Academy English as a Second Language Program will meet four hours during each session totaling 19 sessions from December 2009 to May 2010.

English as a Second Language students in grade 2, grade 3, grade 4 and grade 5 will strengthen and develop “English as a Second Language” skills (reading, writing, speaking and listening) and core subject skills (literacy, mathematics, science and social studies). The students will receive instruction from two highly qualified teachers English as a Second Language teacher and common branch teacher. The reduced student to teacher ratio is an optimum factor to increase levels of student achievement.

The students will follow a “Flip/Flop” instructional program design. Each group of students will have the opportunity to receive “ESL” instruction and “Core Subject” instruction especially in science and social studies.

An extensive “Scholastic Book” library will support our students as they explore various genres, fiction, non-fiction, favorite book titles, and books that encourage our students to practice habits of independent reading.

School Building Budget Summary

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.

Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	\$11,850.58	(158 hours of per session for ESL and General Ed teacher to support ELL Students: 158 hours x \$49.89 (current teacher per session rate with fringe) = \$ 7,882.62) (76 hours of per session for supervisor to support ELL Students: 76 hours x \$52.21 (current supervisor per session rate with fringe) = \$3,967.96)
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	\$3,149.42	Scholastic Leveled Books Kindergarten Ready to Go Independent reading 0439704332 \$327.00 Kindergarten Ready to Go Non-Fiction 0439704375 \$327.00 Grade One Ready to Go Non Fiction 0439704375 \$327.00 Grade Two Ready to Go Non Fiction 0439704413 \$327.00 Grade Three Ready to Go Non Fiction 0439704456 \$327.00 Grade Four Ready to Go Non Fiction 0439704456 \$327.00 Teachers College Reading and Writing Project Libraries Level 3 0439814111 \$118.81 Level 4 043981412X \$118.81 Non Fiction Library, Grade K 0439401577 \$179.85 Non Fiction Library, Grade 1 0439401585 \$179.85 Non Fiction Library, Grade 2 0439401593 \$179.85 Non Fiction Library, Grade 3 0439401607 \$179.85 Favorite Books, Grade 3 0590643371 \$ 65.40 Favorite Books, Grade 4 059064341X \$ 74.12 Shipping and handling \$ 90.88
Educational Software (Object Code 199)	0	
Travel	0	
Other	0	
TOTAL	\$15,000.00	

Part A 2009-2010 Language Allocation Policy (based on 2008-2009)

ICILSO/D28 PS 175 Queens, The Lynn Gross Discovery School

LAP Worksheets are an attachment.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Principal, Linda Green	Assistant Principal, Patricia Cooper	
Teacher, Cory Bosetti/ESL	Teacher, Christine Viola/science	Teacher, Genevieve Coyne/computer
Parent, Elena Aminova	Parent Coordinator, Francine Sternberg	
Related Service Provider, Debra Rowen	Network Leader, Daniel Purus	

P. S. 175, the Lynn Gross Discovery School is located in a densely populated section of Rego Park, Queens and serves 646 children in grades kindergarten to grade 5 and special education. Large apartment buildings, new developments and a number of attached and semi-attached homes surround the school. The community is multi-ethnic in character with a predominately Russian immigrant population. The ethnicity of our school is: White 67.49%, Black 3.25%, Hispanic 13.78%, Asian and others 15.48%. Our school is designated as a Title I school.

B. Teacher Qualifications

There is one highly certified English as a Second Language teacher at PS 175 Q, The Lynn Gross Discovery School. All other teachers of ESL students are highly qualified general education or special education teachers as evidenced by the BEDS report.

C. School Demographics

Total number of students in school is 601. Total number of ELLs is 50. ELLs as share of total school population is 8.32%.

Part II: ELL Identification Process

1. When students and their family members arrive at the registration counter, they receive from the pupil accounting secretary several student registration forms. The written Home Language Identification Survey (HLIS) is completed by the parent or guardian in their native language. An oral interview is conducted by a language interpreter from our School Based Support Team, social worker, guidance counselor or English as a Second Language teacher or other teaching staff is available. Spoken languages include: Russian, Spanish, and Chinese Mandarin and Cantonese, Korean, Urdu, Hungarian, Polish, and Hebrew. If the HLIS indicates that the LAB-R must be administered to the child our one highly qualified English as a Second Language teacher within 10 days of the child's date of admittance will administer the LAB-R in English or in Spanish. The LAB-R student answer documents as scheduled are hand delivered to the testing collection center. According to the LAB-R results a student will be eligible to take the yearly NYSESLAT – New York State English as a Second Language Achievement Test. When ELL students receive a “reaching proficiency” grade on the NYSESLAT according to the New York State Testing Administrator's Guidelines ELLs are entitled to testing accommodations. It is the responsibility of the testing administrator to see that all teachers of ELLs correctly implement and execute the New York State Guidelines for all ELL students.
2. Parents are invited to attend an ESL parent orientation meeting. During this meeting oral translators are in attendance, printed orientation hand outs are available in a variety of languages and an official Department of Education ESL orientation DVD is viewed in the parent's native language. At this time all three program choices are introduced (Transitional Bilingual, Dual Language, Freestanding ESL). It is important that parents completely understand the three program choices. Parents must know that presently only the Freestanding ESL program is offered at PS 175 Queens. Parents must be given the information regarding where they could locate the Transitional Bilingual and Dual Language program in another location. We would assist the parent's in locating a program of their choice.

In the past “The Home Language Identification Survey” revealed that English Language Learners first languages include: Russian, Spanish, Chinese – Mandarin, Cantonese, Tibetan, Japanese, Korean, Ukrainian, Hebrew, Arabic, Gujarati, Albanian, French, Romanian, etc. There has been a preference for children to participate in the Freestanding English as a Second Language pull out model of instruction rather than a bilingual model of instruction, as indicated in the parent survey letters. P. S. 175 Queens does not offer a bilingual program. Parents refused the option of receiving bilingual instruction for their children because the instruction would only be offered at a school located elsewhere in the district.

If a parent is unable to attend an ESL parent orientation meeting a second meeting is scheduled. An outreach is made in writing and by telephone in the parent’s native language. A former ESL parent has been instrumental in welcoming a newcomer ESL parent.

3. Entitlement letters are downloaded from the Department of Education’s Office of English Language Learners dated and distributed in the parent’s first language. Parents are asked to return the letter within a week. A follow up letter is sent if the initial letter is not returned in a timely fashion. If necessary we reach out to the parent with a home visit supported by the school social worker, or school guidance counselor and the school English as a Second Language teacher. It is very rare that a home visit is needed.

4. As determined by the student’s LAB-R score and parent program choice, entitled ESL students receive the appropriate units of Freestanding ESL instruction per CR Part 154 regulations: 180 minutes or 360 minutes with our one highly qualified English as a Second Language teacher. Parents are invited to visit the class and to remain for a period of time to observe the class.

5. In the past few years after reviewing the Parent Survey and Parent Selection forms 100% of the parents have made the choice to remain at PS 175 Queens as their child (50 students) participates in the Freestanding ESL program of instruction.

6. The Freestanding ESL program model offered at our school is aligned with parent requests.

We are always prepared to provide our parents with information regarding Transitional Bilingual, and Dual Language programs.

Students’ first home languages are valued. Our Parent Coordinator recruits native language translators in order to communicate in verbal and written form to all family members. The automated “School Messenger” service telephones a student’s home to announce school wide events and information in the student’s first language.

D. Programming and Scheduling Information

1. How is instruction delivered?

Instruction is delivered by our one qualified English as a Second Language teacher. English Language Learner students receive one or two units of English as a Second Language instruction per CR Part 154 regulations. The English as a Second Language teacher follows the school wide “Pull-Out” organizational model as she picks up each student from their official classroom and returns each student to their official classroom. The program model supports students who are heterogeneously grouped as grade levels and proficiency levels may vary within a group. However students are usually grouped with others that are on or close to their English language proficiency or grade level. Many factors must be considered when students are grouped: English language proficiency, age, academic needs, and core curriculum.

2. The ESL teacher instructs her students in balanced literacy, mathematics, social studies and beginning language development. During this “Pull-Out” period(s) only a few students remain with the primary classroom teacher. New concepts and ideas are never taught in the

primary classroom without the entire class in attendance. Thus ESL students receive an appropriate block of instruction without missing primary classroom instruction.

3. How are content areas of instruction delivered?

Balanced Literacy approach to reading is used – reading and writing workshop model of instruction, guided reading, phonics, fluency, vocabulary, comprehension (cause/effect, author’s purpose, drawing conclusions, predictions, sequencing, main idea, details, character traits, etc)

Authors Studies, Resources include: Magazines, Dictionary, Thesaurus, Glossary

The ESL library, school library and classroom libraries contain native home language books

Mathematics – All seven strands of investigation are facilitated in cooperation with the primary classroom teacher and math cluster teacher

Science – observation and investigation strategies are used to support the primary classroom teacher and the science cluster teacher

Social Studies – themes, personal experiences, cultures, traditions, history, current events, and holidays are considered when lessons are planned in cooperation with the primary classroom teacher

Technology – instructional websites and curriculum websites foster independence and student paced instruction www.starfall.com, www.onemorestory.com, <http://www.sciencebuddies.org/>

Instructional Strategies include TPR -Total Physical Response and CALLA-Cognitive Academic Language Learning Approach

In our building (LAP) Language Allocation Policy Principles are implemented.

Principle 2: Academic Rigor and Accountable Talk are practiced in our school. These instructional strategies facilitate student learning in the “Workshop Model of Instruction”. Our teachers practice all components of the workshop model (Connection, Teach, Active Engagement, Link, Journal and Share) and design differentiated tasks whereby each student can demonstrate their understanding of an idea or of a concept in the core subject areas of literacy, mathematics, science, social studies and technology.

Principle 4: Explicit English as a Second Language and English Language Arts instruction strategies apply to our school. Our “ESL” teacher uses and demonstrates to the classroom teachers, cluster teachers and service providers methods, resources, and strategies to facilitate instruction for our English as a Second Language students. The English as a Second Language teacher and classroom teachers discuss individual’s progress, learning styles, strengths and areas in need of improvement. Common preparation periods, grade meetings, and curriculum planning sessions are scheduled to include the classroom teachers and the English as a Second Language teacher to maximize English language acquisition for English Language Learners.

Principle 8: High Quality Teachers of English Language Learners apply to our school. Our one English as a Second Language teacher is a veteran teacher. She is a bilingual teacher who has many years of teaching experience. She values and appreciates the student diversity at The Lynn Gross Discovery School. The “ESL” teacher attends and then “Turn Keys” skills and strategies acquired at UFT Teachers Center professional development sessions.

Principle 9: Alignment of Special Education Requirements and the Language Allocation Policy apply to our school. Students receive the appropriate number of instructional periods in accordance with the student’s (IEP) Individual Educational Plan. In addition when indicated on an “IEP” a bilingual language paraprofessional is assigned to a student.

4. How do you differentiate instruction for ELL subgroups?

SIFE - Students with Interrupted Formal Education

In the past we never had a SIFE student. However a kindergarten student exited in spring 2009 from PS 175 Q and returned to Russia. Fall 2009 this same student returned to PS 175 Queens.

Conferences and meetings were scheduled with school personnel, (guidance counselor, attendance teacher, classroom teacher, English as a Second Language teacher, parent coordinator, and administrators) the individual student and his mother.

His mother requested that he continue in kindergarten with the same teacher. This request was granted to support this young student's transition back into the school culture. This decision supported our kindergartener: peer buddy, at risk service support, additional ESL instructional hours, additional take home materials (picture dictionary, games, photographs), and community outreach programs for the parent.

Newcomers

These new ESL students receive 360 minutes per week of instruction. In the primary classroom small group instruction with language support must be provided. Grade K, 1 and 2 do not participate in New York State examinations. After reviewing the New York State Test Administration Guidelines some "Newcomers" are exempt from the ELA exam and some "Newcomers" will take the ELA exam after one year of formal instruction (depending on their date of admittance). It is vital that the students be identified correctly so that instruction is planned and facilitated to meet individual student needs.

ELLs Receiving 4 to 6 years of Service

These students have participated perhaps in an ESL program from grade K-2 and are in grade 3, grade 4, or grade 5. They are still eligible to take the NYSESLAT. These students participate in the Early Morning Extended Day Program and the Saturday Program. Students must receive intensive support in developing their area of weakness on the NYSESLAT. Usually the area of weakness is Reading and Writing. The 4 to 6 years of service ELL student has less difficulty with the Speaking and Listening component of the NYSESLAT.

Long Term ELLs (completed 6 years)

Students participate in the Early Morning Extended Day Program and the Saturday Program.

These students perhaps should participate in a Technology planned program of instruction Achieve 3000 or the Rosetta Stone, etc. Technology is a powerful learning tool for ELLs. These students are motivated, and are in "control": able to direct their learning, select a topic, monitor time on task, receive prompt feedback, multi-sensory, hands-on, promotes collaboration with classmates, computers are nonjudgmental, and students can construct meaning and learn in varied and unusual ways, not only from the teacher and from a textbook.

The ESL teacher in cooperation with the primary classroom teacher, and AIS teacher, should examine ACUITY predictive exam results, and the new Matrix component. An item line analysis will help identify learning trends of the long term ELL student.

ELLs identified as having special needs

These self contained class students are referred to bilingual special education programs if specified on their IEP or if requested by parents or guardians. For SETSS services, students will remain in monolingual classrooms depending on parental requests. Classroom teachers must plan closely with the ESL teacher and with special education related service providers.

5. Targeted Intervention Programs for ELLs in ELA, Math and other content areas (specify ELL subgroups targeted) Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

English Programs include:

AIS reading

C4E Mathematics

Early Morning Extended Day

Saturday ESL Program

District Summer ESL Program

6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

As detailed in the New York State Administrator's Guidelines, students who achieve proficiency on the NYSESLAT are entitled to the following testing accommodations: extended time (1 ½), separate location, and select directions/passages read more than once.

It is mandatory that the Testing Coordinator and teachers follow the New York State test administrator's guidelines.

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

Increase the number of ICILSO workshops and seminars attended by the ESL teacher, assistant principal, primary classroom teachers and cluster teachers regarding strategies and best practices for instructing ESL students.

Increase the number of classrooms equipped with interactive SMART Boards that facilitate learning for all students especially ESL students.

Increase the number of residence science and "Blue Print" arts programs to enhance language development for our ESL students.

Increase ESL student's parent involvement – attendance at school wide events, participation at parent workshops, plan to volunteer and escort students on field trips, participate in the New Victory Theatre project Bring Your Family, etc.

Expand participation in the ESL Resource Lending Library –

Inform parents of ESL adult instruction free opportunities at Community Based Organizations

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

ELLs testing accommodations are discontinued after two years from the date of receiving a "proficiency" grade on the NYSESLAT in accordance with the New York State Memo and the New York State Administrator's Manual and Guidelines.

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

ELL students participate in Early Morning Extended Day Program and Saturday Program. ELL students participate in all school wide events and individual class field trips. Classmates who speak the same language Russian, Chinese, Spanish, etc are paired up with the

“Newcomer” to support a smooth transition into the building. The Parents Association After School programs invites all students to participate. This program is funded by the parents.

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

Printed Material

Textbooks include: Scott Foresman ESL, NYSESLAT, ELA, Math, Social Studies and Science Test Prep books, Student Resource

Books include: Picture Dictionaries, Student Dictionaries, Glossaries, Foreign Language Dictionaries, Thesaurus, Atlas, and Fiction/Non Fiction Levelled Libraries,

Technology

Instructional Websites, Interactive SMART Board notebook software, Language Software,

Field Trips

Museums, Zoos, Museums,

Residence Programs

Arts Horizons, Ballroom Dancing, Pennsylvania Farm Animals, and Alley Pond Environmental

School Wide Events

Immigration Festival, Spirit Day, Student Council Elections, City Harvest,

School Wide Publication

ENCORE Magazine (every student includes a piece of writing)

Student Assessment

ACUITY Periodic Assessment – This tool supports the ESL teacher and primary classroom teacher in identifying trends. The teachers discuss what instructional strategies need clarification and what support is needed for the ELL students in the content areas of ELA and mathematics. Language test accommodations (oral translations, written translations) are available in the content areas of mathematics, science and social studies.

NYSESLAT Periodic Assessment – This tool supports the ESL teacher and primary classroom teacher in identifying trends in the specific components of the NYSESLAT (Speaking, Listening, Reading and Writing). The teachers discuss what instructional strategies need to be clarified and what support is needed for the ELL students in order to achieve a “proficiency” grade on the NYSESLAT.

11. How is native language support delivered in each program model?

In the Freestanding ESL program model printed material supports the native language... glossaries, dictionaries, books in the content area, magazines and newspapers are valued and welcomed in the classroom. Intelligence in the first language is valued and recognized with the expectation that intelligence will be developed and demonstrated in the second language. There are staff members who are fluent in the ELL student’s first language. Newcomer students participate in a “buddy program” to support a smooth transition. “Oldcomer” parents reach out to “newcomer” parents. Many parents ask...“How can I help my child with the homework?” Parents are introduced to the multi-lingual “DIAL A TEACHER” program.

12. Do required services support, and resources correspond to ELLs' ages and grade levels?

Yes, because the Freestanding ESL Pull-Out program facilitated by our one highly certified ESL teacher correspond to our ELLs' ages and grade levels as described in "1. How is instruction delivered?"

13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

There is a spring Kindergarten Open House. The Parent Coordinator makes parents feel welcomed with handouts in the first language.

Parents are invited to meet school administrators, ask questions via a translator as needed and to tour the building.

E. Schools with Dual Language Programs

We are not a school with a dual language program. We are a Freestanding ESL program school.

F. Professional Development and Support for School Staff

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

Our ESL teacher presents best practices and research articles focusing on English as a Second Language students during staff conferences. The science, writing, technology, and art cluster teachers meet with the English as a Second Language teacher to develop lesson plans, share strategies and methods that support ELLs. During "Common Preparation Periods", Primary classroom teachers meet with the ESL teacher to plan content area lessons that support the ELLs. ESL teacher, assistant principal and other teachers are invited to attend ICILSO and Department of Education – Office of English Language Learners professional development workshops featured on "PROTRAX". The assistant principal belongs to several professional development organizations (Phi Delta Kappa, Association of Supervision Curriculum and Development, National Staff Development Council, National Association for the Education of Young Children, and the National Council for Teachers of Mathematics. These memberships allow the assistant principal to share current research, books and best practices of instruction for ELLs.

What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Elementary school staff members articulate with the middle school assistant principal, and guidance counselors regarding class and grade assignments for the new year in middle school.

Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as Jose P.

The ELL training for all staff is designed in a variety of ways: book studies, webinars, research articles etc. are distributed and discussed at grade meetings and staff conferences a minimum of three times during the school year September – June.

G. Parental Involvement

Describe parent involvement in your school, including parents of ELLs.

Parent Association Meetings, Parent Orientation Meetings, Parent Teacher Conferences, Parent Lunch Recess Volunteers, Parent Field Trip Volunteers, Parent Informational Workshops, Parent Newsletter/Magazine, Kindergarten Open House, Special Assembly Programs, Special School Wide Events,

Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Newcomers are given information about child health insurance. Parents are introduced to the local and main public library multi lingual services. Parents who have four year old children are given a list of Pre Kindergarten community based organizations.

How do you evaluate the needs of the parents?

School staff members quickly work to establish a relationship between the school and home with all parents. Parents are introduced to the varied school personnel members from the security agent to the principal. Patterns have shown that the parent coordinator and social worker have been key contacts.

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

The parent involvement activities address ways that the newcomer parents can feel welcomed and become familiar with the daily routines of their child in the learning environment of PS 175 Queens. In addition the activities support the newcomer parents as they navigate New York City and the challenges of communicating in an English speaking environment. We inform our parents of the Access New York City website and translated services.

Summary

We see our school as a learning community where all members, students, staff and parents support each other, address, accept and meet the needs of individuals and create an atmosphere where learning, creativity and participation take place. Ideally, the members of our learning community will be life-long learners, flexible and adaptable to change, responsible and accountable and will become active participants in our school and in our society. They will have long term goals, high self-esteem, and respect for themselves and for others. The members of our learning community will develop decision making skills, critical thinking skills and the ability to communicate effectively.

P. S. 175 Queens, The Lynn Gross Discovery School is based on the proposition that children are seekers of meaning. Our mission is to supplement recitation with learning experiences that harness a child's natural inquisitive nature to explore and discover. The Lynn Gross Discovery School engages children in investigations self-selected from age appropriate themes in natural science and social science. Our children are provided with opportunities to identify their interests and develop their multiple intelligences in a child centered, risk free atmosphere, which encourages cooperation, teamwork and respect for the individual. Independence, self-reliance, confidence and the ability to identify and solve problems are anticipated outcomes for all of our students. We are a diverse, collaborative school community dedicated to achieving high standards of academic excellence for all of our students. Parents are equal partners with the school in making all of our children life-long learners.

The English Language Learner student must have every opportunity to be successful in the same way as the non English Language Learner student has opportunities to learn. The Language Allocation Policy is one tool that helps reach this goal.

Additional Charts and Data that Support PS 175 Queens ELL Students

Home Language	Kindergarten	First	Second	Third	Fourth	Fifth	Total
Russian	8	4	3	4	6	4	29

Listening and Speaking (Grades K-1)	'07-'08	16	0%	0%	13%	88%	14	-	-	-	-	2	-	-	-	-
	'06-'07	24	8%	8%	17%	67%	21	-	-	-	-	3	-	-	-	-
	'05-'06	27	4%	19%	33%	44%	24	-	-	-	-	3	-	-	-	-
Reading and Writing (Grades K-1)	'07-'08	16	13%	13%	19%	56%	14	-	-	-	-	2	-	-	-	-
	'06-'07	24	13%	29%	29%	29%	21	-	-	-	-	3	-	-	-	-
	'05-'06	27	19%	22%	19%	41%	24	-	-	-	-	3	-	-	-	-
Listening and Speaking (Grades 2-4)	'07-'08	27	4%	0%	11%	85%	17	0%	0%	6%	94%	10	10%	0%	20%	70%
	'06-'07	28	0%	7%	25%	68%	20	0%	10%	20%	70%	8	0%	0%	38%	63%
	'05-'06	43	0%	9%	23%	67%	35	0%	9%	26%	66%	8	0%	13%	13%	75%
Reading and Writing (Grades 2-4)	'07-'08	27	4%	26%	48%	22%	17	0%	24%	47%	29%	10	10%	30%	50%	10%
	'06-'07	28	4%	32%	36%	29%	20	5%	30%	35%	30%	8	0%	38%	38%	25%
	'05-'06	43					35					8				
Listening and Speaking (Grades 5-6)	'07-'08	10	0%	0%	30%	70%	5	0%	0%	20%	80%	5	0%	0%	40%	60%
	'06-'07	10	0%	20%	30%	50%	9	-	-	-	-	1	-	-	-	-
	'05-'06	15	0%	0%	40%	60%	6	0%	0%	17%	83%	9	0%	0%	56%	44%
Reading and Writing (Grades 5-6)	'07-'08	10	10%	20%	30%	40%	5	0%	20%	40%	40%	5	20%	20%	20%	40%
	'06-'07	10	20%	20%	20%	40%	9	-	-	-	-	1	-	-	-	-
	'05-'06	15	27%	13%	33%	27%	6	17%	0%	17%	67%	9	33%	22%	44%	0%

NOTE

The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

The above chart demonstrates that the number of English as a Second Language students change according to their results on the LAB-R. Only students who are eligible will take the Spring 2010 NYSESLAT. Generally students perform better on the Listening and Speaking part of the NYSESLAT. The Reading and Writing part of the NYSESLAT continues to challenge our students. As a result teachers will continue to plan, teach and assess students. Improving NYSESLAT/ELA scores are an important focus and school wide goal.

According to the 2009-2010 Automate The School (ATS) LAB-R, NYSESLAT EXAM HISTORY (RLAT) ENTITLED STUDENTS ONLY, thirty two students are eligible for the Spring 2010 NYSESLAT (New York State English as a Second Language Achievement Test).

This reports reveals that from 2007 – 2009 each student has improved at least one level from “Beginners – Intermediate – Advanced”.

One fifth grade student has remained at the “Intermediate Level” and one student has remained at the “Advanced Level”.

The table below indicates the present level of all 2009-2010 “Entitled Students”. Additional students will be added pending the results of the Fall 2009 LAB-R results

2009-2010 Entitled Students (as of 10/09)			
Grade	Number of Students Advanced Level	Number of Students Intermediate Level	Number of Students Beginner Level
Kindergarten	0	0	2

One	0	0	6
Two	2	1	1
Three	4	2	1
Four	4	1	2
Five	3	4	0

The general education teachers, special education teachers, English as a Second Language teacher, and service providers work in collaboration to articulate and to analyze student performance in all core subject areas. Identified English as a Second Language students or English Language Learners must demonstrate progress in acquiring English on all standardized tests. Several students have participated in the English as a Second Language program for many years. Teacher professional development workshops, parent workshops and student Saturday classes are support systems for our students.

Data shows that our English Language Learners achieved good results on the social studies science and math examinations. Translated editions of these examinations are available to our English Language Learners.

Grade 5 Social Studies Fall 2008 – New York State School Report Card						
Students	# Tested	Level 1	Level 2	Level 3	Level 4	Mean Score
English Language Learners	5	0	0	4	1	75

Grade 4 Science Spring 2009 – New York State School Report Card						
Students	# Tested	Level 1	Level 2	Level 3	Level 4	Mean Score
English Language Learners	9	0	2	5	2	75

New York City Department of Education

Results of the MATH Test

Grades 3, 4, 5, 6, 7 and 8

2006 - 2009

Results by English Proficiency Status *

School	Grade	Year	Category	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
						#	%	#	%	#	%	#	%	#	%
28Q175	3	2006	ELLs	22	662.8	1	4.5	7	31.8	12	54.5	2	9.1	14	63.6
28Q175	3	2008	ELLs	13	682.2	0	0.0	1	7.7	10	76.9	2	15.4	12	92.3
28Q175	3	2009	ELLs	7	678.6	0	0.0	0	0.0	7	100.0	0	0.0	7	100.0
28Q175	4	2007	ELLs	14	660.1	0	0.0	6	42.9	7	50.0	1	7.1	8	57.1
28Q175	4	2008	ELLs	7	685.3	0	0.0	1	14.3	4	57.1	2	28.6	6	85.7
28Q175	4	2009	ELLs	9	681.0	1	11.1	0	0.0	7	77.8	1	11.1	8	88.9
28Q175	5	2006	ELLs	17	622.4	8	47.1	3	17.6	6	35.3	0	0.0	6	35.3
28Q175	5	2007	ELLs	9	677.7	2	22.2	1	11.1	2	22.2	4	44.4	6	66.7
28Q175	5	2008	ELLs	12	663.9	0	0.0	4	33.3	6	50.0	2	16.7	8	66.7
28Q175	5	2009	ELLs	6	676.3	0	0.0	0	0.0	4	66.7	2	33.3	6	100.0

Title III funds generated in 2007-2008 were used for extensive Saturday class programs and parent workshops for our English Language Learners. We hope to see increases in student achievement level 3 and level 4 because of this Title III program. In addition we used 2007-2008 funds for Translation Services. Four professional translators (Arabic, Chinese, Russian and Spanish) from Legal Interpreting Services 21-52 44th Drive, Long Island City 11101 telephone number (718) 786-7890 attended orientation meetings, parent teacher conferences, parent workshops, parent association meetings. Increased levels of student achievement and developing proficient English Language skills are closely aligned with the goals and objectives of the 2009-2010 Comprehensive Educational Plan and the 2009-2010 Principal Performance Review.

SMART Goal # 1 English Language Arts

By June 2010, 80% of **general education students** in grade 3, grade 4, and grade 5 will demonstrate a minimum level 2 and a maximum level of 4 on the spring 2010 New York State English Language Arts test.

By June 2010, 80% of **special education students** in grade 3, grade 4 and grade 5 will demonstrate an increased mean score of 30 points on the spring 2010 New York State English Language Arts test as compared to 2006 – 2009 test results.

By June 2010, 80% of English Language Learners in grade 3, grade 4 and grade 5 will demonstrate an increased mean score of 1-30 points on the spring 2010 New York State English Language Arts Test as compared to 2006-2009 results.

By June 2010, 80% of the **early childhood students** in grade kindergarten, grade 1 and grade 2 will master benchmark levels on the ECLAS-2 test (Early Childhood Language Arts System-2)

By June 2010, 80% of **all students** in grade 2 and in grade 3 who achieved an ECLAS-2 level 5 will master benchmark levels on the EPAL.

Description of Proposed Instructional Strategies for English Language Learners (that are based on scientifically based research)

School-Wide Events

- Open Court Reading Program is used in grades kindergarten, grade 1, grade 2 and grade 3
- Grade 4 and grade 5 use the Teachers College Reading and Writing Projects

- Title I Reading pull out program (12:1 ratio of students to teacher)
- Mandated Morning Extended Day 37.5 minutes of instruction in reading and mathematics
- Daily 90 minute literacy block of instruction
- School wide publications: ENCORE, Pen & Ink
- School wide “Community Reads” the same book is read and discussed in all classes
- Read Aloud Day
- Guest Author Day
- Used Book Fair
- Lessons are facilitated using the Differentiated Instruction model
- Saturday Academy Program
- ACUITY – Periodic Assessments

SMART Goal # 2 Mathematics

By June 2010, 80% of **general education students** in grade 3, grade 4, and grade 5 will demonstrate a minimum level 2 and a maximum level of 4 on the spring 2010 New York State Mathematics test.

By June 2010, 80% of **special education students** in grade 3, grade 4 and grade 5 will demonstrate an increased mean score of 30 points on the spring 2010 New York State Mathematics test as compared to 2006 – 2009 test results.

By June 2010, 80% of English Language Learners in grade 3, grade 4 and grade 5 will demonstrate an increased mean score of 1-30 points on the spring 2010 New York State Mathematics Test as compared to 2006-2009 results.

By June 2010, 80% of the **early childhood students** in grade kindergarten, grade 1 and grade 2 will master benchmark levels on the Everyday Mathematics Assessment Test

Description of Proposed Instructional Strategies for English Language Learners (that are based on scientifically based research)
School-Wide Events

- Workshop Model of Instruction
- Math Block of Instruction (90 minutes)
- Everyday Mathematics – SRA Publishers
- Harcourt Brace Jovanovich Publishers
- C4Excellence Math Pull-Out Program
- C4Excellence Math Push-In Program
- Saturday Academy Program
- ACUITY Periodic Assessments
- Lessons are facilitated using the Differentiated Instruction model

SMART Goal # 3 Technology

By June 2010 an additional 10% of instructional spaces throughout the school will be equipped with SMART Boards.

By June 2010 an additional 5% of teachers will be provided with learning opportunities at least 3 times through “Lunch and Learn”, After School Professional Development provided by Teq Smart Board, or ICI Network Specialists.

By June 2010 50% of teachers whose classrooms have SMART Boards will incorporate the Smart Board notebook software in at least one lesson that is either informally or formally observed by the principal and/or assistant principal.

Description of Proposed Instructional Strategies for English Language Learners (that are based on scientifically based research)

School-Wide Events

- Students will strengthen and develop the six technology standards: 1. Basic Operations and Concepts, 2. Social, Ethical, and Human Issues, 3. Technology Productivity Tools, 4. Technology Communication Tools, 5. Technology Research Tools, and 6. Technology Problem-Solving and Decision-Making Tools
- Individual laptops
- Wireless Cart
- Computer Lab
- Power Point Presentations
- Web Building
- Student Technology Squad
- Emphasis on Differentiated Instruction
- Smart Boards
- Airliners
- Senteo – Assessment Tool
-

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Data was collected from the following sources:

- School Safety Agent
- School Pupil Accounting Secretary
- Student Home Language Survey Forms
- School Guidance Counselor
- School Social Worker
- Parent Coordinator
- Principal and Assistant Principal
- Parent Association Co-Presidents

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

It has been reported that parents who spoke Russian, Chinese, Spanish, Urdu, etc needed the assistance of a written or verbal translation. Simultaneous translations or one to one translation services were provided during:

- Parent Teacher Conferences
- Parent Association Meetings
- Parent Workshops with the Parent Coordinator
- Curriculum Workshops (Literacy, Mathematics, Science)
- Test Preparation Workshops (English Language Arts, Mathematics, Science, Social Studies, New York State English as a Second Language Achievement Test)

School-wide newsletters, school-wide flyers, school-wide notes were translated from English to several languages (Russian, Spanish, Chinese, Urdu, etc). Parents have the opportunity to read the notices/material in their first language and compare it to English.

The automated "School Messenger System" telephones parents to notify them of school-wide notices, school-wide events, student attendance and student lateness. When translated materials are used, communication between the school and the student's home supports trust, empowers parents and leads to increased student success.

Part B: Strategies and Activities

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

In house written translations are made available thanks to a variety of staff members: school aides, paraprofessionals, teachers, guidance counselor, social worker, and school based support team and school secretary. The languages include: Hindi, Hebrew, Spanish, Russian, Hungarian, Mandarin, Cantonese, and Korean.

Outside written translation vendors are scheduled during the fall/spring parent teacher conferences and during Saturday Academy Parent Workshops. The commercial translator's languages are: Russian, Spanish and Chinese.

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

In house oral interpretations are made available thanks to a variety of staff members: school aides, paraprofessionals, teachers, guidance counselor, social worker, and school based support team and school secretary. The languages include: Hindi, Hebrew, Spanish, Russian, Hungarian, Mandarin, Cantonese, and Korean.

Outside oral interpretation vendors are scheduled during the fall/spring parent teacher conferences and during Saturday Academy Parent Workshops. The commercial interpreter's languages are: Russian, Spanish and Chinese.

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

P. S. 175 Queens, The Lynn Gross Discovery School follows the regulations and provides necessary translations to parents in their first language.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I School wide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	338,725	19,273	357,998
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,387		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		193	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	16,936		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		964	
6. Enter the anticipated 10% set-aside for Professional Development:	33,873		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		1,924	

- 8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%
- 9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

The Lynn Gross Discovery School, PS 175 Queens PARENTAL INVOLVEMENT POLICY

The Lynn Gross Discovery School, PS 175 Queens in compliance with the Title I mandates, has implemented a parent involvement policy. A goal of the parent involvement policy is to establish a strong bond of trust between the school and the neighborhood. Our parents must be well informed. PS 175 Queen’s parents are a vital part of this school’s planning and decision making process.

Parents are invited and encouraged to participate on a variety of planning teams: School Leadership Team, Parent’s Association, and Parent Advisory Councils.

During the morning, afternoon, evening and on Saturdays parents have had the opportunity to attend numerous workshops, seminars and conferences at many locations: our school building, our district CEC, and city wide locations. Workshop titles have included: Effective School Leadership Teams, New York State Testing, Understanding New York State Standards, Family Literacy, How to Understand Your Child’s Report Card, Success Through Positive Parenting, Child Abuse, Kindergarten New Parents, Safety in Cyberspace, Technology as a Learning Tool, Transitioning from Elementary School to Middle School, Understanding Your School’s: Report Card, Progress Report, Quality Review Report and Learning Environment Survey Report, How to Use the Parent ARIS etc.

Educational research has shown a direct correlation between parent involvement and student achievement.

The PS 175 Queens Parent Involvement Policy includes all parents, general education, including parents of students with disabilities and parents of English language learners.

The PS 175 Queens Parent Involvement Policy was designed based on a detailed needs assessment survey and based on an evaluation of the Title I Parent Involvement Program.

In order to further enhance and develop the PS 175 Queens Parent Involvement Policy, PS 175 Queen's Parent's Association members and parent members of the School Leadership Team were consulted on the proposed PS 175 Queens Parent Involvement Policy and asked to survey its members for additional input.

Strategies to increase parent involvement include:

- Schedule Title I Parent Annual Meeting
- Create Fundraising Planning Committees
- Institute "Bring a Newcomer Parent to the Meeting"
- Meet and Greet the Parent Coordinator -- maintain a positive and productive relationship between the school and families as per the Central Office for Family Engagement and Advocacy (OFEA)
- Provide Translators at Meetings (Parents Association, Parent-Teacher Conference, Workshops, etc.)
- Translate all school written documents: letters, notices, flyers, newsletters/publications, announcements, calendars,
- Attend "Best Practice Fairs" sponsored by the Office of Parent Engagement
- Attend OFEA District Family Events
- Attend K-12 Education Expo – Link-Ed bringing the education community together www.linkeducation.org
- Schedule additional workshops to address physical, intellectual, emotional and social concerns of all children
- Attend Parent Teacher Conference – schedule additional conferences as needed
- Borrow materials from the Parent Lending Library

The PS 175 Queens Parent Involvement Policy will be reviewed and distributed on an annual basis at the Title I Parent Annual Meeting.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

The Lynn Gross Discovery School , PS 175 Queens SCHOOL and PARENT COMPACT

P. S. 175 Queens, The Lynn Gross Discovery School and the parents of the students participating in activities, services and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for student academic achievement and the means by which the school and parents continue to build, strengthen and develop a trusting partnership that will support children achieve New York State's high standards of excellence. This school-parent compact is in effect during school year 2009 – 2010.

School Responsibilities

P. S. 175 Queens, The Lynn Gross Discovery School will:

1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet and to exceed New York State's student academic achievement standards as follows: 90 minute blocks of instruction in core subject areas: literacy, mathematics, and science, focus on differentiated instruction, curriculum pacing calendars, common preparation periods, periodic assessments, rubrics, AIS programs, C4Excellence program, Visual and Performing Arts Program, English Language Learner program, Special Education Teacher Student Support , Self Contained Classes, related service providers, and guidance counselors.
2. Schedule mandated New York City Calendar parent – teacher conferences in the fall/November and the spring/ March. In addition at P. S. 175 Queens parents are encouraged to make an appointment to see the teacher and school administrators as needed.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: (ARIS) Achievement Reporting and Innovation System, has an online parent link, (review/sign/return) parents review formal and informal student classroom assessments, sign/write comments and return the assessments to the classroom teacher, frequently teachers and parents communicate by telephone and by email.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: daily teachers are available to make appointments during preparation periods, school administrators are available during the day to make appointments, the School Based Support Team, guidance counselor and social worker are also available to parents preferable by appointment but all staff members realize that an urgent concern needs immediate attention.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: parents escort classes on field trips, parents volunteer during school wide events, parents attend classroom celebrations, parents organize and distribute individual "Class Reach Out Parent Telephone Number Lists", parents are invited to observe their children during scheduled Open School Week and as needed, parents organize and distribute Pen & Ink Newsletter and parents volunteer during student outside recess.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy in an organized, ongoing and timely way: Parents meet during monthly School Leadership Team meetings, School Safety meetings and Parent Association meetings.

7. Involve parents in the joint development of any School Wide Program plan for (SWP) schools), in an organized, ongoing and timely way: Parents attend the monthly School Leadership Team meetings and participate in the “Tea with the Principal Program”.

8. Hold an annual meeting to inform parents of the school’s participation in the Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time for parents, and will offer a flexible number of additional involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs and will encourage them to attend. At P. S. 175 Queens, The Lynn Gross Discovery School various meetings are scheduled at various times to accommodate all of our parents because we are designated “School Wide Project”. The Regional Title I Parent Liaison is invited to attend the meetings. Our school is supported by dedicated parents, responsible staff members and a most caring parent coordinator.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language parents can understand: We have an automated telephone “School Messenger” which can be programmed to deliver a variety of languages. We have multi-lingual staff members and as needed we contract with outside Department of Education approved interpreters.

10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school’s curriculum, the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet: Parents are invited to attend core subject workshops, New York State assessment workshops, and grade specific workshops.

11. On request of parents, provide opportunities for regular meetings for parents to formulate suggestions, to participate, as appropriate in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible: We promptly respond to all parents who express an interest in shared decision making regarding their children’s education, especially to parents of our sub group categories: students with disabilities and English Language Learners.

12. Provide to each parent an individual student report about the performance of their child on the New York State assessment in mathematics, English Language Arts, New York State English as a Second Language Achievement Test, Science, and Social Studies: We distribute hard copies of the student’s New York State assessments from the (NyStart) website New York State Testing and Accountability Reporting Tool and direct the parents to the (ARIS) Parent Link Achievement Reporting and Innovation System.

13. Provide each parent timely notice when their child has been assigned or has been taught for four(4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I: All of our teachers are highly qualified.

Parent Responsibilities

1. Monitor their children’s attendance and punctuality
2. Monitor that their children’s homework is completed
3. Monitor their children’s amount of passive activity time (TV, Video, Game Boy)
4. Engage in quality time with their children
5. Volunteer in the school
6. Share decisions regarding their children’s education
7. Stay current and well informed regarding curriculum, assessment, school wide notices, Department of Education letters, and communicate frequently with the classroom teacher
8. Serving to the extent possible, on policy advisory groups, such as being on the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, District wide Policy Advisory Council, the New York State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve academic achievement and achieve New York State’s high standards of excellence Specifically, we will: (Describe the ways in which students will support their academic achievement, such as)

Students at P. S. 175 Queens, The Lynn Gross Discovery School will:

1. Do my homework every day and ask for help when I need to.
2. Read at least 30 minutes every day outside of school time.
3. Give to my parents or to the adult who is responsible for my welfare all notices and information received by me from my school every day.
4. Practice excellent habits of attendance and punctuality.
5. Practice excellent health habits, eat healthy foods, get rest, exercise and come to school ready to learn.
6. Practice working together to achieve more.
7. Practice listening to understand and to be better understood.
8. Practice a positive attitude.
9. Practice doing the most important things first.
10. Practice identifying a mission and a goal in life.
11. Practice being responsible.

SIGNATURES:

The Lynn Gross Discovery School
School

Parent(s)

Student

Date

Date

Date

(Please note that signatures are not required)

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

A variety of student assessment tools and New York State/New York City reports were examined to establish school wide goals and objectives aligned with New York State/New York City standards of excellence. Tools and reports included: Learning Environment Survey, Quality Review, Progress Report, Annual School Report Card – Accountability and Overview Report, and Comprehensive Information Report, (ARIS) Achievement Reporting and Innovation System and (nyStart) New York State Testing and Accountability Reporting Tool.

2. School wide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

P. S. 175 students participate in 90 minute blocks of instruction in literacy, mathematics and science. English as a Second Language students participate in the appropriate minutes of instruction according to their level of English proficiency. Eligible “advanced” students participate in an enrichment pull-out model program.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

P. S. 175 students participate in an extended day before school program, a C4 Excellence math pull-out and push-in program, and a Saturday Academy program.

- o Help provide an enriched and accelerated curriculum.

P. S. 175 students participate in a pull-out enrichment program facilitated by a certified “Talented and Gifted” teacher.

- o Meet the educational needs of historically underserved populations.

P. S. 175 students in the sub-group category of Students with Disabilities and English Language Learners participate in the Inquiry Team program. Extensive discussion and time is devoted during scheduled Pupil Personnel Team meetings. It is a school wide priority to meet the academic and social emotional needs of our sub group students. It is a school wide policy to provide the least restricted environment and to offer main streaming opportunities as soon as the student with disabilities is ready. In the past we have noticed that students in the sub group Students with Disabilities and English Language Learners excelled in the performing arts and visual arts.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

P. S. 175 students who are low academic achievers participate in a variety of programs: Inquiry Team, 10 Week At Risk Program, Extended Day Program, Saturday Academy Program and C4Excellence Program.

- Are consistent with and are designed to implement State and local improvement, if any

P. S. 175 administrators and teaching staff align all curriculum and standards of excellence with New York State.

3. Instruction by highly qualified staff.

P. S. 175 teachers have a master's degree, in addition several teachers have achieved a master's degree plus thirty credits.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School wide Program to meet the State's student academic standards.

P. S. 175 administrators, teachers, related service providers, parent coordinator, paraprofessionals, secretaries, attend professional development sessions sponsored by the UFT Teachers Center, ICI Network Leaders, Tequipment Technology, Columbia University Teachers College, St. John's university, Bank Street College, Fred Pryor Associates, etc. In addition teachers and school administrators are members of professional organizations: National Council of Teachers of Mathematics, Association for Supervision Curriculum and Development, Phi Delta Kappa, National Staff Development Council, New York City Association of Elementary School Principals, Association of Assistant Principals, etc

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

P. S. 175 teachers are valued and recognized for their dedication and commitment to the P. S. 175 children and to the children's parents. A general education teacher and a special education teacher were featured on the Department of Education web site "Feature a Teacher". This was both an individual honor and a school-wide honor for our staff.

P. S. 175 teachers are encouraged and empowered as they share, collaborate, reflect and make decisions.

6. Strategies to increase parental involvement through means such as family literacy services.

Family literacy services include a "Parent Coordinator" resource library. Parents have access to a variety of publications: books, magazines, DVD s to promote literacy and positive parenting.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Pre-school parents and children are invited to a Kindergarten Open House Event. This is an opportunity for new students and new families to tour the school, meet and greet teachers/administrators, and to ask general questions.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

At P. S. 175 the Inquiry Team has expanded to include additional grades and 90% of the teachers. Teachers examine a variety of assessment tools. Teachers conduct “drill-down” line by line analysis of student assessments. Teachers discuss student work in relation to the rubric.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students’ difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

At P. S. 175 students participate in the ACUITY periodic assessment schedule. In addition teachers meet to collectively design a specific grade Assessment. Student results are analyzed and feedback is given in a timely fashion. The teachers practice a process of diagnosis and then prescription. Students participate in online individual assignments to support remediation or advancement of a concept in the core subject areas of literacy, mathematics, science and social studies.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Healthy Choice

- Nutrition Pyramid Program
- Student Council Members collaborate with teachers, cafeteria staff and the school nurse on the “Healthy Choice Nutrition” committee.

Food Festivals

Throughout the school year the Office of Food Services work in cooperation with the P. S. 175 Queens cafeteria staff members to plan:

- Italian Festival – Pizza, Ravioli
- Asian Festival
- Caribbean Festival
- Soul Food Festival
- 100th Day of School Festival
- School Spirit Day Festival

Students decorate the cafeteria with art work, poems, signs, posters, charts, and craft displays. Musical selections compliment the special food celebrations. It is a delicious, delightful and dazzling time for all.

Violence Prevention Programs

- “LEAP” is a school resident program that supports violence prevention.
- Grade 4 students, teachers and social worker participate in the Anti Bullying Program – No Place for Hate.
- St. John’s University School of Education – Urban CARES Institute and the St. John’s University Chapter of Phi Delta kappa
- Conduct violence prevention forums- “Proactive or Reactive? Confronting Issues of Bullying in the Middle School”
www.guardianangels.org and www.cyberangels.org
- No Place For Hate School – Anti Defamation League <http://regions.adl.org/new-york/programs/no-place-for-hate.html>

Principal, assistant principal, classroom teachers, guidance counselor, psychologist, parent coordinator, and social worker are several staff members who support our students, parents and student family members in violence prevention.

Transportation

- Three students in grades K-3 travel by school bus as participants of the NCLB program.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
P. S. 175 is a School Wide Project school, thus our Title I funds are used for all of our students.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
All students classified in the sub groups Students with Disabilities or English Language Learners follow the same rigorous academic program designed for excellence as our general education students.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

Our students participate in Extended Day before school instruction, Saturday Academy, Inquiry Team, At Risk, AIS, and C4Excellence programs.
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
All students participate in 90 minute blocks of instruction in all core subject areas.
English as a Second Language students receive their appropriate minutes of instruction
Students with Disabilities are placed, receive instruction and test modification appropriate to their IEP
 - c. Minimize removing children from the regular classroom during regular school hours;
Common grade pull out periods minimize removing children from the regular classroom during regular school hours
Kindergarten – period 0, grade 1 period 1, grade 2 period 2, grade 3 period 3, grade 4 period 4, periods 5, 6, 7 are lunch, grade 5 period 8.
4. Coordinate with and support the regular educational program;
 - A. School Wide Policy: Common preparation periods, articulation meetings, core subject pacing calendars,
 - B. School Wide Teams: Inquiry Team, Pupil Personnel Team, School Based Support TeamThe components of “A” with the components of “B” coordinate and support all students especially our sub group category of NCLB, Students with Disabilities, English Language Learners and low achievers.

5. Provide instruction by highly qualified teachers;

P. S. 175 teachers have a master's degree, in addition several teachers have achieved a master's degree plus thirty credits.

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

P. S. 175 administrators, teachers, related service providers, parent coordinator, paraprofessionals, secretaries, attend professional development sessions sponsored by the UFT Teachers Center, ICI Network Leaders, Tequipment Technology, Columbia University Teachers College, St. John's university, Bank Street College, Fred Pryor Associates, etc. In addition teachers and school administrators are members of professional organizations: National Council of Teachers of Mathematics, Association of Supervision Curriculum and Development, Phi Delta Kappa, National Staff Development Council , New York State Elementary School Principal Association, Association of Assistant Principals, etc

We practice "Turn Keying" best practices during staff meetings.

7. Provide strategies to increase parental involvement; and

The principal conduct "Meet and Greet Tea with the Principal"

The principal and the assistant principal practice an open door policy

Parents are invited to attend school assembly programs and special events

Parents are invited to escort classes on field trips

Translation and Interpreters are available

ENCORE Magazine

Pen & Ink Newsletter

Parent Teacher Conferences are scheduled as needed – Not limited to the Department of Education November and March Conferences

8. Coordinate and integrate Federal, State and local services and programs.

All mandated guidelines are followed to comply with services and programs:

NCLB

Special Education

English Language Learners

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

During common preparation periods, grade meetings and staff conferences we examined and discussed each ELA Alignment finding – our teachers have evidence that the negative aspects of the ELA Alignment findings do not apply to our school.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Gaps in the Written Curriculum – all students have “school-wide” writing portfolios. The monthly assignments include units of study from the Teachers College Writing Project. The student's Kindergarten to grade 5 Language Arts Portfolio is cumulative.

Curriculum Maps-are created and maintained for all grades in literacy, mathematics, science, social studies, physical education, technology, English as a Second Language and visual arts. The curriculum maps are aligned with New York State standards and the New York City Scope and Sequence. The curriculum maps are created horizontally and shared both horizontally and vertically one grade above and one grade below. The curriculum maps were evidence of pacing and skills. Teachers would modify the maps and drill down a skill if students were not able to demonstrate complete understanding of the idea, concept or skill. Strategies of instruction, rubrics and expected student outcomes were detailed and discussed during common instructional planning meetings.

Taught Curriculum- Our students from Kindergarten to grade 5 researches a topic and deliver an oral presentation based on their research.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

ELA Materials- Teachers conduct a needs assessment regarding materials for all students- general education, students with disabilities and English Language Learners. Teachers preview and compare sample instructional materials, programs and software. Materials are purchased after teachers collaborate with the principal, and assistant principal.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our school uses Every Day Mathematics and Harcourt Brace Jovanovich where are aligned with New York State Standards. Scott Foresman Mathematics, 8 Steps Model of Problem Solving, "Drilling Down" periodic assessment questions create a balanced mathematics program for our students.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our math program, extended day morning instruction and Saturday Academy Program have supported student success.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on

self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our teachers facilitate student learning in the core subject areas: (literacy, mathematics, science, 90 minute blocks) social studies, physical education and visual arts by using the "Workshop Model of Instruction" with an emphasis on differentiated instruction.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Extensive in house professional development is devoted to "What differentiated instruction looks like" for each group and for each subgroup of students. In addition teachers attend "Differentiated Instruction" workshops facilitated by Network 18, UFT Teachers Resource Center and Tequipment-Smart Boards.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our teachers facilitate student learning in the core subject areas: (literacy, mathematics, science, 90 minute blocks), social studies, physical education and visual arts by using the "Workshop Model of Instruction" with an emphasis on differentiated instruction.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Differentiated Instruction is important to our school because research demonstrates that students can increase levels of achievement by several percentage points.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

When the "BEDS" process is completed we can determine the number of new and transfer teachers.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

There seems to be a trend in our school that highly qualified veteran teachers use their experience, knowledge of curriculum, and methods to support student success.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our English as a Second Language teacher is self motivated to stay current in the research based practices for English Language Learners. She has attended Summer QTEL (Quality Teaching for English Learners) training sessions and UFT Teacher Resource Center training sessions. Our English as a Second Language teacher returns to school and shares materials, resources and strategies with the staff during common preparation periods, grade meetings and staff conferences.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

When the English as a Second Language teacher receives training and shares the training general education students and sub group category students English Language Learners and Students with Disabilities benefit because the instruction is clearer and more explicit.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Distributing hard copies of student test results, drilling down line by line, and reviewing the ARIS system are important and relevant to our school's educational program. Data is shared with students, teachers and parents in a timely manner.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

This practice of reporting student assessment results in a timely manner allows all teachers who are responsible for English Language Learners to plan effectively for their students. The teacher will assess the areas in need for remediation/re-teaching and assess areas of advanced understanding for enrichment.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

All teachers of students who have an IEP are given a copy and directed that this is a confidential document that must be kept in a secure place. Next the general education teacher reads the IEP with a "special education staff member". The teacher lists the students accommodations and modifications with the understanding that the accommodations and modifications apply at all times (classroom assessments and high stake assessments).

Special education staff members share resource materials, methods and instructional strategies with non-special education staff members. Technology is incorporated as an instructional approach.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The complete understanding of a Student with Disabilities (IEP, methods of instruction, accommodations and modifications, etc) are vital to the student's success on the path a least restrictive program, on the path of mainstreaming and on the path of decertification.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

As previously stated an IEP is a confidential document that must be kept in a secure place. All teachers must be familiar with the student's core subject goals and if indicated the student's behavioral goals. The Behavior Intervention Plan and Formal Behavior Assessment are available for review with School Based Support Team. If the classroom teacher must institute a "Behavior Management System" they can seek support from the SBST members, guidance counselor and social worker.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

All teachers whose students have a Behavior Intervention Plan have a conference with the SBST members, guidance counselor and social worker. In addition the testing coordinator and special education staff members review the (ATS) report that indicates all students and their accommodations and modifications.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

- At this time P. S. 175 Queens does not have any students in temporary housing.
- There are zero students in temporary housing – city shelters etc.

2. Please describe the services you are planning to provide to the STH population.

We would provide counseling with our school social worker and guidance counselor. Make referrals to outside community based organizations (pre-kindergarten (universal pre-kindergarten, free child health insurance, Access New York City – 311. We would include all high stake participants in the “Attendance Committee” meetings to monitor student attendance and lateness. Encourage student participation in our extended day program and our Saturday Program.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.